

# Religious Education Progression

## Map



**"Peace is the most powerful weapon of mankind." Mahatma Gandhi**

### **Intent:**

Our curriculum is designed to take into account individual starting points to ensure an equality of opportunity to a broad, balanced and **knowledge-rich** curriculum, with a particular **emphasis on VOCABULARY**. The content of our **ambitious** curriculum is carefully **sequenced** to encourage progression of **skills, connections** and **transference to long-term memory**, and is chosen for its **usefulness** and **relevance** to our pupils. Pupils are immersed in **rich, relevant and contextualised** first-hand experiences, which enthuse, excite and challenge them. Pupils are encouraged to investigate, explore and take risks. As a result, pupils make excellent progress in their development and application of knowledge, understanding and skills (across different contexts).

### **At Ladybridge, we encourage our pupils to, 'Think like A Person of Faith.'**

#### **Intent:**

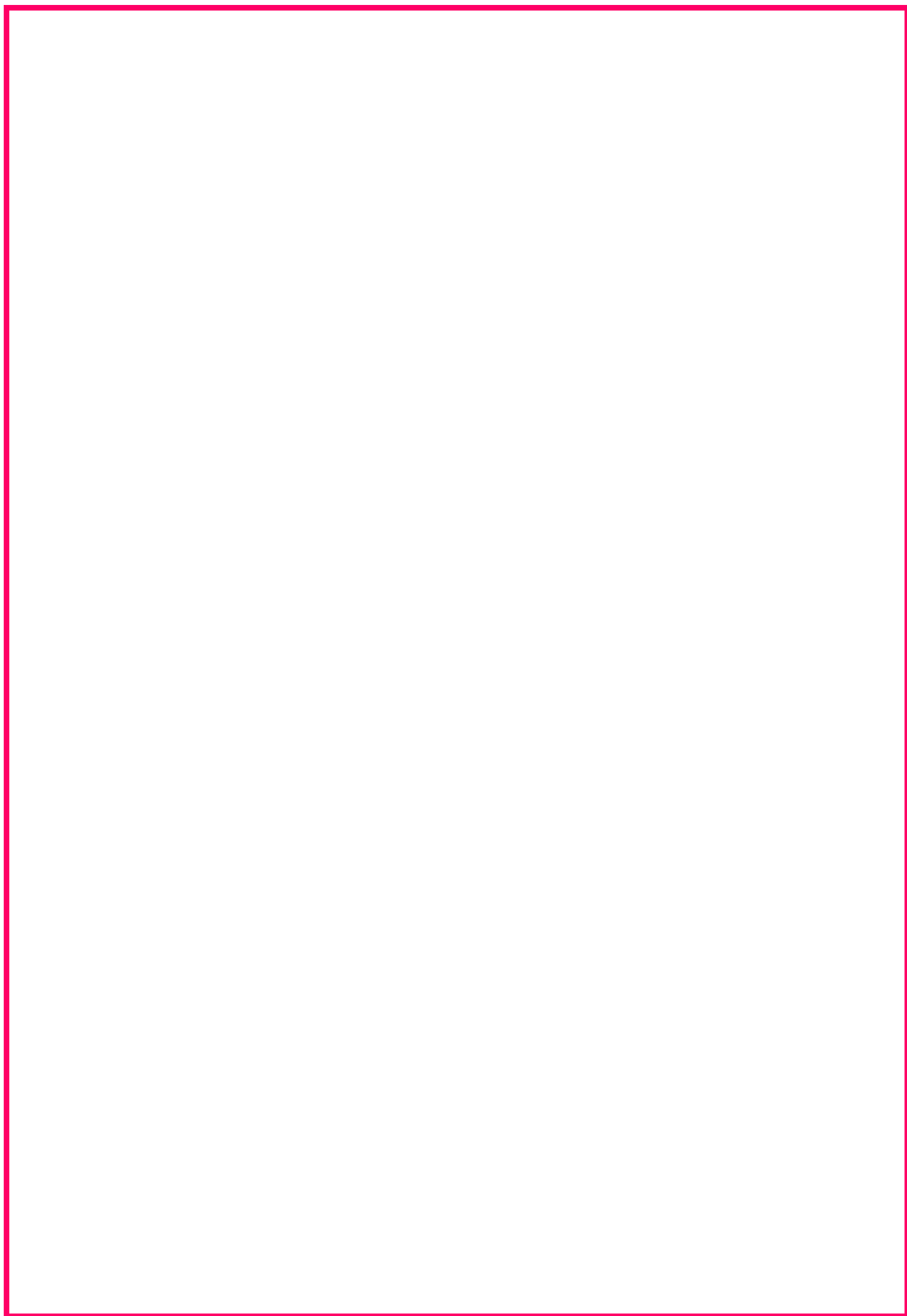
We provide a carefully sequenced and ambitious Religious Education curriculum, in line with the Bolton SACRE, that builds substantive, disciplinary and personal knowledge progressively over time. Pupils develop secure substantive knowledge of Christianity and a wide range of religious and non-religious traditions represented in Britain and the wider world. They learn about key beliefs, practices, celebrations, texts and ways of life, gaining a rich understanding of how different communities express faith and identity. Through rich, contextualised and first-hand experiences, such as visits to places of worship, handling religious artefacts and meeting visitors from faith communities, children are immersed in RE that is meaningful, authentic and relevant to their lives. Our pupils are encouraged to think critically, ask thoughtful questions and consider different viewpoints with respect and curiosity. Through disciplinary knowledge, they learn how to study religion: investigating sources, examining evidence and interpreting stories. They explore religion through diverse lenses and are empowered to make meaningful connections between beliefs, practices and their impact on people's lives. We place strong emphasis on personal knowledge, supporting pupils to understand how their own ideas, values and experiences relate to the religious and non-religious worldviews they encounter. Children learn to reflect on what they believe, recognise what shapes their thinking, and appreciate the search for meaning and purpose in their own lives and the lives of others. This helps them develop positive attitudes towards people with beliefs different from their own and fosters respect, empathy and open-mindedness. By the time they leave us, our children have a strong ability to understand, recall and apply religious and non-religious knowledge in a variety of meaningful contexts. They are equipped for future learning and for life in a diverse society, able to articulate their thinking with confidence, understand differing perspectives and appreciate their place in a world of many beliefs and values.

#### **Implementation:**

At Ladybridge, we teach Religious Education following the Bolton SACRE. A detailed progression grid sets out the development of substantive, disciplinary and personal knowledge, supporting teachers in planning carefully sequenced medium-term plans and individual lessons. The learning sequence is mapped to ensure content builds progressively, enabling children to revisit, connect and deepen their understanding of religious and non-religious worldviews over time. We teach Christianity, Hindu Dharma, Islam and Judaism, with each faith explored through a clear set of core concept lenses. These lenses help pupils make meaningful connections between units within a religion and across different worldviews. For example, in Christianity pupils explore lenses such as Incarnation, Gospel, and Kingdom of God, while in Islam they learn through lenses such as Ibadah and Tawhid. These concepts provide a consistent framework for understanding belief, practice, identity and community across the curriculum. Their repeated use supports pupils in making links across religions and worldviews and helps them develop a coherent understanding of belief and its role in people's lives. Each unit begins with a key enquiry question that invites pupils to explore belief and its impact on individuals and communities. Lessons are framed by smaller sub-enquiry questions that guide pupils step by step, helping them gather knowledge, consider evidence, reflect on meaning and build towards a thoughtful, well-reasoned response by the end of the unit. Learning builds year on year, with pupils revisiting important concepts in progressively more complex ways. Vocabulary is carefully mapped across the school and displayed in books and on walls to support understanding and retention. RE learning is enriched through visits to places of worship, visitors from different faith communities, workshops, artefacts and storytelling. These experiences bring the study of religion to life, helping pupils appreciate its relevance, diversity and significance both locally in Bolton and in the wider world.

#### **Impact:**

At Ladybridge, the impact of our Religious Education curriculum is seen in pupils who think, question and reflect like a person of faith. They are respectful, open-minded and confident in exploring a range of religious and non-religious worldviews. Pupils leave us with strong knowledge of Christianity, Hindu Dharma, Islam and Judaism, alongside secure skills that enable them to interpret beliefs, compare practices and understand their wider impact on individuals and communities. Through developing personal knowledge, children gain a growing understanding of their own ideas, values and sense of purpose, and learn to relate these to the beliefs they encounter. They can talk with increasing clarity about similarities and differences between religions, explain key concepts using rich and accurate vocabulary, and express their own thoughts with confidence and respect. Children present their learning thoughtfully in a range of meaningful ways, and regular discussions and book looks demonstrate their deepening understanding and growing confidence in using enquiry skills. Consistent teaching and collaborative moderation ensure high-quality outcomes and clear progression across all year groups. Our curriculum creates lasting memories through visits to places of worship, visitors from faith communities and rich, hands-on experiences that bring religion and worldview study to life. Above all, we want every child to enjoy learning about a diverse range of beliefs and values, and to be inspired to approach the wider world with curiosity, empathy and respect.



## RE Long Term Curriculum Plan

Christianity

Islam

Judaism





Hindu Dharma

	Autumn 1	Autumn 2	Spring 2	Summer 1
Reception	F4 – Being special: where do we belong?	F2 – Why is Christmas special to Christians?	F1 – Why is the word God so important to Christians?	F5 – What places are special and why?
Year 1	Autumn 2 1.1 – What do Christians believe God is like? (God)	Spring 1 1.2 – Who do Christians say made the world? (Creation)	Summer 1 1.6 – Who is Muslim and how do they live? (God/Tawhid/ibadah/iman)  2 PART UNIT	Summer 2 1.9 – How should we care for others and the world and why does it matter?
Year 2	Autumn 2 1.4 – What is the 'good news' Christians believe Jesus brings? (Gospel)	Spring 1 1.5 - Why does Easter matter to Christians? (Salvation)	Spring 2 1.7 – Who is Jewish and how do they live? (God/Torah/the People)  2 PART UNIT	Summer 2 1.8 – What makes some places sacred to followers?
Year 3	Autumn 2 L2.3 – What is 'The Trinity' and why is it important for Christians? (God/Incarnation)	Spring 2 L2.9 - How do festivals and worship show what matters most to a Muslim? (Ibadah)	Summer 1 L2.7 – What do Hindus believe God is like? (Brahman/atman)	Summer 2 L2.12 – How and why do people try to make the world a better place?
Year 4	Autumn 2 L2.8 – What does it mean to be Hindu in Britain today? (Dharma)	Spring 1 L2.10 – How do festivals and family life show what matters most to Jewish people? (God/Torah/The People)	Spring 2 L2.5 – Why do Christians call the day Jesus died 'Good Friday'? (Salvation)	Summer 1 L2.11 – How and why do people mark the significant events of life?
Year 5	Autumn 1 U2.8 – What does it mean to be a Muslim in Britain today? (Tawhid/Iman/Ibadah)	Autumn 2 U2.3 – Why do Christians believe Jesus is the Messiah? (Incarnation)	Spring 2 U2.7 – Why do Hindus try to be good? (Karma/dharma/samsara/moksha)	Summer 2 U2.10 – What matters most to Humanists and Christians?
Year 6	Autumn 2 U2.9 – Why is the Torah so important to Jewish people? (God/Torah)	Spring 2 U2.2 – Creation and science: conflicting or complementary? (Creation)	Summer 1 U2.12 – How does faith help people when life gets hard?	Summer 2 U2.11 – Why do some people believe in God and some people not?

## Knowledge:

<u>Substantive Knowledge</u>	<u>Disciplinary Knowledge</u> <u>'Ways of Knowing'</u>	<u>Personal Knowledge</u>
<p>Ways people express religion/ non-religion in their lives.</p> <p>Knowledge of artefacts and texts.</p> <p>Concepts and vocabulary relating to faith e.g. dharma, incarnation etc</p>	<p>Knowledge of 'how to know' about religion and non- religion.</p> <p>This can be broken down into three disciplines: theology, philosophy and human/social sciences.</p>	<p>Growing knowledge of how pupils' own ideas and values relate with those which they learn about in a religious and non-religious context.</p>

## Key Religions

<u>Key Religions</u>	<u>Christianity</u>	<u>Hindu Dharma</u>	<u>Islam</u>	<u>Judaism</u>
				









## Themes:

Themes build knowledge sequentially with opportunities to revisit and build on children's prior learning – deepening knowledge and understanding. Links are made in learning through recurring themes throughout our curriculum.







<u>God</u>	<u>Creation</u>	<u>Fall</u>	<u>People of God</u>	<u>Incarnation</u>	<u>Gospel</u>	<u>Salvation</u>	<u>Kingdom of God</u>
Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit.	The universe and human life are God's good creation. Humans are made in the image of God.	This is the original sin. Many Christians believe this idea that humans have 'fallen', and in need of rescue.	People who model a restored relationship with God, who will attract all other people back to God.	Incarnation means that Jesus is God in the flesh, and that in Jesus God came to live among humans.	Gospel means good news.	Jesus' death and resurrection show that sin is dealt with, forgiveness is offered, and the relationship between God and humans is restored.	The idea of the Kingdom of God, reflects God's ideal for human life in the world. A vision of life lived in the way God intended for humans.







<u>Atman</u>	<u>Ahimsa</u>	<u>Ashrama</u>	<u>Brahman</u>	<u>Dharma</u>	<u>Karma</u>	<u>Moksha</u>	<u>Samsara</u>
 <p>Atman</p>	 <p>Ahimsa</p>	 <p>Ashrama</p>	 <p>Brahman</p>	 <p>Dharma</p>	 <p>Karma</p>	 <p>Moksha</p>	 <p>Samsara</p>
Atman refers to the 'eternal self' or 'soul', the 'essence' of a single being.	Respect all living things.	The stages of life.	Represents the concept of God, and is seen as the source of all life. It is in every living thing.	The key concept of Dharma frames a Hindus life. It describes Hindu social and moral duty.	Karma refers to the sum of a Hindu's action, which determines his or her future existence.	Moksha describes the ultimate goal of all Hindus, namely liberation from the cycle of samsara, and the constant pain of rebirth.	When the body dies, the atman moves into a new body, in the process known as samsara or reincarnation.













<u><b>Tawhid</b></u>	<u><b>Iman</b></u>	<u><b>Ibadah</b></u>	<u><b>Akhlaq</b></u>
			
<p>Tawhid is the oneness of Allah. Islam teaches that there is only one God.</p>	<p>Iman is faith, the believer's response to God.</p>	<p>Muslims use this single word for both worship and any action that is performed, which the intention of obeying Allah.</p>	<p>Akhlaq means behaviour, morality, manners, attitudes and the social ethical codes, by which Muslims should live.</p>



<u>God</u>	<u>The Torah</u>	<u>The People</u>	<u>The Land</u>
 <p>God</p>	 <p>The Torah</p>	 <p>The People</p>	 <p>The Land</p>
Religious Jews believe in one creator, God, who cares for all people.	The Torah, meaning teaching, instruction or law, is the main holy book.	The family and home are very important	The land of Israel is the heart of the Jewish identity, for many Jews all over the world.

### Christianity Lenses





Reception	 GOD	 CREATION	 INCARNATION	
Year 1	 GOD	 CREATION	 KINGDOM OF GOD	
Year 2	 GOD	 GOSPEL	 SALVATION	 KINGDOM OF GOD

Year 3	    
Year 4	  
Year 5	     
Year 6	 











### Hindu Dharma Lenses

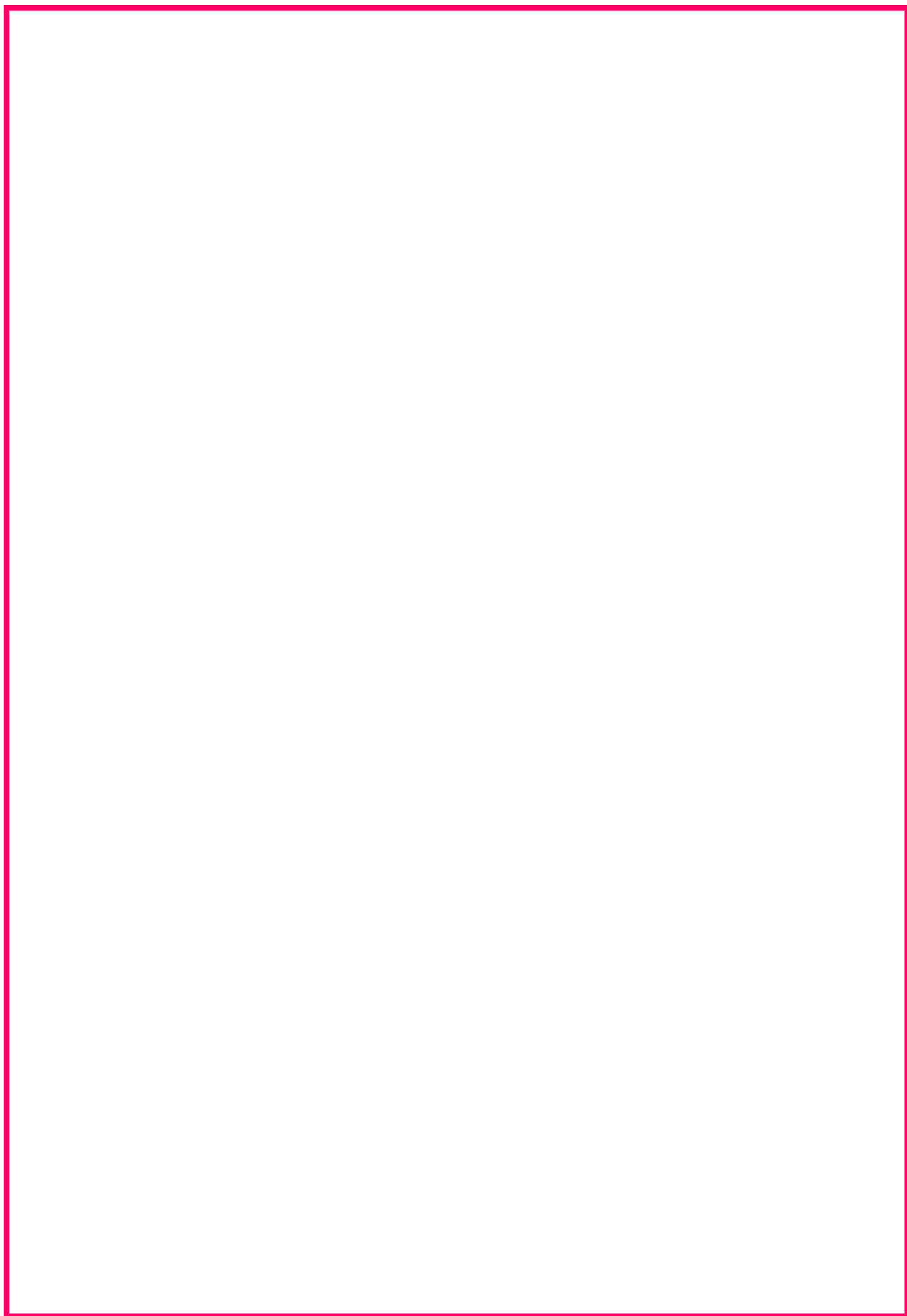
Year 3	<div> Atman </div> <div> Brahman </div>
Year 4	<div> Dharma </div> <div> Ahimsa </div>
Year 5	<div> Samsara </div> <div> Moksha </div> <div> Dharma </div> <div> Ashrama </div> <div> Karma </div>
Year 6	

### Judaism Lenses

Year 2	 God	 The People	 The Torah	
Year 3				
Year 4	 God	 The Torah	 The People	 The Land
Year 5				
Year 6	 God	 The Torah	 The People	

### Islam Lenses

Year 1	 Tawhid  Iman  Ibadah
Year 2	
Year 3	 Iman  Ibadah  Tawhid
Year 4	
Year 5	 Tawhid  Iman  Ibadah  Akhlaq
Year 6	



God



Worship









Think Like a Person of Faith ....











Sacred  
Texts/Stories











Beliefs

	Reception	Year 1		Year 2		Year 3	Year 4	Year 5	Year 6
	Across all topics	1.1 - What do Christian's believe God is like?	1.2- Who do Christian's say made the world?	1.4- What is the 'good news' Christians believe Jesus brings?	1.5- Why does Easter matter to Christians?	L2.3 -What is 'The Trinity' and why is it important for Christians?	L2.5 - Why do Christians call the day Jesus died 'Good Friday'?	U2.3 - Why do Christians believe Jesus is the Messiah?	U2.2 - Creation and science: conflicting or complementary?
		Qualities of God – forgiving, loving, caring	Created the world	Disciples	God promised a rescuer after the original sin	Jesus – the Messiah	Jesus was God and human	The Messiah – rescuer	Created the world
			Creation story						Varying viewpoints of creation – Big Bang vs God
							Original sin	Genesis 3	
								Genesis 1 and 2 – Noah, Abraham, Joseph and Moses	
					Easter story	Trinity - Jesus	Mary's viewpoint	God incarnate – God 'in the flesh'	
				Matthew – Tax collector	John and Luke	Matthew – Jesus' baptism		Matthew – Jesus' birth	
					Jesus' sacrifice for sins		To be saved		
			Harvest is a time to thank God	Lord's prayer How Christians worship				Religious and secular Christmas traditions	

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		1.6 - Who is Muslim and how do they live?		L2.9 - How do festivals and worship show what matters most to Muslims?		U2,8 - - What does it mean to be a Muslim in Britain today?	
 Tawhid							
 Iman							
 Ibadah							
 Akhlaq							

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			1.7 - Who is Jewish and how do they live?		L2.10 - How do festivals and family life show what matters most to Jewish people?		U2.9 - Why is the Torah so important for Jewish people?
 God							
 The People							
 The Torah							
 The Land							

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				L2.7 – What do Hindus believe God is like?	L.28 – What does it mean to be Hindu in Britain today?	U2.7 – Why do Hindus try to be good?	
 Atman							
 Brahman							
 Dharma							
 Ahimsa							
 Ashrama							
 Samsara							
 Moksha							
 Karma							

## Judaism

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit:			Who is Jewish and how do they live?		How do festivals and family life show what matters to Jews?		Why is the Torah so important to Jewish people?
Key Theme:			<i>God/Torah/The People</i>		<i>God/Torah/The People/The Land</i>		<i>God/Torah/The People</i>
Making sense of belief			<p>Recognise the words of the Shema as a Jewish prayer</p> <p>Retell simply some stories used in Jewish celebrations (e.g. Chanukah)</p> <p>Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like</p>		<p>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean</p> <p>Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people</p> <p>Offer informed suggestions about the meaning of the Exodus story for Jews today</p>		<p>Identify and explain Jewish beliefs about God</p> <p>Give examples of some texts that say what God is like and explain how Jewish people interpret them</p>
Understanding the impact			<p>Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</p> <p>Make links between Jewish ideas of God found in the stories and how people live</p> <p>Give an example of how some Jewish people might remember God in different ways (e.g. <i>mezuzah</i>, on Shabbat)</p>		<p>Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</p> <p>Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities</p>		<p>Make clear connections between Jewish beliefs about the Torah and how they use and treat it</p> <p>Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)</p> <p>Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)</p>
Making connections			<p>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</p> <p>Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</p>		<p>Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future</p> <p>Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.</p>		<p>Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today</p> <p>Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.</p>

## Islam

	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Unit		Who is Muslim and how do they live? 2 part unit		How do festivals and worship show what matters most to a Muslim?		What does it mean to be a Muslim in Britain today?	
Key theme		<i>Tawhid/ibadah/iman</i>		<i>Tawhid/ibadah/iman</i>		<i>Tawhid/Iman/Ibadah/Akhlaq</i>	
Making sense of belief		<p>Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims</p> <p>Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names of Allah, and give a simple description of what some of them mean</p> <p>Give examples of how stories about the Prophet show what Muslims believe about Muhammad</p>		<p>Identify some beliefs about God in Islam, expressed in Surah 1</p> <p>Make clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshiping; how Muslims submit to God)</p>		<p>Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. <i>Tawhid</i>; Muhammad as the Messenger, Qur'an as the message)</p> <p>Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; <i>Hajj</i> practices follow example of the Prophet)</p>	
Understanding the impact		<p>Give examples of how Muslims use the <i>Shahadah</i> to show what matters to them</p> <p>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</p> <p>Give examples of how Muslims put their beliefs about prayer into action</p>		<p>Give examples of <i>ibadah</i> (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</p> <p>Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)</p>		<p>Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, mosques, art)</p> <p>Give evidence and examples to show how Muslims put their beliefs into practice in different ways</p>	
Making connections		<p>Think, talk about and ask questions about Muslim beliefs and ways of living</p> <p>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</p> <p>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p>		<p>Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims</p> <p>Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.</p>		<p>Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Bolton today</p> <p>Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims</p> <p>Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.</p>	

## Hindu Dharma

	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Unit				What do Hindus believe God is like?	What does it mean to be Hindu in Britain today?	Why do Hindus want us to be goo?	
Key theme				<i>Brahman/atman</i>	<i>Ahimsa / Dharma</i>	<i>Karma/dharma/samsara/moksha/ashrama</i>	
Making sense of belief				<p>Identify some Hindu deities and say how they help Hindus describe God</p> <p>Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God</p> <p>Offer informed suggestions about what Hindu <i>murtis</i> express about God</p>	<p>Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean</p> <p>Make links between Hindu practices and the idea that Hindu Dharma is a whole 'way of life' (<i>dharma</i>)</p>	<p>Identify and explain Hindu beliefs, e.g. <i>dharma</i>, <i>karma</i>, <i>samsara</i>, <i>moksha</i>, using technical terms accurately</p> <p>Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about <i>samsara</i>, <i>moksha</i>, etc.</p>	
Understanding the impact				<p>Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali)</p> <p>Identify some different ways in which Hindus worship</p>	<p>Describe how Hindus show their faith within their families in Britain today (e.g. home <i>puja</i>)</p> <p>Describe how Hindus show their faith within their faith communities in Britain today (e.g. <i>arti</i> and <i>bhajans</i> at the <i>mandir</i>; in festivals such as Diwali)</p> <p>Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)</p>	<p>Make clear connections between Hindu beliefs about <i>dharma</i>, <i>karma</i>, <i>samsara</i> and <i>moksha</i> and ways in which Hindus live</p> <p>Connect the four Hindu aims of life and the four stages of life with beliefs about <i>dharma</i>, <i>karma</i>, <i>moksha</i>, etc.</p> <p>Give evidence and examples to show how Hindus put their beliefs into practice in different ways</p>	
Making connections				<p>Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today</p> <p>Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.</p>	<p>Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.</p>	<p>Make connections between Hindu beliefs studied (e.g. <i>karma</i> and <i>dharma</i>), and explain how and why they are important to Hindus</p> <p>Reflect on and articulate what impact belief in <i>karma</i> and <i>dharma</i> might have on individuals and the world, recognising different points of view.</p>	

## Christianity EYFS and KS1

	<u>Reception</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 2</u>
<b>Unit</b>	Why is Christmas special to Christians?	Why is the word God Special to Christians?	What do Christians believe God is like?	Who do Christians say made the world?	What is the 'good news' Christians say Jesus brings?	Why does Easter matter to Christians?
<b>Key theme</b>	<i>God</i>	<i>God / Creation</i>	<i>God</i>	<i>Creation / Kingdom of God</i>	<i>God / Gospel</i>	<i>God / Salvation / Kingdom of God</i>
<b>Making sense of belief</b>	<p>Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus</p> <p>Retell religious stories</p>	<p>Retell stories, talking about what they say about the world, God, human beings</p>	<p>Identify what a parable is</p> <p>Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father</p> <p>Give clear, simple accounts of what the story means to Christians</p>	<p>Retell the story of creation from Genesis 1:1–2:3 simply</p> <p>Recognise that 'Creation' is the beginning of the 'big story' of the Bible</p> <p>Say what the story tells Christians about God, Creation and the world</p>	<p>Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'</p> <p>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians</p> <p>Recognise that Jesus gives instructions to people about how to behave</p>	<p>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible</p> <p>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)</p>
<b>Understanding the impact</b>	<p>Recall simply what happens at a traditional Christian festival (Christmas)</p>	<p>Say how and when Christians like to thank their Creator</p>	<p>Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)</p> <p>Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)</p>	<p>Give at least one example of what Christians do to say 'thank you' to God for Creation</p>	<p>Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless</p> <p>Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)</p>	<p>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter</p>
<b>Making connections</b>	<p>Talk about people who are special to them</p> <p>Say what makes their family and friends special to them</p>	<p>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</p> <p>Think about the wonders of the natural world, expressing ideas and feelings</p> <p>Talk about what people do to mess up the world and what they do to look after it.</p>	<p>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas</p> <p>Give a reason for the ideas they have and the connections they make.</p>	<p>Think, talk and ask questions about living in an amazing world</p> <p>Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.</p>	<p>Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.</p>	<p>Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</p>

## Christianity KS2

	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Unit	What is 'The Trinity' and why is it important to Christians?	Why do Christians call the day Jesus died 'Good Friday'?	Why do Christians believe Jesus is the Messiah?	Creation and science: conflicting or complementary?
Key theme	<i>God / Incarnation / the Fall / Gospel</i>	<i>The Fall / Salvation</i>	<i>The Fall / Gospel / The People of God/ Incarnation</i>	<i>Go / Creation</i>
Making sense of belief	<p>Recognise what a 'Gospel' is and give an example of the kinds of stories it contains</p> <p>Offer suggestions about what texts about baptism and Trinity mean</p> <p>Give examples of what these texts mean to some Christians today</p>	<p>Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live</p> <p>Offer informed suggestions about what the events of Holy Week mean to Christians</p> <p>Give examples of what Christians say about the importance of the events of Holy Week</p>	<p>Explain the place of Incarnation and Messiah within the 'big story' of the Bible</p> <p>Identify Gospel and prophecy texts, using technical terms</p> <p>Explain connections between biblical texts, Incarnation and Messiah, using theological terms</p>	<p>Identify what type of text some Christians say Genesis 1 is, and its purpose</p> <p>Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations</p>
Understanding the impact	<p>Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live</p>	<p>Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities</p> <p>Describe how Christians show their beliefs about Jesus in worship in different ways</p>	<p>Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas</p> <p>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible</p>	<p>Make clear connections between Genesis 1 and Christian belief about God as Creator</p> <p>Show understanding of why many Christians find science and faith go together</p>
Making connections	<p>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.</p>	<p>Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.</p>	<p>Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.</p>	<p>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses</p> <p>Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.</p>

## Thematic EYFS and KS1

	<u>Reception</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>
Unit	Being special: Where do we belong?	What places are special and why?	How should we care for others and the world and why does it matter?	What makes some places sacred to believers?
Key theme				
Making sense of belief	Retell religious stories	Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God	Identify a story or text that says something about each person being unique and valuable  Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)  Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world	Recognise that there are special places where people go to worship, and talk about what people do there  Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean  Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship
Understanding the impact	Recall simply what happens at a traditional Christian infant baptism and dedication  Recall simply what happens when a baby is welcomed into a religion other than Christianity.	Recognise that some religious people have places which have special meaning for them  Talk about the things that are special and valued in a place of worship	Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories  Give examples of how Christians and Jews can show care for the natural earth  Say why Christians and Jews might look after the natural world	Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe  Give simple examples of how people worship at a church, mosque or synagogue  Talk about why some people like to belong to a sacred building or a community
Making connections	making connections with personal experiences  Share and record occasions when things have happened in their lives that made them feel special	Talk about somewhere that is special to themselves, saying why  Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church  Express a personal response to the natural world.	Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world  Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.	Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas  Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.

## Thematic KS2

	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>Year 6</u>
<b>Unit</b>	How and why do people try to make the world a better place?	How and why do people mark the significant events of life?	What matters most to Humanist and Christians?	How does faith help when life gets hard?	Why do some people believe in God and some people not?
<b>Key theme</b>					
<b>Making sense of belief</b>	<p>Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)</p> <p>Make links between religious beliefs and teachings and why people try to live and make the world a better place</p>	<p>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean</p> <p>Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today</p>	<p>Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)</p> <p>Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')</p>	<p>Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life</p> <p>Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences</p>	<p>Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs</p> <p>Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from</p> <p>Give examples of reasons why people do or do not believe in God</p>
<b>Understanding the impact</b>	<p>Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. <i>tikkun olam</i> and the charity Tzedek)</p> <p>Describe some examples of how people try to live (e.g. individuals and organisations)</p> <p>Identify some differences in how people put their beliefs into action</p>	<p>Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean</p> <p>Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</p> <p>Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)</p>	<p>Make clear connections between Christian and Humanist ideas about being good and how people live</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</p>	<p>Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)</p> <p>Give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives</p>	<p>Make clear connections between what people believe about God and the impact of this belief on how they live</p> <p>Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)</p>
<b>Making connections</b>	<p>Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better</p> <p>Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas</p> <p>Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.</p>	<p>Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones</p> <p>Make links between ideas of love, commitment and promises in religious and non-religious ceremonies</p> <p>Give good reasons why they think ceremonies of commitment are or are not valuable today.</p>	<p>Raise important questions and suggest answers about how and why people should be good</p> <p>Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.</p>	<p>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these</p> <p>Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.</p>	<p>Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging</p> <p>Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not</p> <p>Make connections between belief and behaviour in their own lives, in the light of their learning.</p>

## **SEND Adaptations for Religious Education (RE)**

“RE has an important role in preparing children for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.”

<u><b>Cognition and Learning</b></u>	<u><b>Cognition and Learning</b></u>	<u><b>Cognition and Learning</b></u>	<u><b>Cognition and Learning</b></u>
Communication and Interaction Social, Emotional and Mental Health Sensory and/or Physical	Communication and Interaction Social, Emotional and Mental Health Sensory and/or Physical	Communication and Interaction Social, Emotional and Mental Health Sensory and/or Physical	Communication and Interaction Social, Emotional and Mental Health Sensory and/or Physical
<p>Use of first-hand practical activities to explore and spark interest.</p> <p>Use of secondary sources to support understanding of content such as books, photos, videos, simulations or animations.</p> <p>Use of word banks (and picture cards where necessary) to support understanding and learning of vocabulary. These could be displayed in class in a personalised version for adults to point to during whole class teaching or independent learning. Keep referring back to the vocabulary.</p>	<p>Create a calm and simple working classroom with clear routines, expectations and organised, labelled workspaces.</p> <p>Consider carefully where children are seated to maximise their focus and attention and minimise background noise/distraction.</p> <p>Pre-expose children with some of the RE materials so that they naturally have an interest in what the learning is going to be about.</p> <p>Plan movement breaks and classroom jobs to allow children to move within a lesson.</p> <p>Visual words/cues/phrases.</p>	<p>Ensure that the learning environment is calm and not too stimulating, that resources are clearly labelled and organised for independent use, therefore not encouraging frustration.</p> <p>Ensure that instructions are clear and tasks are broken down to be achievable.</p> <p>Children can be given a role within a group which does not involve them being highly active or speaking out to not heighten arousal.</p>	<p>Ensure all images are large enough and accessible.</p> <p>Consider where children with a hearing, sensory or other impairment are sitting in relation to the whiteboard or resources.</p> <p>Use of an iPad to support children with a visual impairment where screen sharing can occur.</p> <p>Additional ways of recording, i.e. videos, verbal commentary etc rather than always writing.</p> <p>Consider the RE materials which are being used – does the child have a fine motor control difficulty?</p>

<p>Use of alternative ways of recording for writing up experiments including some scribing (leaving blanks for children to complete some known words independently rather than copying).</p> <p>Pre-learning and over learning to support understanding including topic related vocabulary tick sheets so children can tick off when they feel confident in using the word verbally or in writing.</p> <p>Use of small groups to scaffold SEND children where needed.</p> <p>Recaps start a lesson to help recall previous learning i.e., something we learnt last term (last time we did the topic), last year, last lesson.</p>	<p>Repetition and reinforcement.</p> <p>Scaffolding observational skills for RE through careful and targeted questioning.</p> <p>Giving a processing prompt that a question will be coming, give the question before moving onto a few other children, before coming back for the answer.</p> <p>Simple, step by step instructions verbally and then in a prompt sheet.</p> <p>Use of appropriate modelling to support understanding.</p>	<p>Use of positive language to encourage good choice and higher self-esteem.</p> <p>Teaching with empathy and understanding of the child's needs.</p> <p>Allow movement breaks within the classroom for example giving out equipment or books etc.</p> <p>Allow sensory/brain breaks as a break from learning.</p> <p>Think about cognitive overload and the child's ability to cope with this.</p> <p>Teach calming breathing techniques to support children who may become overwhelmed.</p> <p>Providing 'Now and Next' cards to show the child the routine of the lesson.</p>	<p>Working within mixed ability groups to support.</p> <p>Pencil grips, tripod pencils, left-handed pens etc to support.</p> <p>Use of IT to support access beyond screen sharing.</p> <p>Ear defenders for working time to reduce classroom noise.</p> <p>Providing warning of any transition that may occur in the lesson.</p> <p>Minimising classroom distractions; e.g. reducing noise, calm lighting, removing clutter.</p> <p>Creating an environment with calm colours where possible.</p> <p>Careful consideration of trips for RE, will the child need some access.</p>
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Chinese new year



Christmas



Diwali



Holi

Religious Festivals



Passover



Eid



Easter



Ramadan



