



Subject Intent – RE

Pupil will develop:

An outstanding level of religious understanding and knowledge.

A thorough engagement with a range of ultimate questions about the meaning and significance of existence.

The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.

A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.

Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.

Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.

The ability to link the study of religion and belief to personal reflections on meaning and purpose.

A wide knowledge and deep understanding across a wide range of religions and beliefs.

Substantive Knowledge

Believing

This explores religious beliefs, teachings, questions about meaning, purpose and truth.

Expressing

This explores religious and spiritual forms of expression, questions about identity and diversity.

Living

This explores religious practices and ways of living, questions about values and commitments.

KS1

Children will be taught knowledge, skills and understanding through learning about Christians, Muslims and Jewish people.

KS2

Children will be taught knowledge, skills and understanding through learning about Christians, Muslims, Hindus, Humanists and Jewish people.

Disciplinary Knowledge

Understand beliefs and teachings

This concept involves understanding the key teachings of various religions.

Understand practices and lifestyles

This concept involves understanding the day to day lives and practices of various religions.

Understand how beliefs are conveyed

This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.

Reflect

This concept involves an appreciation of how religion plays an important role in the lives of some people.

Understand values

This concept involves an appreciation of how many people place values as an important aspect of their lives.

RE Approach



At Godley Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Our Religious Education curriculum encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a global community.

Pupils will study the religions of Christianity, Islam, Hinduism and Judaism throughout their time at Godley during weekly RE lessons and in weekly assemblies. In Years 5 and 6 children will consider the beliefs of Atheism and Humanism. One key to RE at Godley is enabling pupils to make connections between the religious, to respect them and to reflect upon their own beliefs as well as the beliefs of others.

Children will explore the main beliefs and practices of each religion by looking at religious artefacts, looking at images and taking part in visits to religious buildings and reading stories from religious texts.

Children will experience the religious books, religious symbols, religious buildings and some important religious festivals and stories for each of the following religions: Christianity, Islam, Hinduism and Judaism. They will also taste foods associated with different religious festivals and take part in religious themed days throughout the year. They will engage in role play and explore religious art and music.

Staff members are clear about the Religious Education Curriculum and subject/knowledge. The staff can see the progression on the Road Map and know that we follow the Tameside Agreed Syllabus for RE.

Substantive Knowledge

Believing

EYFS

Where do we belong?
Which people are special and why?
Which times are special?
Christmas/Diwali

Which places are special?
Which stories are special?

What is special about our world?

Year 1

Who is a Christian and what do they believe?
How and why do we celebrate special and sacred times? Christmas – The Christmas Story, Hanukah

What makes some places sacred?
What does it mean to belong to a faith community?

How should we care for others and the world?
Why does it matter?

Year 2

Who is a Muslim and what do they believe?
How and why do we celebrate special and sacred times? Christmas traditions, Eid

Who is Jewish and what do they believe?
What can we learn from sacred books?

How should we care for others and the world?
Why does it matter?

Living

What does it mean to be a Hindu in Britain today?
Why are festivals important to religious communities? Diwali – Hindu, Eid – Muslim, Christmas – food and festivities

Why is Jesus inspiring to some people?
What can we learn from religions about deciding what is right and wrong?

Why do people pray?
Why do some people think that life is a journey?
What significant experiences mark this?

Year 4

What does it mean to be a Christian today?

Bible stories
Why are festivals important to religious communities? Pentecost, Easter – Christianity, Pesach – Judaism.

What do different people believe about God?
Why is the Bible important for Christians today? Christmas through time (Victorians)

Year 3

Expressing

Year 5

Why do some people believe that God exists?
What can be done to reduce racism? Can religion help?

What does it mean to be a Muslim in Britain today?
If God is everywhere, why go to a place of worship?

What would Jesus do?
Can we live by the values of Jesus in the 21st century?

Year 6

Is it better to express your religion in arts and architecture or in charity and generosity?
What do religions say to us when life gets hard?

What matters most to Christians and Humanists?

What difference does it make to believe in Ahimsa, Grace and Ummah

Year 7

Godley Primary – Approach to teaching - Religious Education

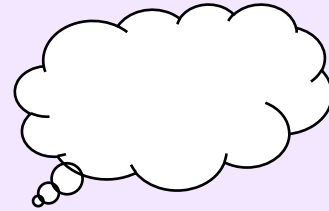


Prior Knowledge

Religious
experiences



Reflective
Questioning



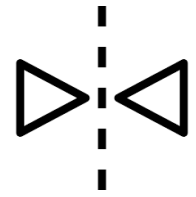
Believing

Expressing

Living



Discuss



Reflect

Beliefs – practices – lifestyles - values

Disciplinary Knowledge - RE

Disciplinary Knowledge	RE				
	To understand beliefs and teachings.	To understand practices and lifestyles.	To understand how beliefs are conveyed.	To reflect.	To understand values.
EYFS	<ul style="list-style-type: none"> To recognise that people have different beliefs and celebrate special times in different ways. Understand that different places are special to different members of the community. Continue to develop positive attitudes about the differences between people. 				
Year 1 Year 2	Describe some of the main festivals, celebrations and teachings of a religion.	Recognise, name and describe some religious artefacts, places and practices.	Name and explain the meaning of some religious symbols.	Identify the things that are important in one's own life and compare these to religious beliefs. Relate emotions to some of the experiences of religious figures studied. Ask questions about puzzling aspects of life.	Identify how one has to make choices in life. Explain how actions affect others. Show an understanding of the term 'morals'.
Year 3 Year 4	Present the key teachings and beliefs of a religion, making reference to religious figures.	Identify religious artefacts and buildings and explain how and why they are used. Explain some of the religious practices of both clerics and individuals.	Identify religious symbolism in literature and the arts.	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.	Explain how beliefs affect people's behaviour. Discuss and give opinions on stories involving moral dilemmas.
Year 5 Year 6	Explain how some teachings and beliefs are shared between religions. Explain how religious beliefs shape the lives of individuals and communities.	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.	Explain some of the different ways that individuals show their beliefs.	Recognise and express feelings about one's own identities. Relate these to religious beliefs or teachings. Explain ideas about some answers to ultimate questions and why answers may differ between individuals.	Explain why different religious communities or individuals may have different views of what is right and wrong. Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). Express own values and remain respectful of those with different values.

Disciplinary Knowledge – Strand progressions – Understanding Beliefs and Teaching

EYFS

ARE
With the support of a teacher some of the main festivals of a religion are explored.

Greater Depth
Generally, some of the main festivals of a religion are described.

Year 1

ARE
With the support of a teacher, some of the main festivals, celebrations and teachings of a religion are explored.

Greater Depth
Generally, some of the main festivals, celebrations and teachings of a religion are described.

Year 2

ARE
Generally, some of the main festivals, celebrations and teachings of a religion are described.

Greater Depth
The main festivals, celebrations and teachings of a religion are described and explained with some interesting detail.

Year 4

Greater Depth
Key teachings, and how they relate to religious figures, are presented with interesting detail and explanations.

ARE
Generally, some key teachings and beliefs of a religion are selected and presented with some reference to religious figures.

Year 3

Greater Depth
Generally, some key teachings and beliefs of a religion are selected and presented with some reference to religious figures.

ARE
When encouraged, some good examples of the key teachings and beliefs of a religion are given.

Year 5

ARE
With support, some good examples are provided for, how beliefs are shared between religions
When encouraged, some examples are provided for how religious beliefs shape the lives of individuals and communities.

Greater Depth
Generally, beliefs that are shared between religions are identified and explained.
Good examples, with some interesting detail, are provided for, how religious beliefs shape the lives of individuals and communities.

Year 6

ARE
Generally, beliefs that are shared between religions are identified and explained.
Good examples, with some interesting detail, are provided for, how religious beliefs shape the lives of individuals and communities.

Greater Depth
Beliefs that are shared between religions are identified and any variations to a general belief are analysed and explained.
Well-chosen and very well-explained details are provided for how a wide range of religious beliefs shape the lives of individuals and communities and how there may be some variation to practices between them.

Year 7

EYFS

ARE
During structured activities, religious special books are explored.

Greater Depth
There is a growing knowledge of religious special books.

Godley Primary RE Learning Journey

EXCELLENCE – HAPPINESS AND NURTURE – POWERFUL LEARNING



Disciplinary Knowledge – Strand progressions – Understanding Practices and Lifestyles.

Year 1

ARE
During structured activities, some religious artefacts, places and practices are explored.

Greater Depth
There is a growing knowledge of some religious artefacts, places and practices, and some are chosen and described.

Year 2

ARE
There is a growing knowledge of some religious artefacts, places and practices, and some are chosen and described.

Greater Depth
There is an in-depth understanding of some religious artefacts, places and practices which are described in interesting and accurate detail.

Year 4

Greater Depth
Religious artefacts and buildings are identified rapidly, and detailed and interesting explanations of how and why they are used are provided.

Well-thought out explanations, along with telling examples, of the religious practices of clerics and individuals are given.

ARE
Generally, religious artefacts and buildings are identified and how and why they are used explained with some detail.

Generally, good explanations of the religious practices of clerics and individuals are given with some interesting detail.

Greater Depth
Generally, religious artefacts and buildings are identified and how and why they are used explained with some detail.

Generally, good explanations of the religious practices of clerics and individuals are given with some interesting detail.

ARE
There are some good examples of the identification and naming of religious artefacts and buildings. With encouragement, there is some explanation of how and why they are used.

When encouraged, some good examples of explanations of the religious practices of clerics and individuals are given.

Year 3

Year 5

ARE
With support, lifestyles of different faith groups are compared and contrasted.

There is some awareness of the role of a spiritual leader.

Greater Depth
Good examples of similarities and differences in the lifestyles of different faith groups are identified and described.

There is some interesting exploration and recognition of aspects of the role of a spiritual leader

Year 6

ARE
Good examples of similarities and differences in the lifestyles of different faith groups are identified and described. There is some interesting exploration and recognition of aspects of the role of a spiritual leader.

Greater Depth
Well-chosen and detailed examples are provided for similarities and differences in the lifestyles of different faith groups.

There is a good understanding of, and excellent examples provided for, the wide and varied role of a spiritual leader.

Year 7

EYFS

ARE

With the support of a teacher the names of some religious places of worship and their religious symbols are explored.

Greater Depth

Some religious places of worship are named and meanings of religious symbols are described.

Godley Primary RE Learning Journey

EXCELLENCE – HAPPINESS AND NURTURE – POWERFUL LEARNING



Disciplinary Knowledge – Strand progressions – Understanding how beliefs are conveyed

Year 1

ARE

With the support of a teacher, the names and meanings of some religious symbols are explored.

Greater Depth

Some religious symbols are selected, named and their meanings described.

Year 2

ARE

Some religious symbols are selected, named and their meanings described.

Greater Depth

Some religious symbols are named and described with interesting and accurate detail.

Year 3

ARE

With support, religious symbolism in literature and the arts is explored.

Year 4

Greater Depth

There is a growing recognition of, and some examples provided for, the use of religious symbolism in literature and the arts.

Greater Depth

Good, well-explained examples of religious symbolism in literature and the arts are given in a wide range of contexts.

ARE

There is a growing recognition of, and some examples provided for, the use of religious symbolism in literature and the arts.

Year 5

ARE

There is some awareness of the different ways that individuals show their beliefs.

Year 6

ARE

There is a growing awareness of, and some good examples provided for, the different ways that individuals show their beliefs.

Greater Depth

There is a very good awareness of, and some excellent and detailed examples provided for, the different ways that individuals show their beliefs.

Year 7

Disciplinary Knowledge – Strand progressions - Reflect

EYFS

ARE
In supported discussions – important aspects of one’s own life are identified and comparisons to others are made.

Greater Depth
During structured discussions, important aspects of one’s own life and how this compares to religious beliefs are explored. With the support of a teacher, emotions are explored and links pointed out to the experiences of some of the religious figures.

Year 1

ARE
During structured discussions, important aspects of one’s own life and how this compares to religious beliefs are explored. With the support of a teacher, emotions are explored and links pointed out to the experiences of some of the religious figures.

Greater Depth
There is a growing understanding and some good explanation of how important aspects of one’s own life compares to religious beliefs. There is a growing ability to explain how emotions relate to some of the experiences of religious figures.

Year 2

ARE
There is a growing understanding and some good explanation of how important aspects of one’s own life compares to religious beliefs. There is a growing ability to explain how emotions relate to some of the experiences of religious figures.

Greater Depth
Aspects of one’s own life are chosen and compared to religious beliefs from a number of religions. Emotions are related very well to some of the experiences of religious figures and described in some interesting detail.

Year 3

Greater Depth
Good, well-explained examples of personal experiences and feelings, and how they influence attitudes and actions, are given in a wide range of contexts. Carefully reasoned and well-explained examples, that refer to the teachings of a religion, describe why religious figures may have acted as they did.

ARE
There is a growing awareness of, and good examples provided for, personal experiences and feelings and how they influence attitudes and actions. Generally, good attempts to explain why religious figures may have acted as they did, relating reasons to some of the teachings of a religion, are made.

Year 4

Greater Depth
There is a growing awareness of, and good examples provided for, personal experiences and feelings and how they influence attitudes and actions. Generally, good attempts to explain why religious figures may have acted as they did, relating reasons to some of the teachings of a religion, are made.

ARE
During structured discussions, there is some exploration of how personal experiences and feelings influence attitudes and actions. When encouraged, some reasons why religious figures may have acted as they did are given.

Year 5

ARE
In structured discussions the concept of identity is explored and related to religious beliefs and teachings. There are some good examples of exploration of some answers to ultimate questions and why answers may differ between individuals.

Greater Depth
There are some good examples of explanations of the concept of identity and how this relates to religious beliefs or teachings. There is a growing understanding, demonstrated with well-explained descriptions, of some answers to ultimate questions, and how answers may differ between individuals.

Year 6

ARE
There are some good examples of explanations of the concept of identity and how this relates to religious beliefs or teachings. There is a growing understanding, demonstrated with well-explained descriptions, of some answers to ultimate questions, and how answers may differ between individuals.

Greater Depth
Well-chosen and apt, detailed examples are provided for the concept of identity and how this relates to religious beliefs or teachings. Detailed, in-depth research provides excellent examples and detailed descriptions of different answers to ultimate questions between individuals.

Year 7

Disciplinary Knowledge – Strand progressions – Understand Values

EYFS

ARE
There is some awareness of how actions affect others. School values are discussed, and children can talk about what these look like.

Greater Depth
During structured discussions, there is some exploration of how one must make choices in life. There is some awareness of how actions affect others. During structured discussions, the term 'morals' is explored.

Year 1

ARE
During structured discussions, some questions about puzzling aspects of life are explored. During structured discussions, there is some exploration of how one must make choices in life. There is some awareness of how actions affect others. During structured discussions the term 'morals' is explored.

Greater Depth
During discussions, some questions are raised and opinions given about some puzzling aspects of life. There is a growing understanding that one must make choices in life and some good examples of this are described. There is a growing understanding that actions affect others in a variety of ways, some of which can be explained. There is a growing use of the term 'morals' when discussing behaviour and decisions.

Year 2

ARE
During discussions, some questions are raised and opinions given about some puzzling aspects of life. There is a growing understanding that one must make choices in life and some good examples of this are described. There is a growing understanding that actions affect others in a variety of ways, some of which can be explained. There is a growing use of the term 'morals' when discussing behaviour and decisions.

Greater Depth
During discussions, well-considered questions are raised and opinions given and justified about some puzzling aspects of life. There is a good understanding that one must make choices in life, including some that are very difficult. Good examples are provided and described well. There is a good understanding that actions affect others in a wide variety of ways, which are explained with interesting examples and details. There is a good understanding of the term 'morals' and many good examples of how it can be applied to familiar situations are provided.

Year 4

Greater Depth
Some well-considered questions that have no universally agreed answers are asked and explored in depth. Well-considered and detailed explanations are provided for how beliefs affect people's behaviour in a range of contexts. Apt, and very well-described instances provided for situations involving moral dilemmas.

ARE
Generally, some good questions that have no universally agreed answers are asked and explored with enthusiasm. Generally, good explanations are provided for how beliefs affect people's behaviour in a range of contexts. There is a growing understanding of, and examples provided for, instances where there has been a moral dilemma.

Greater Depth
Generally, some good questions that have no universally agreed answers are asked and explored with enthusiasm. Generally, good explanations are provided for how beliefs affect people's behaviour in a range of contexts. There is a growing understanding of, and examples provided for, instances where there has been a moral dilemma.

ARE
When encouraged, some questions that have no universally agreed answers are explored. There are some good examples of explanations of how beliefs affect people's behaviour. The term 'moral dilemma' is experienced during discussions.

Year 3

Year 5

ARE
There are some good examples that show some understanding that different religious communities may have different views of what is right and wrong. There is some exploration of the need to act according to a belief of right and wrong even in the absence of rules. With support, personal values are explored.

Greater Depth
There is a growing understanding, demonstrated by good examples of, and explanations for, different views of what is right and wrong. There is a growing understanding of the need to act in a morally right way, even in the absence of rules or regulation. There are some good examples of articulation of personal values and a respect for those with different values.

Year 6

ARE
There is a growing understanding, demonstrated by good examples of, and explanations for, different views of what is right and wrong. There is a growing understanding of the need to act in a morally right way, even in the absence of rules or regulation. There are some good examples of articulation of personal values and a respect for those with different values.

Greater Depth
There is an excellent understanding, demonstrated by well-chosen examples of, and detailed explanations for, different views of what is right and wrong. The word 'integrity' and how this applies to one's own decisions. Personal values are becoming well developed and explained. There is a high degree of respect for those with different values.

Year 7

RE – Overview

Subject			
	Believing	Expressing	Living
EYFS	Which stories are special and why? Which people are special and why?	What places are special and why? What times are special and why?	Where do we belong? What is special about our world?
Year 1	Who is a Christian and what do they believe?	How and why do we celebrate special and sacred times? Christmas and Hanukkah What makes some places sacred?	What does it mean to belong to a faith community? How should we care for others and the world?
Year 2	Who is a Muslim and what do they believe? Who is Jewish and what do they believe? What can we learn from sacred books?	How and why do we celebrate special and sacred times? Christmas and Eid	How should we care for others and the world?
Year 3	What do different people believe about God? Why is the Bible so important for Christians today?	Why are festivals important to religious communities?	How do family life and festivals show what matters to Jewish people? What does it mean to be a Christian in Britain today?
Year 4	Why is Jesus inspiring to some people?	Why do people pray? Why do some people think that life is a journey and what significant experiences mark this?	What can we learn from religions about deciding what is right and wrong? What does it mean to be a Hindu in Britain today?
Year 5	Why do some people believe that God exists? What would Jesus do? Can we live by the values of Jesus in the twenty-first century?	What can be done to reduce racism? Can religion help? If God is everywhere why go to a place of worship?	What does it mean to be a Muslim in Britain today?
Year 6	What do religions say about when life gets hard?	Is it better to express your beliefs in arts and architecture or in charity and generosity?	What matters most to Christians and Humanists? What difference does it make to believe in Ahimsa, Grace and Ummah?

Substantive Knowledge- Nursery

Autumn	Spring	Summer
<p>Believing I can say who is special to me. I can say who my friends are. A good friend is kind. The Story of The Good Samaritan in the Bible shows what a good friend is like.</p>	<p>Believing I can say what my favourite book is and why it is special. Jesus told lots of stories with special messages called parables. Christians believe that Jesus was God's son. Stories in the Bible are special to Jesus. Stories in the Qur'an are special to Muslims.</p>	<p>Believing</p>
<p>Expressing Christmas is a festival celebrated by Christians. Christians celebrate Christmas by lighting an advent wreath, singing carols and reading or acting out the nativity story. Christians celebrate Christmas because of the birth of Jesus.</p> <p>Diwali is a Hindu Festival. Hindus celebrate Diwali by lighting diva lamps, eating special food and lighting fireworks. Diwali is a celebration of the victory of good over evil.</p>	<p>Expressing I can say place where I feel safe. I can say a place where I feel happy. I can describe a place that is special to me. Believers go to a special place to worship. Christians go to a church. Muslims go to a Mosque.</p>	<p>Expressing</p>
<p>Living</p>	<p>Living</p>	<p>Living The world is special. We need to look after our world. Christians believe that God created the world. We need to look after the animals in the world. We need to look after trees and plants in the world.</p>

Substantive Knowledge- Reception

Autumn	Spring	Summer
<p>Believing I can say who is special to me. I can say who my friends are. A good friend is kind. The Story of The Good Samaritan in the Bible shows what a good friend is like.</p>	<p>Believing I can say what my favourite book is and why it is special. Jesus told lots of stories with special messages called parables. Christians believe that Jesus was God's son. Stories in the Bible are special to Jesus. Stories in the Qur'an are special to Muslims.</p>	<p>Believing</p>
<p>Expressing Christmas is a festival celebrated by Christians. Christians celebrate Christmas by lighting an advent wreath, singing carols and reading or acting out the nativity story. Christians celebrate Christmas because of the birth of Jesus.</p> <p>Diwali is a Hindu Festival. Hindus celebrate Diwali by lighting diva lamps, eating special food and lighting fireworks. Diwali is a celebration of the victory of good over evil.</p>	<p>Expressing I can say place where I feel safe. I can say a place where I feel happy. I can describe a place that is special to me. Believers go to a special place to worship. Christians go to a church. Muslims go to a Mosque.</p>	<p>Expressing</p>
<p>Living</p>	<p>Living</p>	<p>Living The world is special. We need to look after our world. Christians believe that God created the world. We need to look after the animals in the world. We need to look after trees and plants in the world.</p>

Substantive Knowledge- Year 1

Autumn	Spring	Summer
<p>Believing Christians believe in God. Christians believe that God created the world. Christians worship in a church. Christians believe that Jesus was God’s son. Christians follow teaching from the Bible about how to live their lives</p>	<p>Believing</p>	<p>Believing</p>
<p>Expressing Harvest and Christmas are Christian festivals. Christians celebrate Harvest by giving food to others who are less fortunate. Christians celebrate Christmas by lighting an advent wreath, singing carols and reading or acting out the nativity story. Christians celebrate Harvest to say thank you to God for the food he provides. Christians celebrate Christmas because of the birth of Jesus. Chanukah is a Jewish festival. Jewish people celebrate Chanukah by lighting a menorah and eating special food. Jewish people celebrate Chanukah to remember the miracle of the oil. Diwali is a Hindu festival. Hindus celebrate Diwali with fireworks, colourful clothing and diva lamps. Hindus celebrate Diwali to remember that Rama defeated Ravana.</p>	<p>Expressing Sacred means connected with God. Holy means dedicated to God. It is important to show respect for other people’s precious or sacred belongings. In a church the following are sacred and special – altar, cross, crucifix, font, lectern, pulpit and candles. In a synagogue the following are sacred and special – ark, Torah scrolls, tallit, bimah and kippah.</p>	<p>Expressing</p>
<p>Living</p>	<p>Living The fish/ICHTHUS badges and crosses are symbols of belonging for Christians. Christians show they belong through ceremonies such as baptism, confirmation and weddings. Judaism has a welcoming ceremony called Brit Milah.</p>	<p>Living Each person is unique and important. God values everyone including children. Friendship is a way we can show people that we care. In the Bible Jesus has 12 special friends. In the Bible The Good Samaritan showed care and friendship.</p>

Substantive Knowledge- Year 2

Autumn	Spring	Summer
<p>Believing Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. Re-tell a story about the life of the prophet Muhammad. Recognise some objects used by Muslims and know why they are important. Identify</p>	<p>Believing Jewish people believe in God. Talk about how the mezuzah in the home reminds Jewish people about God. Shabbat is a special day of the week for Jewish people ,give examples of how it is celebrated. The Bible is a sacred text for Christians. The Qur'an is a sacred book for Muslims. The Qur'an must not be put on the floor. The Torah is a sacred book for Jewish people. The Torah can only be touched with a yad.</p>	<p>Believing</p>
<p>Expressing Christmas is a Christian festival. Christians celebrate Christmas by lighting an advent wreath, singing carols and reading or acting out the nativity story. Christians celebrate Christmas because of the birth of Jesus Eid is a Muslim Festival. Muslims celebrate Eid over 2 or 3 days with prayers and a special meal. Muslims celebrate the end of a month of fasting with Eid.</p>	<p>Expressing</p>	<p>Expressing</p>
<p>Living</p>	<p>Living</p>	<p>Living Each person is unique and important. Mother Teresa cared for others because of her religious beliefs. Dr Barnardo cared for others because of his religious beliefs. Charity is the voluntary giving of help to those in need. Explore the creation story in Genesis. Jewish and Christian believers believe that God created the world.</p>

Substantive Knowledge- Year 3

Autumn	Spring	Summer
<p>Believing Christians think of God as Trinity – Father, Son and Holy Spirit. God is shown in stories and narratives in the Bible. What do these stories tell Christians about Jesus. Who is Muslim and what do they believe. Muslims think of God as Allah. Muslims understand the nature of God through stories in the Qur'an</p> <p>.</p> <p>The Bible is a precious book for Christians. The Bible has an Old Testament and a New Testament. The Old Testament contains stories about God. The New Testament contains stories about Jesus. The Bible contains Books, chapters and verses. The Bible tells Christians what God is like. The Bible tells Christians how to live their lives.</p>	<p>Believing .</p>	<p>Believing</p>
<p>Expressing</p>	<p>Expressing Easter is a Christian festival. Christians celebrate Easter in special church services, music, candlelight, flowers and ringing of church bells Christians celebrate Easter because they remember the death and resurrection of Jesus. Pesach is a Jewish festival. How do Jewish people celebrate Pesach. Why do Jewish people celebrate Pesach.</p>	<p>Expressing</p>
<p>Living</p>	<p>Living</p>	<p>Living Christians show their faith with their families by praying together, attending church and reading the bible In a Christian home you would see a cross, the bible and candles. Christians attend church to help them feel part of a faith community. Christians do to show their faith by helping their local community.</p>

Substantive Knowledge- Year 4

Autumn	Spring	Summer
<p>Believing</p>	<p>Believing Explore the words and actions of Jesus which continue to inspire Christians today. Jesus rode into Jerusalem on Good Friday. The Last Supper was on Maundy Thursday. Jesus was crucified on Good Friday. Jesus rose from the dead on Easter Sunday. Holy Week is celebrated by attending special services in church on Ash Wednesday, Maundy Thursday, Good Friday and Easter Sunday. Special symbols are used to help Christians remember the events of Holy week such as putting ashes on foreheads and palm crosses.</p>	<p>Believing</p>
<p>Expressing The Lord's Prayer is special to Christians. The First Surah of the Qur'an is special to Muslims. The Gayatri Mantra is special to Hindus. Hindus' Muslims and Christians pray in different ways. Some prayers use set words and some prayers are spontaneous. Baptism and confirmation are Christian growing up ceremonies. Bar/Bat Mitzvah is a Jewish growing up ceremony. Marriage is a commitment ceremony. Christians and Jewish people believe in life after death with God in heaven. Christians and Jewish people mark the end of life with a funeral service.</p>	<p>Expressing</p>	<p>Expressing</p>
<p>Living</p>	<p>Living Christians and Jewish people follow The Ten Commandments as a code for living. A code for living is a set of rules to live your life by. Christians and Jewish people try to lead a good life. Temptation is the desire to do something wrong or unwise.</p>	<p>Living Hindus have family shrines at home. Hindu families choose a special God or Goddess to worship. Hindus bring offerings to the deity shrines in their Mandir and at home. Hindus believe in the four aims of life. Hindus believe about Karma.</p>

Substantive Knowledge- Year 5

Autumn	Spring	Summer
<p>Believing A Theist believes in the existence of God or Gods. An Atheist lacks belief in the existence of God. Agnostic is a person who believes that nothing is known or can be known of the existence or nature of God.</p>	<p>Believing</p>	<p>Believing The Ten Commandments are a set of rules that Christians try to follow. Explore the value of Love in the Bible. Explore the value of forgiveness in the Bible. Explore the values of justice and fairness in the Bible. Explore the values of generosity and not being greedy in the Bible.</p>
<p>Expressing</p>	<p>Expressing In a church you will find, an alter, pulpit, lectern, crucifix, font, candle and stained-glass windows. In a Mandir you will find, murti, shrines, aum symbol and a mandir bell, In a synagogue you will find - Believers feel that God is more present in these places of worship. Shrines are important to Hindus. Pilgrimage is important to Hindus. Christians worship by praising God in music and speech, reading from the scripture, praying, and attending church and holy ceremonies</p>	<p>Expressing</p>
<p>Living</p>	<p>Living There are people who follow the Muslim faith in our local area? Explore the practice, meaning and significance of The Five Pillars of Islam. Shahah is the Muslim profession of faith Salat is the Muslim ritual of prayer. Sawn is the Muslim ritual of fasting. Zakat is charity. Hajj is the Muslim ritual of pilgrimage</p>	<p>Living</p>

Substantive Knowledge- Year 6

Autumn	Spring	Summer
<p>Believing Christians and Hindus pray when times are tough. Most religious traditions teach about life after death. Christians believe in judgement , heaven and salvation through Jesus. Hindus believe in karma, reincarnation and moksha.</p>	<p>Believing</p>	<p>Believing</p>
<p>Expressing Discuss the Muslim and Christian ideas of being generous and charitable. Compare Muslim and Christian ideas about art. Connect ways in which art and actions can reveal what people believe about God. Suggest reasons why some people may be critical of religious art and architecture.</p>	<p>Expressing</p>	<p>Expressing</p>
<p>Living</p>	<p>Living Christians try to live their lives in the image of God. A code for living is a set of rules to live your life by. Explore the moral concept of fairness. Explore the moral concept of honesty. Explore the moral concept of freedom.</p>	<p>Living Hindus believe in being harmless. What does being harmless look like for Hindus? Karma is the force produced by a person's actions in one life which influences what happens to that person in future lives. Christians believe the God loves people unconditionally. Muslims are a worldwide community called Ummah. Ummah is a pilgrimage to Makkah and a shared welfare through Zakat.</p>

Religious Education – Skills Knowledge – Year 1

Subject	Religious Education	
<p>To understand beliefs and teachings</p> <p>To understand practices and lifestyles</p> <p>To understand how beliefs are conveyed</p>	ARE	Greater Depth
	<p>With the support of a teacher, some of the main festivals, celebrations and teachings of a religion are explored.</p>	<p>Generally, some of the main festivals, celebrations and teachings of a religion are described.</p>
	<p>During structured activities, some religious artefacts, places and practices are explored.</p>	<p>There is a growing knowledge of some religious artefacts, places and practices, and some are chosen and described.</p>
<p>With the support of a teacher, the names and meanings of some religious symbols are explored.</p>	<p>Some religious symbols are selected, named and their meanings described.</p>	

Religious Education – Skills Knowledge – Year 2

Subject	Religious Education	
<p>To understand beliefs and teachings</p> <p>To understand practices and lifestyles</p> <p>To understand how beliefs are conveyed</p>	ARE	Greater Depth
	<p>Generally, some of the main festivals, celebrations and teachings of a religion are described.</p>	<p>The main festivals, celebrations and teachings of a religion are described and explained with some interesting detail.</p>
	<p>There is a growing knowledge of some religious artefacts, places and practices, and some are chosen and described.</p>	<p>There is an in-depth understanding of some religious artefacts, places and practices which are described in interesting and accurate detail.</p>
<p>Some religious symbols are selected, named and their meanings described.</p>	<p>Some religious symbols are named and described with interesting and accurate detail.</p>	

Religious Education – Skills Knowledge– Year 3

Subject	Religious Education	
	ARE	Greater Depth
To understand beliefs and teachings	When encouraged, some good examples of the key teachings and beliefs of a religion are given.	Generally, some key teachings and beliefs of a religion are selected and presented with some reference to religious figures.
To understand practices and lifestyles	There are some good examples of the identification and naming of religious artefacts and buildings. With encouragement, there is some explanation of how and why they are used.	Generally, religious artefacts and buildings are identified and how and why they are used explained with some detail.
To understand how beliefs are conveyed	When encouraged, some good examples of explanations of the religious practices of clerics and individuals are given.	Generally, good explanations of the religious practices of clerics and individuals are given with some interesting detail.
	With support, religious symbolism in literature and the arts is explored.	There is a growing recognition of, and some examples provided for, the use of religious symbolism in literature and the arts.

Religious Education – Key Threshold Concepts – Year 3

Subject	Religious Education	
To reflect	ARE	Greater Depth
	During structured discussions, there is some exploration of how personal experiences and feelings influence attitudes and actions.	There is a growing awareness of, and good examples provided for, personal experiences and feelings and how they influence attitudes and actions.
	When encouraged, some reasons why religious figures may have acted as they did are given.	Generally, good attempts to explain why religious figures may have acted as they did, relating reasons to some of the teachings of a religion, are made.
	To understand values.	When encouraged, some questions that have no universally agreed answers are explored.
<p>There are some good examples of explanations of how beliefs affect people's behaviour.</p> <p>The term 'moral dilemma' is experienced during discussions.</p>		<p>Generally, good explanations are provided for how beliefs affect people's behaviour in a range of contexts.</p> <p>There is a growing understanding of, and examples provided for, instances where there has been a moral dilemma.</p>

Religious Education – Key Threshold Concepts – Year 4

Subject	Religious Education	
	ARE	Greater Depth
To understand beliefs and teachings	Generally, some key teachings and beliefs of a religion are selected and presented with some reference to religious figures.	Key teachings, and how they relate to religious figures, are presented with interesting detail and explanations.
To understand practices and lifestyles	Generally, religious artefacts and buildings are identified and how and why they are used explained with some detail.	Religious artefacts and buildings are identified rapidly, and detailed and interesting explanations of how and why they are used are provided.
To understand how beliefs are conveyed	Generally, good explanations of the religious practices of clerics and individuals are given with some interesting detail.	Well-thought out explanations, along with telling examples, of the religious practices of clerics and individuals are given.
	There is a growing recognition of, and some examples provided for, the use of religious symbolism in literature and the arts.	Good, well-explained examples of religious symbolism in literature and the arts are given in a wide range of contexts.

Religious Education – Key Threshold Concepts – Year 4

Subject	Religious Education	
To reflect	ARE	Greater Depth
	<p>There is a growing awareness of, and good examples provided for, personal experiences and feelings and how they influence attitudes and actions.</p>	<p>Good, well-explained examples of personal experiences and feelings, and how they influence attitudes and actions, are given in a wide range of contexts.</p>
	<p>Generally, good attempts to explain why religious figures may have acted as they did, relating reasons to some of the teachings of a religion, are made.</p>	<p>Carefully reasoned and well-explained examples, that refer to the teachings of a religion, describe why religious figures may have acted as they did.</p>
	<p>Generally, some good questions that have no universally agreed answers are asked and explored with enthusiasm.</p>	<p>Some well-considered questions that have no universally agreed answers are asked and explored in depth.</p>
To understand values.	<p>Generally, good explanations are provided for how beliefs affect people’s behaviour in a range of contexts.</p>	<p>Well-considered and detailed explanations are provided for how beliefs affect people’s behaviour in a range of contexts.</p>
	<p>There is a growing understanding of, and examples provided for, instances where there has been a moral dilemma.</p>	<p>Apt, and very well-described instances provided for situations involving moral dilemmas.</p>

Religious Education – Skills Knowledge – Year 5

Subject	Religious Education	
	ARE	Greater Depth
To understand beliefs and teachings.	<p>With support, some good examples are provided for, how beliefs are shared between religions</p> <p>When encouraged, some examples are provided for how religious beliefs shape the lives of individuals and communities.</p>	<p>Generally, beliefs that are shared between religions are identified and explained.</p> <p>Good examples, with some interesting detail, are provided for, how religious beliefs shape the lives of individuals and communities.</p>
To understand practices and lifestyles	<p>With support, lifestyles of different faith groups are compared and contrasted.</p> <p>There is some awareness of the role of a spiritual leader.</p>	<p>Good examples of similarities and differences in the lifestyles of different faith groups are identified and described.</p> <p>There is some interesting exploration and recognition of aspects of the role of a spiritual leader.</p>
To understand how beliefs are conveyed	<p>There is some awareness of the different ways that individuals show their beliefs.</p>	<p>There is a growing awareness of, and some good examples provided for, the different ways that individuals show their beliefs.</p>

Religious Education – Skills Knowledge – Year 6

Subject	Religious Education	
	ARE	Greater Depth
To understand beliefs and teachings.	<p>Generally, beliefs that are shared between religions are identified and explained.</p> <p>Good examples, with some interesting detail, are provided for, how religious beliefs shape the lives of individuals and communities.</p>	<p>Beliefs that are shared between religions are identified and any variations to a general belief are analysed and explained.</p> <p>Well-chosen and very well-explained details are provided for how a wide range of religious beliefs shape the lives of individuals and communities and how there may be some variation to practices between them.</p>
To understand practices and lifestyles	<p>Good examples of similarities and differences in the lifestyles of different faith groups are identified and described.</p> <p>There is some interesting exploration and recognition of aspects of the role of a spiritual leader.</p>	<p>Well-chosen and detailed examples are provided for similarities and differences in the lifestyles of different faith groups.</p> <p>There is a good understanding of, and excellent examples provided for, the wide and varied role of a spiritual leader.</p>
To understand how beliefs are conveyed	<p>There is a growing awareness of, and some good examples provided for, the different ways that individuals show their beliefs.</p>	<p>There is a very good awareness of, and some excellent and detailed examples provided for, the different ways that individuals show their beliefs.</p>

Religious Education – Skills Knowledge – Year 6

Subject	Religious Education	
To reflect.	<p>ARE</p> <p>There are some good examples of explanations of the concept of identity and how this relates to religious beliefs or teachings.</p> <p>There is a growing understanding, demonstrated with well-explained descriptions, of some answers to ultimate questions, and how answers may differ between individuals.</p>	<p>Greater Depth</p> <p>Well-chosen and apt, detailed examples are provided for the concept of identity and how this relates to religious beliefs or teachings.</p> <p>Detailed, in-depth research provides excellent examples and detailed descriptions of different answers to ultimate questions between individuals.</p>
To understand values.	<p>There is a growing understanding, demonstrated by good examples of, and explanations for, different views of what is right and wrong.</p> <p>There is a growing understanding of the need to act in a morally right way, even in the absence of rules or regulation.</p> <p>There are some good examples of articulation of personal values and a respect for those with different values.</p>	<p>There is an excellent understanding, demonstrated by well-chosen examples of, and detailed explanations for, different views of what is right and wrong.</p> <p>The word 'integrity' and how this applies to one's own decisions.</p> <p>Personal values are becoming well developed and explained. There is a high degree of respect for those with different values.</p>

Subject Vocabulary:

	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<u>Year N</u>	Birthday, Christmas, Halloween, Bonfire Night, Easter, holidays, wedding, party, Diwali, Hannukah	Church, Easter, Christian, festival, Qur'an, Eid, Bible, special.	Wonder, beauty, nature, life cycle, growth, decay, creation,
<u>Year R</u>	Birthday, Christmas, Halloween, Bonfire Night, Easter, holidays, wedding, party.	Church, Easter, Christian, festival, Qur'an, Eid, Bible, special.	Wonder, beauty, nature, life cycle, growth, decay, creation,
<u>Year 1</u>	Christian, God, Jesus, believe, express, church, Bible, miracle, parable, commandment, Festival, celebration, special, sacred, Christian, Jewish, Hindu, Diwali, Chanukah, Christmas, Harvest, ritual, express,	Worship, God, Christianity, Islam, Judaism, Hinduism, church, mosque, synagogue, mandir	Unique, important, benefit, responsibility, support, charity, zakat., tzedakah, Golden Rule.
<u>Year 2</u>	Muslim, mosque, Mohammed, Islam, prayer mat, Qu'ran, stand, head scarf, God, Allah, prophet, precious, Ramadan, Arabic Festival, celebration, special, sacred, Christian, Jewish, Muslim, Islam, Eid-ul-Fitr, Christmas, Sukkot, ritual, express,	Synagogue, Judaism, Torah, sukkot, Chanukah, Pesach, Shabbat, Mezuzah, yad, scroll, challah bread, menorah, Bible, sacred, Qur'an, Torah, Arabic, Hebrew,	Unique, important, benefit, responsibility, support, charity, zakat., tzedakah, Golden Rule.

Subject Vocabulary:

	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Year 3	Trust, faith, God, Jesus, Christian, religion , Trinity, Father, son Holy Spirit, Allah, Trimurti, Brahma, Vishnu, Shiva, Muslim, Hindu, Bible, guidance, sacred book, Old Testament, New Testament, scripture, study groups, church, Gospels, letters, prayers, poems, laws, biographies, histories,	God, believe, Allah, Holy Trinity, parable, Bible, Old testament, New Testament, verse, scripture.	Christians, Bible, cross, crucifix, ritual, church, faith, Anglican, Baptist, Roman Catholic, Pentecostal.
Year 4	Prayer, pray, god, Lord's Prayer, Christian, Muslim, Surah, Qu'ran, Hindu Gayatri Mantra, impact, answered, formal, informal, atheist, spiritual.	Jesus, inspirational, characteristics, role model, Holy week, Easter, Maundy, sorrow, salvation, forgiveness.	Hindu, shrine, murti, karma, Mandir, deities, puja, incense, aarti ceremony, bhajans, prashad.
Year 5	Theist, agnostic, atheist, God, believe, literally, scientific,	Christian, Hindu, Jewish, church, Anglican, Baptist, baptistery, holy communion, lectern, font, mandir, shrine, shikara, murti, synagogue, schul, orthodox, reform	Value, moral dilemma, generosity, justice, forgiveness, benefit., global community, local community.
Year 6	Religious art, architecture, generous, generosity, charity, charitable, poverty, calligraphy, geometric art, representational art,	Christian, Humanist, code for living, value	Ahimsa, Grace, Ummah, reincarnation, unconditional, resurrection, pilgrimage, express