

Scampton
Church of England
Primary School



RELIGIOUS EDUCATION CURRICULUM
AND PROGRESSION DOCUMENTS



Intent

Our R.E. curriculum is underpinned by our **locally Agreed R.E. Syllabus**. Through R.E. our pupils will develop religious literacy and **knowledge** of significant religions including Christianity, Islam, Judaism and Hinduism. Pupils will develop their abilities to articulate the beliefs and practices of the major religions and **diversity** within a religious community. They will be taught to value the religions and religious beliefs and practices of their peers as well as **question thoughtfully**, and to compare compassionately, in order to celebrate the **diversity** of thinking across the globe. We aim to teach our pupils about equality and to instil in them a tolerance, understanding and respect of all cultures, faiths, disabilities, and ways of life and living. They will be taught to **respect** the rights of others to hold **diverse opinions** and participate in **culturally** different practices. Pupils will be able to defend ideas and/or practices with which they do not necessarily agree. They will develop their ability to make morally based decisions, and to behave with **respect** and compassion to fellow citizens.

Implementation

Teachers plan from the agreed long-term planning and our progression document which identifies key substantive knowledge and uses the disciplinary lenses of 'believing, 'living' and 'thinking' to scaffold learning. These are underpinned by the Agreed Syllabus. R.E. is taught in weekly discrete lessons. Teachers adapt the planning to best support the progression of pupils in their class, consulting with the subject leader if there is any major variation. Opportunities to positively reinforce learning through global or national events are used, usually at the discretion of the class teacher. Lessons require pupils to develop their ability to analyse, evaluate and compare between their developing understanding and prior learning about other religious and non-religious worldviews.

The following pages set out the content of the religious education curriculum at our school including our progression documents for substantive and disciplinary knowledge, including the key golden threads that run from EYFS to Year 6.



Our religious education curriculum follows the Lincolnshire Agreed Syllabus.

The aim of RE in Lincolnshire

To produce pupils who are religiously literate and able to hold balanced and informed conversations about religion and belief.

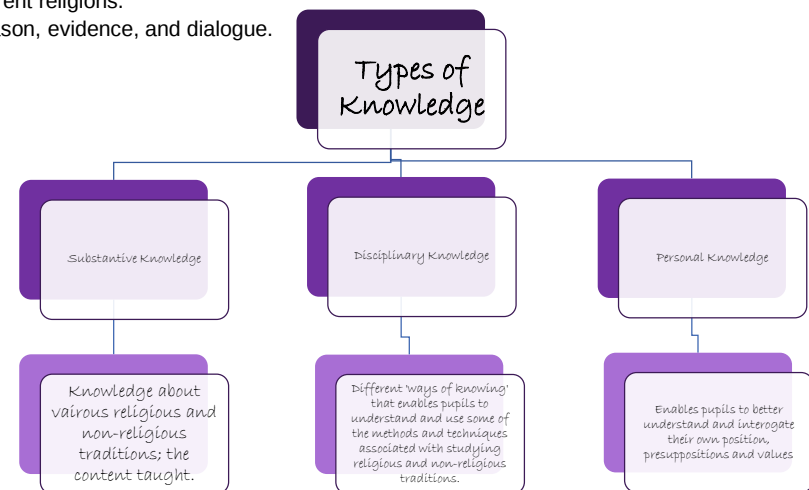
Good RE should:

- develop pupils' knowledge and understanding of Christianity as well as other principal religions and world views focus on concepts as well as content, within the context of enquiry based learning
- explore authentic religious material, e.g. sacred texts
- reflect diversity in terms of the changing religious landscape of the UK (see 2011 census below) so that they are prepared for life in modern Britain
- engage and challenge pupils
- reflect pupils' own experiences and provide a safe space for discussion
- present religious belief as a real, lived phenomenon, not something exotic or belonging to the past
- take into account the increase in the number of people with non-religious beliefs and identities
- provide opportunities for personal reflection and spiritual development
- help to prepare pupils for adult life, enabling them to develop respect and sensitivity for others

Skills in RE

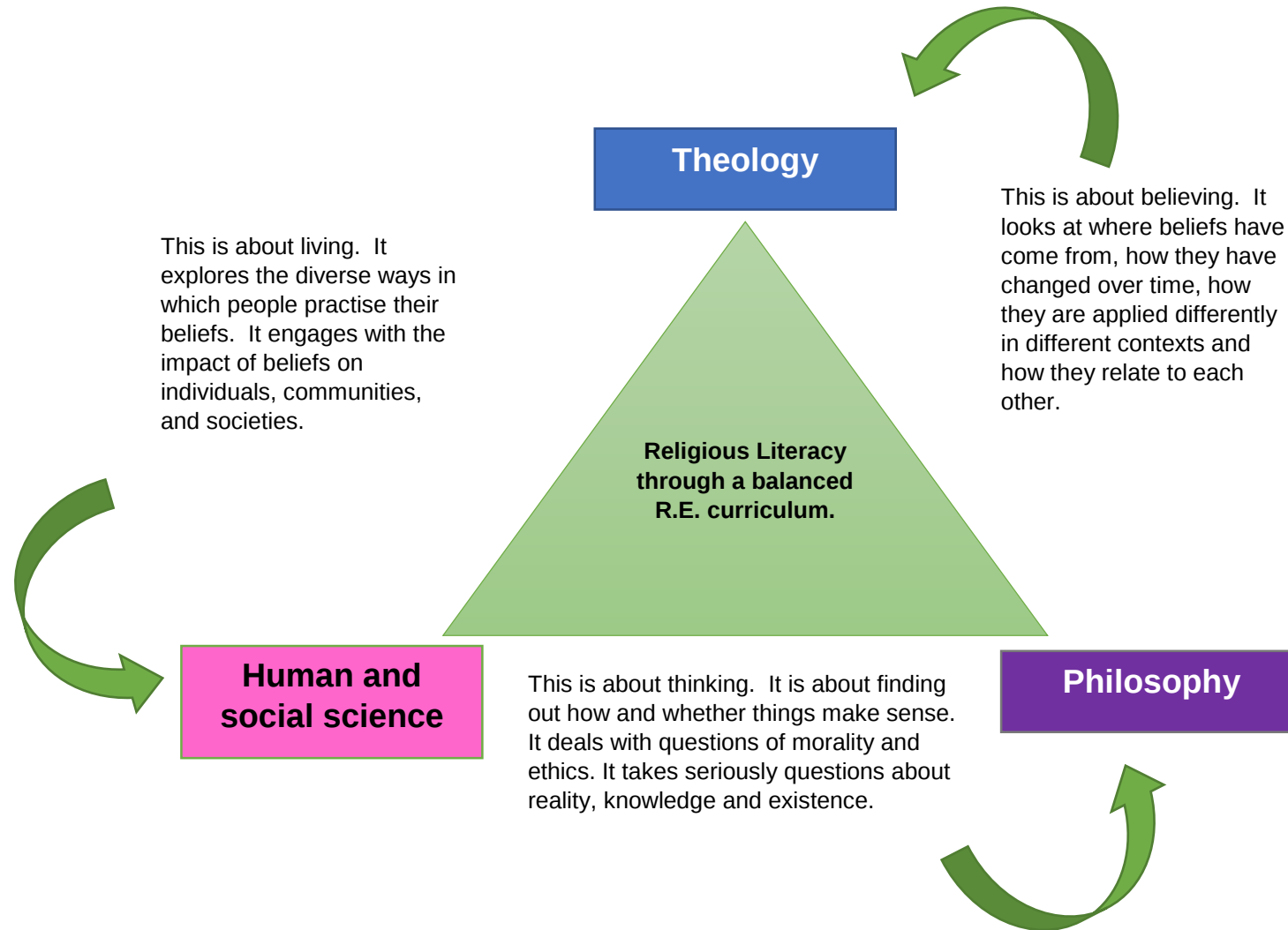
Pupils should develop key skills in RE in order to enhance learning and this should be evident across key stages:

1. Investigation and enquiry: asking relevant and increasingly deep questions; using a range of sources and evidence, including sacred texts; identifying and talking about key concepts.
2. Critical thinking and reflection: analysing information to form a judgement; reflecting on beliefs and practices, ultimate questions and experiences.
3. Empathy: considering the thoughts, feelings, experiences, attitudes, beliefs and values of others; seeing the world through the eyes of others.
4. Interpretation: interpreting religious language and the meaning of sacred texts; drawing meaning from, for example, artefacts and symbols.
5. Analysis: distinguishing between opinion, belief and fact; distinguishing between the features of different religions.
6. Evaluation: enquiring into religious issues and drawing conclusions with reference to experience, reason, evidence, and dialogue.



Disciplinary RE

These are the “lenses” we look through that help pupils develop specialised knowledge and specialised skills associate with R.E.



Golden Threads for RE (highlighted yellow in key knowledge statements)

Christianity

One **God** who is a **Trinity**

God **created** the world and wants relationships with humans, but humans have damaged it (the **Fall**)

Jesus heals the damaged relationship between God and humans through his death, **crucifixion** and **resurrection**

The **Bible** is a key source of authority

Christians live out their beliefs in different ways.

Islam

One **God**

God wants humans to keep things in harmony and give them a **straight path (shariah)** to follow

There is **guidance** to help humans follow the straight path, including the **Prophets**

The **Qur'an** is a key source of authority for Muslims

Muslims live out their beliefs in different ways

Hinduism (KS2 only)

Brahman, the Ultimate Reality / Life Force

Atman (soul) – the bit of **Brahman** living in everything

Samsara, the cycle of birth, life, death, and rebirth that every **atman** is on

Moksha (liberation from **samsara**), the ultimate goal of every **atman**

The way to achieve **moksha** is for the **atman** to fulfil its **dharma** in every cycle of life

Hindus live out their beliefs in different ways.

The following tables show the journey children will take through RE during their time at Scampton CE Primary School. This is based on a two year cycle (Year A and Year B)

TERM	RE Curriculum Map (Year A)			
	EYFS/ Other links	Phase 1	Phase 2	Phase 3
Autumn Term 1	Myself	God/Ultimate Reality		
		God (UC)	Hinduism - God	God (UC)
Autumn Term 2	Incarnation (UC) People Special to Me	Creation/Community		
		Incarnation (UC)	Hinduism - Community	Creation (UC)
Spring Term 1	Our Special Books	Creation/Incarnation		
		Creation (UC)	Creation (UC)	Incarnation (UC)
Spring Term 2	Salvation (UC)	Salvation/God/Incarnation		
		Salvation (UC)	God/Incarnation (UC)	Salvation (UC)
Summer Term 1	Creation (UC)	Additional Units		
Summer Term 2	Our Beautiful World	Places of worship	Expressing Belief through the Arts.	Do you have to believe in God to be good?

TERM	RE Curriculum Map (Year B)			
	EYFS/ Other links	Phase 1	Phase 2	Phase 3
Autumn Term 1	Myself	God/Life Journey		
		Islam - God	Hinduism – Life Journey	Islam - God
Autumn Term 2	Incarnation (UC) People Special to Me	Being Human		
		Islam – Being Human	Hinduism – Being Human	Islam – Being Human
Spring Term 1	Our Special Books	Community/Gospel		
		Islam - Community	Gospel (UC)	Islam - Community
Spring Term 2	Salvation (UC)	Life Journey/Salvation		
		Islam – Life Journey	Salvation (UC)	Islam – Life Journey
Summer Term 1	Creation (UC)	Additional Units		
Summer Term 2	Our Beautiful World	God - Thankfulness	Journeys carried out by religious people (Pilgrimage)	Enquiry into the Big Questions – What is a good life?

Long Term Plan by Year Group

EYFS

Autumn 1: Myself	Autumn 2: Special People to Me/ Incarnation (UC)	Spring 1: Our Special Books	Spring 2: Salvation (UC)	Summer 1 – Creation (UC)	Summer 2 – Our Beautiful World
In this unit children will: - Look at examples of people who belong to religious communities – ways in which religion is an ordinary part of their lives (e.g. Christians visiting church to worship, Muslims participating in big community festival celebrations, Sikhs helping out in the langar [canteen] in the gurdwara, etc.) - use visits and visitors where possible - use stories/picture books to explore some ways in which religion is important to some people	In this unit children will: - be introduced to some special people in religion, e.g. Jesus, Prophet Muhammad, Moses, Guru Nanak, etc. - be introduced to the idea that some people in religious communities have special jobs, e.g. vicar, imam, rabbi, etc. - thinking about different jobs these people have, e.g. teacher, leader, someone to look after the community, etc.	In this unit children will: - engage with some stories from religion, e.g. Jesus' birth, the parables (e.g. the Good Samaritan and the Lost Sheep), the story of the Prophet Muhammad and the spider, the story of Jonah and the whale, etc. - Think about how religious people treat their books to show that they respect them.	Why do Christians put a cross in an Easter Garden? In this unit children will: - learn about why a palm cross is a special symbol for Christians. - Learn about the Palm Sunday story - How Christians use crosses to celebrate Easter at home and at church.	Why is the word 'God' so important to Christians? In this unit children will: - learn that God is a very important person for Christians - learn about the creation story - Learn about harvest festival and how Christians celebrate this.	In this unit children will: - explore different stories of creation (including the Jewish story), e.g. Christianity, Hinduism - explore beliefs about the natural world and how human beings should relate to it (e.g. stewardship in Christianity and Judaism, every living thing being part of Brahman, the ultimate reality in Hinduism, etc.
Key knowledge from this unit: - I know that belonging to a religious world view is very important to some people and that some people believe in God. - I know some key words used to describe people who are religious: Christian, Muslim, Hindu, Jewish, Sikh, Buddhist.	Key knowledge from this unit: - I know that some people are special to us because they help us and teach us how to live good lives. - I know that Jesus is a special person to Christians. - I know that the Prophet Muhammed is a special person to Muslims.	Key knowledge from this unit: - I know that the Bible is a special book for Christians. - I know that the Qur'an is a special book for Muslims. - I know at least one special story for Christians and Muslims (e.g., the story of creation, the Lost Sheep (Christianity), The Prophet and the Spider (Islam).	Key knowledge from this unit: - I know that a palm cross is a special symbol for Christians - I can retell some key events of Palm Sunday - I can recognise the shape on the top of a hot cross bun	Key knowledge from this unit: - I know that God is a very important person to Christians - I can retell the creation story from the Bible - I know how Christians celebrate Harvest Festival.	Key knowledge from this unit: - I know that we can see use all of our senses to find out more about the natural world. - I know that Christians and Muslims believe the natural world is special because God created it.

Phase 1 (Year A)				
Autumn 1: God (UC)	Autumn 2 – Incarnation (UC)	Spring 1: Creation (UC)	Spring 2: Salvation (UC)	Summer 2 – Places of Worship
Key Question: What do Christians believe God is like? Lesson 1 – Believing/thinking Making sense of the text: the story of The Lost Son Lesson 2 – Thinking Making Connections: Hidden meanings of the Parable of the Lost Son Lesson 3 – Believing/living Understanding the Impact: how might Christians show that they love God? Lesson 4 – Thinking/living Making Connections: What happens in school if they do something wrong? Lesson 5 – Believing/living/thinking Understanding the Impact: Christian prayers linked to the story of The Lost Son Lesson 6 – Thinking/living Making Connections: the ideas of forgiving and being forgiven.	Key Questions: Why does Christmas matter to Christians? Lesson 1 – Thinking Making sense of the text: investigating familiar stories Lesson 2 – Believing/living/thinking: The Christmas story: Making sense of the text Lesson 3 – Believing/living/thinking Understanding the impact: looking for signs of the Christmas story Lesson 4 – Believing/living Understanding the impact: how does St. Andrew's show signs of the Jesus story in the run up to Christmas? Visit from the vicar/bishop's visitor. Lesson 5 – Believing/living/thinking Understanding the impact: learning about Advent Lesson 6 – Believing/living Making connections: how do Christians thank God that Jesus came to earth to show and tell people how to live?	Key Question: Who made the world? Lessons 1 & 2 – Believing/thinking Exploring created things and the natural world and introduce the story of Genesis 1. Explore the story in different ways. Lesson 3 – Living/thinking Understanding the Impact: showing thankfulness (link to natural world and harvest) Lesson 4 – Living Understanding the Impact: How do Christians share resources offered at harvest? Grace prayers. Lesson 5 – Believing/thinking Making Connections: What questions would they ask the world-maker? Lesson 6 – Thinking/living Making Connections: to make a connection between the Christian ideas of God as creator and the importance for everything of being grateful for what we have.	Key Questions: Why does Easter matter to Christians? Lesson 1 – Believing/thinking The Easter story: Making sense of the text Lesson 2 – Making connections: emotions linked to the Easter story. Lesson 3 – Living Understanding the impact – look at images, objects and experiences linked to ways in which Christians remember the story of Holy week and Easter Lesson 4 – Believing/living Understanding the impact – showing the events of Holy Week Lesson 5 – Believing/thinking Understanding the impact – thinking about heaven. Lesson 6 – Believing/thinking Making connections – pupils reflect on the way the Easter story changes from sadness to happiness and how this makes them feel.	Key Questions: Choose three key objects, features or symbols and ask: What do they tell us about beliefs about God/human beings/the world from this particular worldview? How are they used or what impact do they have on this worldview community? Lesson 1 – Believing/living/thinking Christian places of worship: What is a church and what are the key features? Lesson 2 – Believing/living/thinking: What makes a Christian church a special place? Lesson 3 – Believing/living/thinking Do Christians only worship in a church? Lesson 4 – Believing/living/thinking Jewish places of worship: What are the key features of a Jewish place of worship? Lesson 5 – Believing/living/thinking What makes a Jewish place of worship special? Lesson 6 – Believing/living/thinking Compare and contrast Christian and Jewish places of worship
<i>Pupils build on learning in EYFS by exploring in detail ways in which Christians articulate their beliefs about God.</i>	<i>Pupils have the opportunity to explore in more depth the key figure of Jesus, making connections between Jesus' early years and his adult life (explored in the previous term).</i>	<i>Building on learning in the previous term, pupils explore how Christians articulate their different beliefs about the origins of the universe and the ways in which these connect with beliefs about God.</i>	<i>In this term, pupils have the opportunity to explore in depth the story of Jesus' crucifixion and resurrection as something for which Christians express gratitude.</i>	<i>Having learned about different ways in which Muslims worship Allah (God), pupils have the opportunity to explore different places of worship across different religious traditions. This also builds on learning in Early Years.</i>
Key knowledge from this unit: - I know that Christians believe in God - I know that Christians find out about God in the Bible - I know that Christians believe God is loving, kind, fair and forgiving, and also Lord and King. - I know that some stories show these Christian beliefs. - I know that Christians worship God and try to live in a way that pleases him.	Key knowledge from this unit: - I know that Christians believe that Jesus is God and that he was born as a baby in Bethlehem. - I know that the Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king) and that he came to bring good news (for example, to the poor). - I know that Christians celebrate Jesus' birth. I know that Advent for Christians is a time of getting ready for Jesus' coming.	Key knowledge from this unit: - I know that Christians believe that God created the universe. - I know that Christians believe that the Earth and everything in it are important to God. - I know that Christians believe that God has a unique relationship with human beings. I know that Christians believe that humans should care for the world because it belongs to God.	Key knowledge from this unit: - I know that Easter is very important in the 'big story' of the Bible. - I know that Christians believe Jesus rose again, giving people hope of a new life.	Key knowledge from this unit: - I know and can explain the significance of some key features of a Christian church: candle, font, altar - I know and can explain the significance of some key features of a Jewish synagogue: yad, tallit, ner tamid. - I know that different churches and synagogues look very different from each other and have different key features.

Phase 1 (Year B)				
Autumn 1: God – Islam	Autumn 2: Being Human – Islam	Spring 1: Community - Islam	Spring 2: Life Journey – Islam	Summer 1 and Summer 2: God – Thankfulness
Key Questions: How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith from the Qur'an? Lesson 1 – Believing/thinking Beliefs about God Lesson 2 – Believing Muslim Beliefs about God: One God (Tawhid) Lesson3 – Believing Muslim beliefs about God: Creation and Harmony Lesson 4 – Thinking/believing Muslim Beliefs: Human beings and the Straight Path Lesson 5 – Believing Muslim Beliefs: Guidance Lesson 6 – Believing Muslim Beliefs: Prophet Muhammad and the Qur'an	Key Questions: What does the Qur'an say about how Muslims should treat others and live their lives? Lesson 1 – Believing/living/thinking What is a world view? Lesson 2 – Believing Introduction to a Muslim world view Lesson3 – Thinking/believing/living The Five Pillars of Sunni Islam Lesson 4 – Thinking/believing Imam: Shahadah Lesson 5 – Believing/thinking Akhlq: Making good choices 1 Lesson 6 – Believing/living/thinking Akhlq: Making good choices 2	Key Questions: What do different Muslims do to express their beliefs? What celebrations are important to Muslims Lesson 1 – Believing Recap of Muslim Beliefs Lesson 2 – Believing/living Practices that take place in Muslim Communities: prayer Lesson3 – Believing/living/thinking Practices that take place in Muslim Communities: Worship at the Mosque Lesson 4 – Believing/living Practices that take place in Muslim Communities: Eid ul-Adha Lesson 5 – Living/thinking/living Practices that take place in Muslim Communities: Eid ul-Fitr Lesson 6 – Believing/living Summative	Key Question: How do different Muslims celebrate and say thank you for the life of a new baby? What does it mean to belong? Why does it matter to belong? Lesson 1 – Believing/thinking Muslim beliefs recap Living/thinking Belonging – why is it important? Lesson 2 – Believing/living Belonging to a Muslim community Lesson3 – Believing Welcoming a new baby into a Muslim community Lesson 4 – Believing/thinking Welcoming a new baby into a Muslim community Lesson 5 – Believing Comparing Muslim and Christian ways of welcoming a new baby into the community Lesson 6 – Believing Summative	Key Questions: What different things and times do we associate with saying thank you? How do religious and non-religious people say thank you? Lesson 1 – Living/thinking Saying thank you Lessons 2 – 6 - Believing/living Thankfulness: Christian worldviews (project work) Summer Term 2 (5 lessons) – Believing/living Thankfulness: Jewish worldviews (project work) Lesson 6 – Believing/living Comparing and contrast Christian and Jewish worldviews of thankfulness.
<i>Pupils build on learning in EYFS by exploring in detail ways in which Christians articulate their beliefs about God.</i>	<i>Building on the learning from Year 1, pupils learn more about what Muslims believe about human beings, their relationship to each other and their relationship to Allah (God).</i>	<i>Pupils build on their learning in the previous term by exploring different ways in which Muslims worship Allah (God).</i>	<i>Having explored beliefs about human beings in the previous term, pupils now have the opportunity to learn about how Muslims welcome a new human into the world.</i>	<i>Building on the learning in autumn term, pupils broaden their understanding of different ways in which religious and non-religious people show gratitude.</i>
Key knowledge from this unit: - I know that Christians believe in God - I know that Christians find out about God in the Bible - I know that Christians believe God is loving, kind, fair and forgiving, and also Lord and King. - I know that some stories show these Christian beliefs. - I know that Christians worship God and try to live in a way that pleases him.	Key knowledge from this unit: - I know that Muslims believe that God created everything in harmony and that it is the responsibility of humans to try and make sure everything is harmonious. - I know that one way of doing this is to follow the straight path (shariah) - I know the Muslim statement of faith (shahadah) and that this is one of the five pillars of Islam. - I know some examples of how Muslims try to promote harmony and show good character (akhlaq) e.g. giving zakat - I know some stories and examples shared by the Prophets that help Muslims know how to care for others and make sure the world is a fair, just and harmonious place.	Key knowledge from this unit: - I know that Muslims celebrate a number of key festivals: Eid ul-Fitr and Eid ul-Adha. - I know some different examples of how Muslims celebrate these festivals. - I know that worship (lbadah) is very important to Muslims and know some examples of the ways in which Muslims worship (e.g. prayer, studying the Qur'an in the madrassah). - I know that worshipping, celebrating festivals and carrying out rites of passage is one way of showing belonging in Muslim communities.	Key knowledge from this unit: - I know that Muslims have special ways of celebrating and saying thank you to God for the arrival of a new baby. - I know some of the Muslim rituals and practices associated with welcoming a new baby (whispering of the adhan, aqiqah ceremony) - I know that welcoming a new baby is an important part of belonging to a Muslim community (ummah). I know some similarities and differences between how Christians and Muslims celebrate the arrival of a new baby.	Key knowledge from this unit: - The importance of gratitude Christianity: Harvest festival – saying thank you for the harvest; connect with beliefs about God as creator and human beings as stewards Judaism: key beliefs: in one God, who has created the world; in the people of Israel (Jewish people) as the chosen people of God; the covenants (a series of contracts between God and his chosen people that ties them together in relationship), e.g. with Noah, Abraham, and Moses); the mitzvot (commandments) – the laws that God asks his chosen people to follow, e.g. the Ten Commandments; Sukkot – the festival of the booths;

Phase 2 (Year A)				
Autumn 1: God – Hinduism	Autumn 2: Community – Hinduism	Spring 1: Creation (UC)	Spring 2: God/Incarnation (UC)	Summer 1 & 2 – Expressing Beliefs through the arts
Key Questions: How are deities and key figures depicted in Hindu sacred texts and stories? How do symbols help Hindus understand the divine? Lesson 1 – Believing/living/thinking What is a world view? Lesson 2 – Believing A Hindu Worldview: Brahman, Samsara and the Trimurti Lesson 3 – Believing/thinking A Hindu Worldview: Atman, Samsara and Moksha Lesson 4 – Believing A Hindu Worldview: Dharma Lesson 5 – Believing/thinking Symbols and a Hindu Worldview	Key Question: How does Hindu worship and practice build a sense of community? How is Hindu belief expressed collectively? How do Hindu practices impact on the natural world? Lesson 1 – Believing A Hindu Worldview: Key beliefs and concepts Lesson 2 – Believing Worship at a Mandir Lesson 3 – Believing/living Worship at home Lesson 4 – Believing/living Festivals: Diwali Lesson 5 – Believing/living Festivals: Raksha Bandhan Lesson 6 – Believing/living Summative	Key Questions: What do Christians learn from the creation story? Lessons 1 & 2 – Believing/thinking Making sense of the text: What is wonderful about the world? The story of creation. What do Christians learn from this story? Lesson 3 – Believing/living Understanding the impact: how the Bible helps Christians to understand life and how to live it and listen to God. Lesson 4 – Living Understanding the impact: how do Christians try to look after God's world? Lesson 5 – Believing/living Making Connections: What can people learn from the Christian creation story? Lesson 6 – Believing/living Making Connections: What can pupils do to make the world "very good."	Key Question: What are some of the key concepts and beliefs in a Christian worldview? What do Christians believe about Jesus and God? Lessons 1 & 2 – Believing/thinking Making sense of the text: Baptism of Jesus / The Grace Lesson 3 – Believing/living Understanding the impact: how do Christians celebrate Holy Week? Lesson 4 – Believing/living Understanding the impact: what is significant about Palm Sunday, Good Friday, and Easter Sunday? Lesson 5 – Thinking/Believing Making Connections: investigating the emotions of Holy Week and create a triptych showing hope, sadness and joy Lesson 6 – Thinking Making connections: Poetry writing to record thoughts about Good Friday and Easter Sunday.	Key Questions: How do different people define 'creativity' and how do they understand the value of creativity? How do religious and non-religious beliefs/views about human beings connect with beliefs/views about human creativity? Lesson 1 – Thinking Creation and creativity Lessons 2 – Believing/living Creative expression: art Lessons 3 – Believing/living Creative expression: architecture Lessons 4 – Believing/living Creative expression: sculpture Lessons 5 – Believing/living Creative expression: music Lessons 6 – Believing/living Creative expression: dance Lesson 7 – Believing/living Creative expression: drama Lessons 8 - 12 – Believing/living/thinking Spirited Arts competition
<i>In this unit, pupils build on prior learning about God in KS1. Hinduism is a new focus for the pupils, but there are opportunities to compare and contrast with knowledge covered on Christianity and Islam in KS1.</i>	<i>This unit explores specific celebrations related to a Hindu worldview. It builds on learning about worship and celebration from KS1 and the previous term and introduces questioning about the impact of worship and celebration on the natural world. This latter theme runs as a golden thread throughout this year.</i>	<i>This unit explores different Christian views about the natural world and explores what Christians believe about the relationship between the natural world and human beings. It considers the impact of human action on the natural world, building on the work carried out in the previous two terms.</i>	<i>In this unit, pupils build on their learning about Christian beliefs about God in KS1 with a key focus on the Christian understanding of God as Trinity. There are also opportunities to compare and contrast with learning in autumn term on Hindu and Muslim beliefs about God.</i>	<i>The previous units have focused on ways in which religious people express their beliefs through their decision making and actions. This unit explores a different form of expression: the creative arts. There are opportunities to build on prior learning about celebrations, places of worship and symbols.</i>
Key knowledge from this unit: - I know that Hinduism is also known as Hindu Dharma or Santana Dharma. - I know that Brahman is the Ultimate Reality or Life Force in every living thing. - I know that the atman (soul) is the bit of Brahman in every living thing. - I know that the deities include the Trimurti: Brahma, Vishnu and Shiva. - I know that the Trimurti represent the cycle of life (samsara).	Key knowledge from this unit: - I know what dharma is and why it is important to Hindus. - I know about key worship practices in Hindu worldviews at the mandir and at home, including the puja ceremony and the importance of murtis. - I know that performing bhakti (worship/devotion) is one way of fulfilling dharma. - I know about the key practices associated with the festivals of Diwali and Raksha Bandhan.	Key knowledge from this unit: - I know that Christians believe that God the Creator cares for the creation, including human beings. - I know that Christians believe that as human beings are part of God's good creation, they do best when they listen to God. - I know that Christians believe that the Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as The Ten Commandments).	Key knowledge from this unit: - I know Christians believe God is Trinity: Father, Son (Jesus) and Holy Spirit. - I know that Christians believe that The Father creates: he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. - I know that Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.	Key knowledge from this unit: - I know that there are lots of different ways in which humans communicate meaning (e.g. language, art, music, dance, drama, computer coding, mathematical equations, etc.) - I know that it can sometimes be difficult to communicate meaning clearly (e.g. when the same word, e.g. 'field', means different things in different contexts or when it is difficult to capture an emotion-feeling in words). - I know some examples of creative expression that seek to

• I know that Hindu Dharma is interested in the journey of the atman through samsara. • I know that the goal is for the atman to achieve liberation (moksha) from samsara. • I know that the way to do this is for the atman to fulfil its duty (dharma) in each lifetime.	• I know about the ways in which the stories and practices associated with Diwali and Raksha Bandhan connected with the idea of fulfilling dharma.		• I know that Christians really want to try and understanding God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. • I know that Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. • I know that Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to following Jesus.	communicate religious beliefs (e.g. Methodist Modern Art Collection, Islamic calligraphy, Christian gospel music). •
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Phase 2 (Year B)				
Autumn 1- Life Journey – Hinduism	Autumn 2: Being Human – Hinduism	Spring 1: Gospel (UC)	Spring 2: Salvation (UC)	Summer 1 & 2 – Pilgrimage
Key Questions: How do Hindus show that they belong? What value does religion bring for religious people? How does this relate to ideas about community, identity and belonging? Lesson 1 – Believing A Hindu Worldview: Brahma, Samsara, and the Trimurti Lessons 2 – Believing/living/thinking A Hindu Worldview: Atman, Karma, Dharma and Moksha Lessons 3 – Believing/living Rites of passage: birth Lessons 4 – Believing/living Rites of passage – Marriage Lesson 5 – Believing/living/thinking Summative – Philosopher’s Café: debate around a new school rule Lessons 6 – Believing/living/thinking Summative - “it doesn’t matter whether religion is true or not; the main thing is that it gives us a rhythm for our day, our year and our lifetime.”	Key Questions: How do Hindu beliefs about atman, samsara, karma and dharma relate to ways in which Hindus may choose to live/act? How significant is community in a Hindu worldview? Lesson 1 – Believing/living/thinking What is a Worldview? Believing, Living, Thinking Lesson 2 – Believing A Hindu Worldview: Brahman Lessons 3 – Believing/thinking A Hindu Worldview: Atman, Samsara and Moksha Lessons 4 – Believing/living/thinking A Hindu Worldview: Dharma Lessons 5 – Believing/living A Hindu Worldview: Ahimsa Lessons 6 – Believing/living/thinking Satsang	Key Questions: What kind of world did Jesus want? Lesson 1 – Believing/thinking Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first. Lesson 2 – Believing/living Jesus shows love and forgiveness to unlikely people. Lesson 3 – Living Christians try to be like Jesus – they want to know him better and better. Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice. Lesson 4 – Believing/living Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first Lesson 5/6 – Believing/thinking/living Christians try to be like Jesus – they want to know him better and better. Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.	Key Questions: Why does Easter matter to Christians? Lesson 1 – Believing/thinking The Easter story: Making sense of the text Lesson 2 – Making connections: emotions linked to the Easter story. Lesson 3 – Living Understanding the impact – look at images, objects and experiences linked to ways in which Christians remember the story of Holy week and Easter Lesson 4 – Believing/living Understanding the impact – showing the events of Holy Week Lesson 5 – Believing/thinking Understanding the impact – thinking about heaven. Lesson 6 – Believing/thinking Making connections – pupils reflect on the way the Easter story changes from sadness to happiness and how this makes them feel.	Key Questions: What is a pilgrimage? What does pilgrimage involve? What is the point of a pilgrimage – the travelling or the destination? Lesson 1 – Living Jerusalem Lessons 2, 3 & 4 – Believing/living Pilgrimage in Christianity – Walsingham Lessons 5 & 6 – Believing/living The Canterbury Tales – a key literary text that explores the idea of pilgrimage Lesson 7 – Thinking Philosophers’ Café Lessons 8, 9 & 10 – Believing/living Pilgrimage in Hinduism Lessons 11 & 12 – Believing/living/thinking Summative
<i>This unit looks back at the previous terms, which have all focused on the question of how religious and non-religious people reason about the world around them, using different kinds of evidence to support their beliefs and claims.</i> <i>In this unit, pupils ask the fundamental question of whether having ‘proof’ of a truth claim actually matters to religious believers. It explores a range of rites of passage, asking whether the value of religion is in its claim about God, humanity, and the world, or in the rhythm it provides in a human life: every day, every week, every year, and across aa whole lifetime.</i>	<i>This unit builds on learning about Christian and Muslim beliefs about being human from KS1. It introduces Hindu beliefs about human beings, their relationship to Brahman and to each other. It focuses on the ways in which religious beliefs impact on individuals’ decisions and actions.</i>	<i>This unit builds on incarnation unit in the infants helping pupils learn about how Christians use the stories and teachings of Jesus to live their lives and have a Christian Worldview.</i>	<i>In this term, pupils have the opportunity to explore in depth the story of Jesus’ crucifixion and resurrection as something for which Christians express gratitude.</i>	<i>This unit introduces the theme of pilgrimage, looking at it through the lens of both religious and non-religious worldviews. It particularly focuses on the impact of pilgrimage on the natural world, exploring questions about what happens if religious beliefs and practices conflict with each other (e.g. the central Hindu belief that in ahimsa <non-violence> and the detrimental impact of the Kumbh Mela pilgrimage festival on the River Ganges).</i>

Key knowledge from this unit: • I know that Hindus believe it is important to fulfil your dharma (duty). • I know that there are rites of passage (samskaras) that mark the journey of a human life and that carrying out these samskaras is part of fulfilling your dharma. • I know that there are samskaras associated with birth, initiation, marriage and death. • I know some of the key practices associated with the samskaras. • I know that there are rites of passage associated with birth, initiation, marriage and death • I know some of the key practices associated with these rites of passage.	Key knowledge from this unit: • I know that Hindus believe that the atman (soul) travels through samsara (the cycle of birth, life, death and rebirth) and that its ultimate goal is to achieve moksha (liberation). • I know that Hindus believe that the way to achieve moksha is for the atman to fulfil its dharma (duty) in each cycle of life. • I know that there are different ways in which Hindus seek to fulfil their dharma, which include carrying out duties relating to age (ashrama) and social group (varna). • I know that Hindus follow the principle of non-violence (ahimsa) and know some examples of what this looks like in practice (e.g. the work of Mahatma Gandhi, vegetarianism).	Key knowledge from this unit: • Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first. • Jesus shows love and forgiveness to unlikely people. • Christians try to be like Jesus – they want to know him better and better. • Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.	Key knowledge from this unit: • I know that Easter is very important in the 'big story' of the Bible. • I know that Christians believe Jesus rose again, giving people hope of a new life.	Key knowledge from this unit: • I know that a pilgrimage is a journey carried out for a special reason. • I know that some people think the most important part of the pilgrimage is the destination, and others think it is the journey to get there. • I know about a Christian pilgrimage, e.g. pilgrimage to Lourdes or Walsingham. • I know about the key stories and practices associated with this pilgrimage. • I know about a Hindu pilgrimage, e.g. the Kumbh Mela • I know about key stories and practices associated with this pilgrimage. • I know that going on pilgrimage is one way of expressing belonging to a community of faith.
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Phase 3 (Year A)				
Autumn 1: God (UC)	Autumn 2: Creation (UC)	Spring 1: Incarnation (UC)	Spring 2: Salvation (UC)	Autumn 2: Do you have to believe in God to be good?
Key Questions: What does it mean if God is holy and living? Lesson 1 – Believing/thinking Making sense of the text: build a god. Lesson 2 – Believing/thinking Making sense of the text: focus on two important ideas about God. Lessons 3 - Living/thinking Understanding the impact: church architecture. Lessons 4 – Believing/living Understanding the impact: worship Lessons 5 – Believing/living Making connections: weighing up biblical ideas: God is holy and loving. Lessons 6 – Believing/living/thinking Making connections: guidelines for living	Key Question: Creation and Science: Conflicting or complimentary? Lessons 1 – Believing/thinking Making Sense of the Text – Reading Genesis 1 Lesson 2 –Thinking Making Sense of the Text – reading The Message and a scientific account of cosmology Lesson 3 – Believing/thinking Understanding the impact: artistic responses to God and creation Lesson 4 –Believing/thinking Understanding the impact: how investigating scientists who are Christians. Lesson 5 – Believing/living/thinking Making Connections: Summarising the main points learnt about Christian beliefs as God as a creator. Lesson 6 - Believing/living/thinking Making Connections: Creation and science: conflicting or complimentary?	Key Questions: Was Jesus the Messiah Lessons 1 & 2 – Believing/thinking Making sense of the text: What kind of saviour – investigative journalism. Lessons 3 & 4 – Believing/living Understanding the impact: What do Christians do to celebrate Christmas? Has Christmas lost its real meaning? Lesson 5 – Believing/living/thinking Making Connections: Reflecting on the learning from this unit answering key questions. Lesson 6 – Believing/living/thinking Making Connections: if God sent a new messenger to earth in the 21st century, what would the messenger say?	Key Question: What difference does the resurrection make to Christians? Lessons 1 – Believing/thinking Making Sense of the Text – detective work: Why do Christians think Jesus was resurrected? Lesson 2 – Believing/living/thinking Understanding the impact: enquiring into religious practice using photographs Lesson 3 – Believing/thinking Understanding the impact: looking for evidence in hymns or songs about Easter Lesson 4 –Believing/living Understanding the impact: how Christians use songs in their everyday lives Lesson 5 – Believing/living/thinking Making Connections: Using a series of quotes to conduct a silent debate Lesson 6 - Believing/living/thinking Making Connections: Class debate	Key Question: What do we mean by 'good'? Does everyone mean the same thing? What do Buddhists believe and how do they seek to do what is 'good'? What do Humanists believe and how do they seek to do what is 'good'? Lesson 1 – Believing/living/thinking What is a worldview? Believing, Living, Thinking Lesson 2 – Believing/living/thinking What is 'Good'? Lesson 3 – Believing A Humanist Worldview 1: Key humanist beliefs/values and what they tell humanists about being human and the world. Lesson 4 – Believing/living/thinking A Humanist Worldview 2: How humanist beliefs/values impact on the way in which Humanists live Lesson 5 – Believing/thinking Compare and contrast humanism with Christianity Lesson 6 – Believing/living Do you have to believe in God to be Good?
<i>This unit interrogates the evidence for the Christian belief that God is holy and loving. It also explores some of the real-life implications for Christians if God is holy and loving. This builds on prior learning about God as Trinity and Jesus as God incarnate (God 'in the flesh').</i>	<i>The previous two terms have explored some of the ways in which religious and non-religious people present evidence to support their beliefs and claims. This unit deepens this learning by interrogating the relationship between science and religion, asking whether a scientific worldview is compatible with a religious worldview.</i>	<i>This unit interrogates the evidence for Jesus' resurrection and asks how Christians seek to reason about their belief in the resurrection and its significance in their lives. This builds on learning about the significance of Jesus to Christians from KS1.</i>	<i>This unit builds on learning about Christian beliefs about God, Jesus and human beings from KS1. It focuses on the impact that belief in the resurrection of Jesus has on a Christian's decisions and actions.</i>	<i>This unit builds on the prior term by exploring some of the arguments for and against the existence of God. It builds on prior learning in Year 3 (What is a good life?) by deepening pupils' understanding of how different religious and non-religious worldviews articulate what it means to be 'good'.</i>
Key knowledge from this unit: - I know that Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. - I know that Christians believe God is both holy and loving, and	Key knowledge from this unit: I know that there is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.	Key knowledge from this unit: - I know that Jesus was Jewish - I know that Christians believe Jesus is God in the flesh. - I know that Christians believe that his birth, life, death, and resurrection were part of a longer	Key knowledge from this unit: I know that Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationships with God.	Key knowledge from this unit: - I know the word 'good' can mean different things. - I know that not everyone believes in the concept of God. - I know that Buddhists follow the teaching of Siddhartha Gautama

Christians have to balance ideas of God being angered by sin and injustice but also loving, forgiving and full of grace. • I know that Christians do not agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. • I know that Christians believe getting to know God is like getting to know a person rather than learning information.	• I know that these debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? • I know that there are many scientists throughout history and now who are Christians. • I know that the discoveries of science make Christians wonder even more about the power and majesty of the Creator.	plan by God to restore the relationships between humans and God. • I know that that the Old Testament talks about a 'rescuer' or 'anointed one' – a messiah. Some texts talk about what this 'messiah' would be like. • I know that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. • I know that Christians see Jesus as their Saviour.	• I know that the Gospels give accounts of Jesus' death and resurrection. • I know that belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. I know that this belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).	(the Buddha) and that they do not have a concept of God. • I know about The Four Noble Truths in a Buddhist worldview and the ways in which the Eightfold Path and the Five Precepts help Buddhists to live a good life. • I know that Humanism is a non-religious worldview that does not have a concept of God. • I know that the key principles of Humanism, including trusting the scientific method, rejecting the idea of the supernatural, and making ethical decisions using reason, empathy and a concern for humans and animals. I know some examples that show how Humanists put these principles into action.
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Phase 3 (Year B)				
Autumn 1: God – Islam	Autumn 2: Being Human - Islam	Spring 1: Community – Islam	Spring 2: Life Journey – Islam (includes links to Judaism)	Summer 1 & 2 – Big Questions – What is a Good life?
Key Question: What are some of the key concepts and beliefs in a Muslim worldview? What do Muslims believe about Allah (God)? Lesson 1 – Believing A Muslim worldview: Beliefs about Allah (God) Lesson 2 – Believing A Muslim worldview: Beliefs about human beings Lesson3 – Believing/living A Muslim worldview: Iman and Ibadah (faith and practice): The Shahadah and Salah Lesson 4 – Thinking/Believing/living Iman and Ibadah (faith and practice): Zakat Lesson 5 – Thinking/Believing/living Iman and Ibadah (faith and practice): Sawm and Ramadan Lesson 6 – Thinking/Believing/living Iman and Ibadah (faith and practice): Hajj Lesson 7 – Believing/ living/thinking Summative	Key Question: What does the Qur'an say about how Muslims should treat others and live their lives? How do different Muslims express their beliefs in practice? How do beliefs impact on action? Lesson 1 – Believing A Muslim Worldview: Key beliefs and concepts Lesson 2 – Living/thinking The Five Pillars of (Sunni) Islam Lesson3 – Believing A Muslim Worldview: Guidance for living Lesson 4 – Believing/thinking A Muslim Worldview: Family Life Lesson 5 – Believing A Muslim Worldview: Zakat Lesson 6 – Believing/living Being Muslim	Key Question: How does Muslim worship and practice build a sense of community? How is Muslim belief expressed collectively? How do Muslim practices impact on the natural world? Lessons 1 – Believing A Muslim Worldview: Key beliefs and concepts Lesson 2 – Believing/living/thinking Ummah and the Five Pillars of (Sunni) Islam Lesson 3 – Believing/living Worship and Learning: The Mosque and the Madrassah Lesson 4 – Thinking/believing/living Hajj and Umrah Lesson 5 – Believing/living/thinking Eid ul-Adha Lesson 6 – Believing/living/thinking Eid ul-Fitr. Lesson 7 – Believing/living/thinking Summative	Key Questions: How do Muslims show they belong? What value does religion bring for religious people? How does this relate to ideas about community, identity and belonging? Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity. Lessons 1 – Believing/living/thinking A Muslim Worldview: Allah and Harmony Lesson 2 – Believing/living/thinking A Muslim Worldview: Human Beings, the Straight Path (Shariah) and Guidance Lesson 3 – Believing/living/thinking A Jewish Worldview: God, Covenant and Mitzvot Lesson 4 – Thinking/believing/living A Jewish Worldview: Shabbat, Torah and the Synagogue Lesson 5 – Believing/living/thinking Rites of Passage: Birth Lesson 6 – Believing/living/thinking Rites of Passage: Marriage. Lesson 7 – Believing/living/thinking Summative	Key Questions: How might different people understand 'good' differently? How do different sources of authority, laws and guidelines help people understand what it means to live a 'good' life? Lesson 1 –Thinking What is 'Good'? Lesson 2 – Believing/thinking A Jewish Worldview 1 Lesson3 – Believing/living A Jewish Worldview 2 Lesson 4 – Believing/thinking A Christian Worldview 1 Lesson 5 – Believing/living A Christian Worldview 2 Lesson 6 – Believing/thinking A Muslim Worldview 1 Lesson 7 – Believing/living A Muslim Worldview 2 Lesson 8 – Believing/thinking A Hindu Worldview 1 Lesson 9 – Believing/living A Hindu Worldview 2 Lesson 10 – Believing/thinking A Humanist Worldview 1 Lesson 11 – Believing/living A Humanist Worldview 2 Lesson 12 – Believing/living/thinking Summative
<i>In this unit, pupils build on their learning about Muslim beliefs about Allah (God) in KS1. Here, they explore different ways in which Muslims use symbols to articulate beliefs about God. There are opportunities to compare and contrast with Hindu beliefs about God.</i>	<i>This unit builds on learning about Christian and Muslim beliefs about being human from KS1, and Hindu beliefs about being human from the previous term. It focuses on the ways in which religious beliefs impact on individuals' decisions and actions.</i>	<i>This unit explores specific celebrations related to a Muslim worldview. It builds on learning about worship and celebration from KS1 and the previous term and introduces questioning about the impact of worship and celebration on the natural world. This latter theme runs as a golden thread throughout this year.</i>	<i>This unit links to prior learning about Islam from Phase 1 and looks specifically about the rites of passage in Islam, comparing them to similar rites of passage in Judaism.</i>	<i>Having explored why Christians believe the crucifixion of Jesus is a 'good' thing, pupils develop their learning by investigating different ways in which religious and non-religious people articulate what they mean by a 'good' life.</i>
Key knowledge from this unit: I know that Muslims believe in one Allah (God) and that the oneness of	Key knowledge from this unit: I know that Muslims believe that Allah (God) wants humans to promote harmony and that they can	Key knowledge from this unit: I know that Muslims believe Allah (God) created the world muslim	Key knowledge from this unit: <u>Islam</u> 1. Birth (reciting the adhaan [call to prayer] into the baby's ear, giving them	Key knowledge from this unit: I know that the word 'good' means different things to different people.

God (tawhid) is a very important idea in Muslim worldviews. • I know that Muslims believe that God created the universe and that he created things in harmony/in submission to his will (muslim). • I know that Muslims believe humans have been created as God's 'abd' (servants) and khalifa (regents) and that they have a responsibility to try to keep things muslim (harmonious). • I know that Muslims believe that God has provided humans with a straight path (shariah) to follow so that everything can stay muslim (harmonious). • I know that Muslims believe God has provided humans with three types of guidance to help them stay on the straight path (shariah): the natural world, the Qur'an and the Prophets.	do this by following the straight path (shariah) that he has set out for them. • I know that some teachings from the Hadith (collections of the teachings and lived example of the Prophet Muhammed) and be able to explain how the Hadith help Muslims follow the straight path (shariah). • I know some examples of ways in which Muslims follow these teachings in order to stay on the straight path (shariah), e.g. the work of Muslim Hands UK).	(harmonious) and wants humans to keep it that way. • I know the Five Pillars of Sunni Islam (Shahadah, Salah/Salat, Zakah/Zakat, Sawm, Hajj) and be able to explain how they connect with the idea of harmony. • I know that the festival of Eid ul-Fitr marks the end of the month of Ramadan and the fast (sawm). • I know some of the key practices from the Muslim festival of Eid ul-Fitr (e.g. giving zakat (charity), celebratory melas, new clothes etc). • I know that the festival of Eid ul-Adha is the festival of the sacrifice. • I know some of the key practices from the Muslim festival of Eid ul-Adha (e.g. sacrificing a sheep or goat and distributing the meat to family, friends and those in need).	something sweet to taste, shaving the baby's head and the aqiqah ceremony – links between this, zakat [charitable giving] and Muslims beliefs about harmony) 2. Marriage (a social contract, mahr [a financial gift given to the bride], the nikah [marriage ceremony]; the role of cultural traditions in Muslim weddings) 3. Death (burial rituals should take place as soon as possible after death [within three days]; ritual collective washing of the body, wrapping the body in white cloth [death as an equaliser], buried facing Makkah; Muslims are never cremated) Judaism 1. Birth (brit milah – circumcision of boy when eight days old – mark of belonging to the people of Israel) 2. Initiation (bar/bat mitzvah [lit. 'son' or 'daughter of the commandment' – the point at which a boy or girl becomes an adult and must keep the commandments; happens at the age of 13 for a boy and 12 for a girl; key features, e.g. reading Torah portion, binding tefillin on arms and forehead for some Jewish groups, celebration, etc.) 3. Marriage (signing the ketubah [marriage contract], the seven blessings and drinking from the Kiddush [blessing] cup, breaking a glass to signify the destruction of the Temple; ways in which this links to Jewish beliefs about covenant) 4. Death (burial rituals should take place as soon as possible after death; the body is washed and dressed in tachrichim [a simple white shroud]; men are also wrapped in their tallit [prayer shawl] - the fringes are cut off the tallit to show that he is now free of the religious laws; before burial, the mourners make a tear in their clothes – this is the act of keriah to show their grief; Jews are buried, not cremated) • The value of religion: is religion important because it makes certain claims about God, the world and human beings that religious believers accept as the truth? Is religion important because it has social value for the whole of society? Does religion have value because it fosters a sense of community? Etc.	• I know that religious and non-religious people work out how to live a good life in different ways, including seeking wisdom from sources of authority (e.g. the Bible, the Qur'an, important teachers/people) and through experiences.
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PROGRESSION OF GOLDEN THREADS

(Key vocabulary is highlighted in bold)

EYFS	YEAR 1/2	YEAR 3/4	YEAR 5/6
CHRISTIANITY			
- I know that Jesus is a special person to Christians. - I know that the Bible is a special book for Christians. - I know at least one special story for Christians (e.g., the story of creation, the Lost Sheep). - I know that Christians believe the natural world is special because God created it.	- I know that Christians believe in God. - I know that Christians find out about God in the Bible. - I know that Christians believe God is loving, kind, fair and forgiving, and also Lord and King. - I know that some stories show these Christian beliefs. - I know that Christians worship God and try to live in a way that pleases him. - I know that Christians believe that God created the universe. - I know that Christians believe that the Earth and everything in it are important to God. - I know that Christians believe that God has a unique relationship with human beings. - I know that Christians believe that humans should care for the world because it belongs to God. - I know and can explain the significance of some key features of a Christian church: candle, font, altar. - I know that different churches and synagogues look very different from each other and have different key features. - I know that Christians and Jews think it is important to thank God. - I know that Christians and Jews thank God by praying. - I know that Christians thank God for the good things in the natural world during Harvest Festival. - I know different ways in which Christians thank God during Harvest Festival. - I know that Easter is very important in the 'big story' of the Bible. - I know that Christians believe Jesus rose again, giving people hope of a new life. - I know that Christians believe that Jesus is God and that he was born as a baby in Bethlehem. - I know that the Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king) and that he came to bring good news (for example, to the poor). - I know that Christians celebrate Jesus' birth. - I know that Advent for Christians is a time of getting ready for Jesus' coming.	- I know Christians believe God is Trinity: Father, Son (Jesus) and Holy Spirit. - I know that Christians believe that The Father creates: he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. - I know that Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. - I know that Christians really want to try and understanding God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. - I know that Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. - I know that Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to following Jesus. - I know Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. - I know that the various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. - I know that Christians today trust that Jesus really did rise from the dead, and so is still alive today. - I know that Christians remember and celebrate Jesus' last week, death and resurrection. - I know that confirmation is a Christian celebration of someone deciding to commit to following Jesus and belonging to the Christian community. - I know the practices associated with Christian confirmation. - I know that Christians believe that God the Creator cares for the creation, including human beings. - I know that Christians believe that as human beings are part of God's good creation, they do best when they listen to God. - I know that Christians believe that the Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as The Ten Commandments).	- I know that Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationships with God. - I know that the Gospels give accounts of Jesus' death and resurrection. - I know that belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. - I know that this belief gives Christians hope for life with God, starting now and continuing in a new life (heaven). I know that Jesus was Jewish. - I know that Christians believe Jesus is God in the flesh. - I know that Christians believe that his birth, life, death, and resurrection were part of a longer plan by God to restore the relationships between humans and God. - I know that the Old Testament talks about a 'rescuer' or 'anointed one' – a messiah. Some texts talk about what this 'messiah' would be like. - I know that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. - I know that Christians see Jesus as their Saviour. - I know that Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. - I know that Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice but also loving, forgiving and full of grace. - I know that Christians do not agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. - I know that Christians believe getting to know God is like getting to know a person rather than learning information. - I know that there is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. - I know that these debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? - I know that there are many scientists throughout history and now who are Christians. - I know that the discoveries of science make Christians wonder even more about the power and majesty of the Creator.

ISLAM

- I know that the **Prophet Muhammed** is a special person to Muslims.
- I know that the **Qur'an** is a special book for Muslims.
- I know at least one special story for Muslims (e.g., The Prophet and the Spider).
- I know that Muslims believe the natural world is special because **God created it**.

- I know that the **Qur'an** is the holy book of Islam and contains the words of Allah, providing guidance for human beings.
- I know that **Muslims believe in one God who created the world** exactly as he wanted it to be (**harmony**).
- I know that Muslims believe that Allah provided a **straight path (shariah)** to help keep the universe in harmony
- I know that Muslims believe that God created humans with special rights and responsibilities (**abd** and **Khalifa**)
- I know that Muslims celebrate a number of key festivals: **Eid ul-Fitr** and **Eid ul-Adha**.
- I know some **different examples of how Muslims celebrate these festivals**.
- I know that worship (**Ibadah**) is very important to Muslims and know some examples of the ways in which Muslims worship (e.g. prayer, studying the Qur'an in the madrassah).
- I know that worshipping, celebrating festivals and carrying out rites of passage is one way of showing **belonging** in Muslim communities.
- I know that Muslims believe that God created everything in **harmony** and that it is the responsibility of humans to try and make sure everything is harmonious.
- I know that one way of doing this is to follow the straight path (**shariah**)
- I know the Muslim statement of faith (**shahadah**) and that this is one of the five pillars of Islam.
- I know some **examples of how Muslims try to promote harmony and show good character (akhlaq)** e.g. giving **zakat**
- I know some stories and examples shared by the **Prophets** that help Muslims know how to care for others and make sure the world is a fair, just and harmonious place.
- I know that Muslims have special ways of celebrating and saying thank you to God for the arrival of a new baby.
- I know some of the **Muslim rituals and practices associated with welcoming a new baby** (whispering of the **adhan**, **aqiqah** ceremony)
- I know that welcoming a new baby is an important part of belonging to a Muslim community (**ummah**).
- I know some similarities and differences between how Christians and Muslims celebrate the arrival of a new baby.

- I know that Muslims believe in one **Allah** (God) and that the oneness of God (**tawhid**) is a very important idea in Muslim worldviews.
- I know that Muslims believe that **God created the universe** and that **he created things in harmony/in submission to his will (muslim)**.
- I know that Muslims believe humans have been created as God's '**abd** (servants) and **khalifa** (regents) and that they have a responsibility to try to keep things **muslim (harmonious)**.
- I know that Muslims believe that God has provided humans with a straight path (**shariah**) to follow so that everything can stay **muslim (harmonious)**.
- I know that Muslims believe God has provided humans with three types of **guidance** to help them stay on the straight path (**shariah**): the natural world, the **Qur'an** and the **Prophets**. I know that Muslims believe that **Allah** (God) wants humans to promote **harmony** and that they can do this by following the straight path (**shariah**) that he has set out for them.
- I know that some teachings from the **Hadith** (collections of the teachings and lived example of the **Prophet Muhammed**) and be able to explain how the **Hadith** help Muslims follow the straight path (**shariah**).
- I know **some examples of ways in which Muslims follow these teachings in order to stay on the straight path (shariah)**, e.g. the work of Muslim Hands UK).
- I know that Muslims believe **Allah** (God) created the world **muslim (harmonious)** and wants humans to keep it that way.
- I know the **Five Pillars of Sunni Islam (Shahadah, Salah/Salat, Zakah/Zakat, Sawm, Hajj)** and be able to explain how they connect with the idea of **harmony**.
- I know that the festival of **Eid ul-Fitr** marks the end of the month of Ramadan and the fast (**sawm**).
- I know some of the **key practices from the Muslim festival of Eid ul-Fitr** (e.g. giving **zakat** (charity), celebratory melas, new clothes etc.
- I know that the festival of **Eid ul-Adha** is the festival of the sacrifice.
- I know some of the **key practices from the Muslim festival of Eid ul-Adha** (e.g. sacrificing a sheep or goat and distributing the meat to family, friends and those in need). I know that Muslims believe that it is important to belong to the global community of Muslims (**ummah**) because this is one way of being in **harmony**
- I know that part of belonging to this **ummah** is to take part in certain rites of passage.
- I know that there are rites of passage associated with birth, initiation, marriage and death
- I know some of the key practices associated with these rites of passage.

HINDUISM (KS2 only)

- I know that Hinduism is also known as Hindu Dharma or **Santana Dharma**.
- I know that **Brahman** is the Ultimate Reality or Life Force in every living thing.
- I know that the **atman** (soul) is the bit of **Brahman** in every living thing.
- I know that the **deities** include the **Trimurti: Brahma, Vishnu and Shiva**.
- I know that the **Trimurti** represent the cycle of life (**samsara**).
- I know that Hindu Dharma is interested in the journey of the **atman** through **samsara**.
- I know that the goal is for the **atman** to achieve liberation (**moksha**) from **samsara**.
- I know that the way to do this is for the **atman** to fulfil its duty (**dharma**) in each lifetime.
- I know that Hindus believe that the **atman** (soul) travels through **samsara** (the cycle of birth, life, death and rebirth) and that its ultimate goal is to achieve **moksha** (liberation).
- I know that Hindus believe that the way to achieve **moksha** is for the **atman** to fulfil its **dharma** (duty) in each cycle of life.
- I know that there are **different ways in which Hindus seek to fulfil their dharma**, which include carrying out duties relating to age (**ashrama**) and social group (**varna**).
- I know that Hindus follow the principle of non-violence (**ahimsa**) and know some examples of what this looks like in practice (e.g. the work of **Mahatma Gandhi**, vegetarianism).
- I know what **dharma** is and why it is important to Hindus.
- I know about **key worship practices in Hindu worldviews at the mandir and at home**, including the **puja** ceremony and the importance of **murtis**.
- I know that performing **bhakti** (worship/devotion) is one way of fulfilling **dharma**.
- I know about the **key practices associated with the festivals of Diwali and Raksha Bandhan**.
- I know about the ways in which the stories and practices associated with **Diwali** and **Raksha Bandhan** connected with the idea of fulfilling **dharma**.
- I know that Hindus believe it is important to fulfil your **dharma** (duty).
- I know that there are rites of passage (**samskaras**) that mark the journey of a human life and that carrying out these **samskaras** is part of fulfilling your **dharma**.
- I know that there are **samskaras** associated with birth, initiation, marriage and death.
- I know some of the key practices associated with the **samskaras**.

ASSESSMENT

Pre-assessment

We use a range of strategies to elicit pre and misconceptions of a unit which will enable teachers to adapt short term planning to include time to address areas of need. Examples of tasks include discussion, low stakes quizzes (including use of end of unit quiz at the start to demonstrate progress) and knowledge capture activities.

Ongoing formative assessment and feedback

Teachers observe and respond to pupils during a lesson, offering verbal feedback and prompting of deeper thinking using questioning for mastery. Children are supported to use knowledge organisers, teaching materials on interactive whiteboards, working walls, sentence stems and key vocabulary to explain their thinking and develop understanding. Ongoing teacher observation identifies pupil progress and attainment during lessons and enables learners to be challenged through response and feedback. At Scampton CE Primary School we recognise the value of teacher observation and of a dialogic, language rich learning environment.

Retrieval practice

Evidence (classroom) based research informed strategies are adopted by class teachers to promote metacognition. Pupils are offered carefully planned tasks to promote knowledge retrieval bringing core knowledge and skills into long term and working memory. Children are explicitly taught these skills and they are reinforced in UKS2 where preparation for KS3 study is considered. We recognise the underpinning cognitive processes of these tasks, and the application of literacy skills, in developing good revision strategies and skills for life beyond primary school.

End of unit assessments

Progress in RE will be monitored using these key questions:

