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|  | RE in EYFS  RE sits very firmly within the areas of personal, social and emotional development and understanding the world. Children should develop a positive sense of themselves and others. They will begin to understand the value of differences of individuals and groups within their community. Children will have the opportunity to develop their emerging moral and cultural awareness. | RE in KS 1  Pupils should develop their knowledge and understanding of religions and world views, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas. | | RE in Lower KS 2 RE in Upper KS 2  Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views. | | | |
| Strand | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| (A)  Believe  Know about and understand a range of religions and world views. | **Which stories are special and why?**  1. Talk about some religious stories.  2. Recognise some religious words.  (about God)  3. Identify a sacred text. (Bible/Qur’an)  **Which people are special and why?**  1. Talk about people who are special to them.  2. Say what makes their family and friends special to them.  3. Identify some qualities of a good friend. | **Who is a Christian and what do they believe?**  1. Talk about some simple ideas about Christian beliefs about God and Jesus.  2. Re-tell a story that shows what Christians might think about God.  3. Talk about issues of good and bad, right and wrong arising from stories.  4. Ask some questions about believing in God and offer some of their own ideas.  **Who is a Muslim and what do they believe?**  1. Talk about some simple ideas about Muslim beliefs about God and Allah.  2. Re-tell a story about the life of the Prophet Muhammed.  3. Recognise some objects used by Muslims and suggest why they are important.  4. Identify some ways that Muslims celebrate Eid-ul-Fitr. | **Who is Jewish and what do they believe?**  1. Talk about how the mezuzah in the home reminds Jewish people about God.  2. Talk about how Shabbat is a special day of the week and give examples of what they might do.  3. Re- tell a story that shows what Jewish people at the festival of Hanukah might think about God.  **What can we learn from sacred books?**  1. Recognise that sacred texts contain stories which are special to many people and should be treated with respect.  2. Ask and suggest answers to questions arising from stories Jesus told and from another religion. 3. Make links between the messages within sacred texts. | **What do different people believe about God?**  1. Describe some of the ways in which Christians and Muslims describe God.  2. Ask questions and suggest some of their own ideas about God.  3. Identify how and say why it makes a difference in people’s lives to believe in God.  **Why is the Bible important for Christians today?**  1. Identify at least two ways Christians use the Bible in everyday life.  2. Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation.  3. Give examples of how and suggest reasons why Christians use the Bible today. | **Why is Jesus inspiring to some people?**  1. Make connections between some of Jesus’ teachings and the way Christians live today.  2. Describe how Christians celebrate Holy Week and Easter Sunday.  3. Identify the most important parts of Easter for Christians and say why they are important.  4. Give simple definitions of some key Christian terms and illustrate them with events from Holy Week and Easter. | **Why do some people believe God exists?**  1. Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs.  2. Give two reasons why a Christian believes in God and one why an atheist does not.  3. Express thoughtful ideas about the impact of believing or not believing in God on someone’s life.  **What would Jesus do? Can we live by the values of Jesus in the twenty-first century?**  1. Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas.  2. Outline Jesus’ teaching on how his followers should live.  3. Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today. | **What do religions say to us when life gets hard?**  1. Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life.  2. Explain some similarities and differences between beliefs about life after death.  3. Explain some reasons why Christians and Humanists have different ideas about an afterlife. |
| (B)  Express  Express ideas and insights about the nature, significance and impact of religions and world views. | **Which places are special and why?**  1. Talk about somewhere that is special to them and say why?  2. Get to know and use appropriate words to talk about their feelings and thoughts when visiting a church.  3. Recognise a place of worship.  **Which times are special and why?**  1. Talk about special occasions and suggest the features of a celebration.  2. Say why Christmas/Easter are special times for believers. | **Which makes some places sacred?**  1. Identify special objects and symbols found in a church/mosque and be able to say something about what they mean and how they are used.  2. Talk about ways stories, objects, symbols and actions are used in churches/mosques.  **How and why do we celebrate special and sacred times?**  1. Identify some ways in which Christians celebrate Christmas/Easter.  2. Ask questions and suggest answers about stories to do with Christian festivals. | **Which makes some places sacred?**  1. Identify special objects and symbols found in a mosque/synagogue and be able to say something about what they mean and how they are used.  2. Ask questions about what happens in a church, mosque or synagogue.  3. Show that they have begun to be aware that some people regularly worship God in different ways and different places.  **How and why do we celebrate**  **special and sacred times?**  1. Identify some ways in which Muslims and Jewish people celebrate Hanukah/Eid-ul-Fitr.  2. Identify some similarities and differences between the celebrations. | **Why do people pray?**  1. Describe the practice of prayer in the religions studied.  2. Make connections between what people believe about prayer and what they do when they pray.  3. Describe ways in which prayer can comfort and challenge believers.  4. Describe and comment on similarities and differences between how Christians and Muslims pray.  **Why are festivals important to religious communities?**  1. Recognise and identify some differences between religious festivals and other types of celebrations.  2. Retell some stories behind festivals (e.g. Christmas, Hanukah)  3. Make connections between stories symbols and beliefs with what happens in at least two festivals. | **Why are festivals important to religious communities?**  1. Make connections between stories, symbols and beliefs with what happens in at least two festivals.  2. Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid)  3. Identify similarities and differences in the way festivals are celebrated within and between religions.  4. Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.  **Why do some people think that life is a journey? What significant experiences mark this?**  1. Suggest why some people see life as a journey and identify some of the key milestones on this journey.  2. Describe what happens in Christian, Hindu and Jewish ceremonies of commitment and say what these rituals mean.  3. Suggest reasons why marking the milestones of life are important to Christian, Hindu and Jewish people. | **If God is everywhere, why go to a place of worship?**  1. Recall and name some key features of places of worship studied.  2. Select and describe the most important functions of a place of worship for the community.  3. Present ideas about the importance of people in a place of worship, rather than the place itself. | **Is it better to express your religion in arts and architecture or in charity and generosity?**  1. Describe and make connections between examples of religious creativity (buildings and art)  2. Suggest why some believers see generosity and charity as more important than buildings and art.  3. Examine the title question from different perspectives, including their own. |
| (C)  Living  Gain and deploy the skills needed to engage seriously with religions and world views. | **Where do we belong?**  1. Re-tell religious stories making connections with personal experiences.  2. Share and record when things have happened in their lives that have made them feel special.  3. Recall simply what happens at a traditional Christian infant baptism.  **What is special about our world?**  1. Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.  2. Think about the wonders of the natural world, expressing ideas and feelings and how to look after animals and plants.  3. Talk about what people do to mess up the world and what they do to look after it. | **What does it mean to belong to a faith community?**  1. Talk about what is special and the value about belonging to a group that is important to them.  2. Give an account of what happens at a traditional Christian infant baptism.  3. Identify two ways people show they belong to each other when they get married. | **How should we care for others and the world, and why does it matter?**  1. Talk about how religions teach that people are valuable.  2. Recognise that some people believe that God created the world and we should look after it.  3. Re-tell Bible stories and stories from other faiths about caring for others and the world. | **What does it mean to be a Christian in Britain today?**  1. Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings.  2. Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes. | **What does it mean to be a Hindu in Britain today?**  1. Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.  2. Describe some ways in which Hindus express their faith through puja, aarti and bhajans.  3. Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.  **What can we learn from religions about deciding what is right and wrong?**  1. Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.  2. Make connections between stories of temptation and why people can find it difficult to be good.  3. Give examples of ways in which some inspirational people have been guided by their religion. | **What does it mean to be a Muslim in Britain today?**  1. Make connections between Muslim practice of the five pillars and their beliefs about God and the Prophet Mohammed.  2. Describe and reflect on the significance of the Holy Qur’an to Muslims.  3. Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by pupils. | **What matters most to Christians and to Humanists?**  1. Describe some Christians and Humanist values simply.  2. Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied.  3. Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.  **What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?**  1. Make connections between ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions.  2. Outline the challenges of being a Hindu, Christian or Muslim in Britain today.  3. Consider similarities and differences between beliefs and behaviour in different faiths. |