

Lancashire Syllabus Field of Enquiry		Knowing About & Understanding Religions & Worldviews		Expressing & Communicating Ideas Related To Religions & World Views	
		Beliefs & Values	Living Religious Traditions	Shared Human Experience	Search For Personal Meaning
RE Skills		<p>*give an example of a key belief and/or a religious story</p> <p>*give an example of a core value or commitment</p>	<p>*use some religious words and phrases to recognise and name features of religious</p> <p>*talk about the way that religious beliefs might influence the way a person behaves</p>	<p>*notice and show curiosity about people and how they live their lives</p>	<p>*ask questions</p>
Christianity	God	<p>*know that Christians refer to God as 'Father'</p> <p>*talk about why Christians might compare God to a loving parent</p>	<p>*talk about how and why Christians might want to talk to God (prayer)</p> <p>*suggest symbolic meaning of rituals and items used in Christian prayer</p>	<p>*talk about the importance of love in families</p> <p>*talk about the ways in which they are cared for and supported by family members</p>	<p>*reflect on their own role within the family</p> <p>*discuss who they can talk to when they are happy/sad/worried</p>
	Jesus	<p>*know a simple version of the nativity story</p> <p>*talk about why Christians would say that Jesus is a special baby</p> <p>*talk about how different characters in the nativity welcome the baby Jesus</p>	<p>*identify religious aspects of Christmas celebrations</p> <p>*talk about why Christmas is a special time for Christians</p>	<p>*consider how and why babies might be special - and why they need love and care</p> <p>*talk about the importance of looking after those who cannot help themselves</p>	<p>*talk about their own beginnings and how they were welcomed into the family</p> <p>*reflect on who has helped them in life so far</p>
	Church	<p>*know that some Christians welcome babies into God's family (the Church) with baptism ceremonies</p> <p>*talk about what it might mean to belong to the Church family</p>	<p>identify features of baptism e.g. the font, candles, godparents</p> <p>talk about why parents might want to have their child baptised</p>	<p>*talk about what it means to belong to a family</p> <p>*talk about the role of families in raising children</p>	<p>*talk about their own identity as part of a family and part of the school community</p>
Hindu Dharma	<p>*know that Hindus believe in one God in many forms</p> <p>*know that Hindus believe that God is</p> <p>*suggest what Hindus might learn about God from the story of the blind men and the elephant</p>	<p>*talk about how and why Hindus might use statues and images (murtis) in their worship</p> <p>*suggest symbolic meanings expressed in the images</p>	<p>*talk about different ways that people can be seen and described</p> <p>*consider how people might have multiple roles</p>	<p>*reflect on how others might see them</p> <p>*talk about the different roles that they might have (friend, child, brother/sister etc)</p>	
Islam	<p>*know that Muslims believe in one God (Allah)</p> <p>*know that Muslims believe the world was created by God</p> <p>*talk about why Muslims might value the natural world</p>	<p>*know that Islam teaches that humans should be caretakers (stewards/khalifahs) of the planet</p> <p>*suggest how Muslims might show respect for God by caring for the natural world</p>	<p>*talk about their experiences and feelings about the natural world and what they have noticed about the way that humans treat it</p>	<p>*reflect on how they treat the natural world - and if they have a duty to look after it</p>	

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Year 2 - How do we respond to the things that really matter?	Christianity	RE Skills	*retell and suggest meanings for religious stories and/or beliefs *use some religious words and phrases when talking about beliefs and values	*identify and describe how religion is expressed in different ways *suggest the symbolic meaning of imagery and actions	*identify things that influence a person's sense of identity or belonging	*ask relevant questions *talk about their own identity and values
		God	*retell (simply) the Genesis 1 story of creation *suggest why Christians might mean to belong to the Church family	*suggest ways that Christians might express their concern about the natural world *describe how and why Christians might thank God for creation at Harvest festivals	*identify ways in which humans use (and abuse) the natural world *talk about why our planet should matter to all humans and how this should influence our behaviour	*reflect on their own use of the world's resources *ask questions about what they can do to show that they care about the world
		Jesus	*suggest what Christians might mean when they refer to Jesus as 'the Light of the world' *talk about the different titles that might be given to Jesus - Christ/Messiah/Saviour/Son of God	*identify ways in which Christians might use light as part of their Christmas celebrations (advent candles, candle-light carol services, Christingle) - and the symbolic meaning *talk about the different ways that Christians celebrate Christmas	*identify different ways that humans use light *discuss the importance of light - as a source of comfort, security and hope *talk about how light might be an important symbol	*ask questions about the value of sources of light in their own lives *talk about the people who provide comfort, security and hope for them *suggest ways in which they might be a light for others
		Church	*suggest beliefs and values that might unite the Christian community *talk about why some Christians might think it is important to come together to worship God	*identify symbols (images and actions) used in Christian worship *talk about how and why symbols might be used in Christianity *Identify and describe features of a church	*identify signs and symbols in the world around them *talk about the school logo - what values it might represent and how it might unite the school community	*ask thoughtful questions about signs and symbols *talk about communities that they belong to - and how they show their commitment to these communities
	Hindu Dharma	*know that Hindus believe in one God (Brahman) who can be worshipped in many forms *know that these forms (the deities) have different qualities and are portrayed in different ways *suggest why Hindus might believe that it is important to show devotion to the deities	*know that Hindus might worship at a Mandir and/or the home shrine *suggest why worship in the home might be important *describe the meaning and symbolism of items used in worship (e.g. arti lamp, items on the puja tray)	*talk about the qualities that make some people special *identify ways in which humans show their gratitude to the people who matter in their lives	*talk about who is special to them and why *reflect on who they should be grateful to and how they might show this in words and actions	
	Islam	*suggest why Muslims believe that it is important to respect God **talk about why Muslims would want to show their gratitude to God *know that submission to God is an important aspect of Islamic faith	*identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis *describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat *suggest how making time for the five daily prayers is an act of submission	*talk about the ways in which shared rituals might unite communities (make links with the way that the Islamic community - the Ummah - is united by prayer) *identify ways in which humans show their gratitude	*talk about the things they do on a regular basis as a sign of their commitment and belonging *reflect on who they should be grateful to and how they might show this	

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RE Skills	<ul style="list-style-type: none"> *show awareness of similarities in religions *identify beliefs and values contained within a story/teaching *identify the impact religion has on a believer 	<ul style="list-style-type: none"> *identify how religion is expressed in different ways *use religious terms to describe how people might express their beliefs 	<ul style="list-style-type: none"> *describe how some people, events and sources of wisdom have influenced and inspired others 	<ul style="list-style-type: none"> *in relation to matters of right and wrong, recognise their own and others' values *discuss own questions and responses related to the question 'who should we follow - and why?' 	
Christianity	God	<ul style="list-style-type: none"> *know that the Abrahamic faiths believe in prophets (and that many of these are shared across the three religions) *identify Christian beliefs and values contained within stories of the prophets (e.g. Noah, Abraham, Moses, Jonah) *suggest why these prophets chose to listen to and follow God 	<ul style="list-style-type: none"> *identify Christians who might be described as people who listened to and followed God *describe how and why some Christians might devote their lives to serving God *talk about what is meant by a sense of vocation 	<ul style="list-style-type: none"> *identify inspirational people/role models for the world today *describe the qualities that inspirational people might have 	<ul style="list-style-type: none"> *discuss who makes a good role model and why *raise and discuss questions about following others - including both positive and negative responses
	Jesus	<ul style="list-style-type: none"> *know what is meant by discipleship *know about the people who became disciples of Jesus - and suggest why these people decided to follow Jesus *identify beliefs and values within religious teachings (e.g. 'Follow me and I will make you fishers of men' - Matt 4:) 	<ul style="list-style-type: none"> *describe how and why Christians might try to follow the example of Jesus through mission and charity work *describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs 	<ul style="list-style-type: none"> *talk about what it means to have charisma *describe what makes a good leader and why people might want to follow him/her *discuss what motivates people to want to make a difference 	<ul style="list-style-type: none"> *reflect on their own leadership abilities *discuss their own desires to make a difference in the world/in their communities
	Church	<ul style="list-style-type: none"> *know what Christians mean by the Holy Spirit *suggest how belief in the Holy Spirit as God's presence in the world might have an impact on individuals and communities *identify Christian values exemplified in the gift of the Spirit 	<ul style="list-style-type: none"> *identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations *describe how and why Pentecost is celebrated *describe why some Christians might take part in a procession of witness 	<ul style="list-style-type: none"> *describe aspects of being human that we should be proud of *discuss what it means to be a successful human - and the different measures of success that might be applied 	<ul style="list-style-type: none"> *discuss their own sense of value and what is good/unique about being them *reflect on the people that they value in their lives - and how they show their appreciation
Hindu Dharma	<ul style="list-style-type: none"> *develop an understanding of the importance of duty and commitment to many religions *know that flowing dharma (religious duty) is an important part of Hindu life *suggest the impact of belief in dharma, particularly the belief that there are three 'debts' - duty owed to God/the deities, duty owed to teachers, and duty owed to family 	<ul style="list-style-type: none"> *describe how and why Hindus might celebrate Raksha Bandhan *identify aspects of the celebration which remind Hindus of their dharma *identify religious teachings contained within a Hindu story - and suggest how these stories might be used to teach Hindu children about dharma (e.g. What teachings about duty to family are expressed in the story of Rama and Sita?) 	<ul style="list-style-type: none"> *identify sources of authority and inspiration *consider what our 'duties' as human beings are 	<ul style="list-style-type: none"> *reflect on their own duties - to themselves, to their families, to their communities *discuss who or what they follow - and why 	
Islam	<ul style="list-style-type: none"> *develop an understanding of the importance of founders and leaders for religious communities *identify Islamic beliefs and values contained within the story of the life of Prophet Muhammad (pbuh) *describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad (pbuh) 	<ul style="list-style-type: none"> *describe and give reasons for the Islamic practice of Zakah *suggest why charity might be important to a Muslim - and the different ways that a Muslim might try to be charitable 	<ul style="list-style-type: none"> *identify characteristics of a good role model *discuss how good role models can have a positive impact on individuals, communities and societies 	<ul style="list-style-type: none"> *reflect on their own aspirations for themselves and others *ask questions and suggest answers about how they can try to make the world a better place 	

Year 3 - Who Should We Follow?

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Year 4 – How should we live our lives?	Christianity	RE Skills	<ul style="list-style-type: none"> *describe what a believe might learn from a religious teaching/story *make links between ideas about morality and sources of authority 	<ul style="list-style-type: none"> *describe the impact religion has on believers' lives *explain the deeper meaning and symbolism for specific religious practices 	<ul style="list-style-type: none"> *consider the range of beliefs, values and lifestyles that exist in society *discuss how people make decisions about how to live their lives 	<ul style="list-style-type: none"> *reflect on their own personal sources of wisdom and authority
		God	<ul style="list-style-type: none"> *explore different Christian beliefs about the Bible as the word of God *explain why the Bible can be described as a library and give examples of the different types of writings found in the Bible *describe why some Christians might view the Bible as an important source of authority and moral guidance 	<ul style="list-style-type: none"> *explain why Christians might have different views about how to interpret and apply the Bible *explain why Christians might also look to other sources of authority when making decisions about how to live (e.g. church leaders, prayer, conscience) 	<ul style="list-style-type: none"> *discuss why people might have different view about what is right and wrong - and where these views might come from *describe the different sources of authority that humans might look to when making decisions about how to live their lives 	<ul style="list-style-type: none"> *reflect on their own understanding of morality and where it comes from *raise questions and discuss responses to different ideas about how to live well
		Jesus	<ul style="list-style-type: none"> *retell the story of Jesus in the wilderness *identify Christian beliefs about Jesus reflected in this story *suggest why sacrifice might be an important Christian value (linked to beliefs and teachings about Jesus) 	<ul style="list-style-type: none"> *describe what a Christian might do during Lent and why *explain what is meant by sacrificial love - agapé - and give examples of how Christians might do this *discuss Christians who have been examples of sacrificial love (e.g. Martin Luther King, Oscar Romero) and how they were motivated by their faith 	<ul style="list-style-type: none"> *consider differing attitudes and responses to the concepts of sacrifice (both positive and negative) *discuss why some people are willing to make sacrifices for people they love *discuss why some people may be willing to make a sacrifice for someone they don't even know 	<ul style="list-style-type: none"> *give examples of acts of sacrifice that have been done for them *discuss who or what they would be prepared to make sacrifices for *consider the value of sacrifice - as an expression of love and commitment
		Church	<ul style="list-style-type: none"> *retell some of the main parables of Jesus *explain how and why these might be an important source of guidance for Christians *suggest ways that Christians might put these teachings into action in the 21st century 	<ul style="list-style-type: none"> *describe and explain (with examples) Christian attitudes about how to treat others *explain the importance of love for all (agapé) as part of Christian life, and the ways that this might be expressed 	<ul style="list-style-type: none"> *explain (with example) how and why people might use stories to pass on wisdom and guidance *discuss how and why fables might be an important aspect of human history and culture 	<ul style="list-style-type: none"> *discuss examples of wisdom and guidance that they have learnt from stories *consider what messages/words of wisdom they would want to pass on to future generations - and how they would do this
	Hindu Dharma	<ul style="list-style-type: none"> *explore teachings about good and evil in the story of Rama and Sita *describe what moral guidance Hindus might gain from the story of Rama and Sita *make links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on Earth to destroy evil and uphold dharma (religious duty) 	<ul style="list-style-type: none"> *use subject-specific language to describe how and why Hindus celebrate Diwali *explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil 	<ul style="list-style-type: none"> *discuss (with relevant examples) the importance of the belief that good overcomes evil *suggest people, words or stories that might be inspiring when trying to overcome difficulties in life 	<ul style="list-style-type: none"> *reflect on their own concept of 'goodness' *discuss what gives them hope during difficult times 	
	Islam	<ul style="list-style-type: none"> *explore Islamic teaching about Ramadan from the Qur'an *make links between Islamic values and the beliefs explored so far in their study of Islam 	<ul style="list-style-type: none"> *use subject-specific language to describe how and why Muslims fast at Ramadan *explain the importance of Ramadan in the context of the Five Pillars of Islam *consider the impact that fasting might have on individuals, families and communities 	<ul style="list-style-type: none"> *discuss (with relevant examples) the importance of showing commitment to a belief, value or community *consider the role of sacrifice within religion and communities 	<ul style="list-style-type: none"> *reflect on their own beliefs, values and commitments *consider and discuss how they demonstrate their personal commitments 	

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Year 5 - Where can we find guidance on how to live our lives?	RE Skills	*make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers	*explain differing forms of expression and why these might be used	*explain (with appropriate examples) where people might seek wisdom and guidance	*discuss and debate the sources of guidance available to them	
		*explain the impact of beliefs and values - including reasons for diversity	*describe diversity of religious practices and lifestyle within the religious tradition *interpret the deeper meaning of symbolism - contained in stories, images and actions	*consider the role of rules and guidance in uniting communities	*consider the value of differing sources of guidance	
	Christianity	God	*describe Christian beliefs about sin and forgiveness	*describe and explain how and why Christians might use the Lord's Prayer	*consider the different ways that myth and stories are shared and used	*consider how they decide what is 'true' - and how there might be different types of truth (e.g. empirical truth, historical truth, spiritual truth)
			*describe and explain the teaching from Genesis 3 - of how Adam and Eve disobeyed God	*analyse and interpret the Lord's Prayer - and what guidance it provides for Christians	*explain how 'truth' might be contained within a story	*discuss and debate things that they consider to be true that others might disagree with
		*suggest different ways that this story might be understood by Christians	*suggest things that might lead Christians into temptation in the modern world - and how and why they might try to resist these temptations			
	Jesus	*describe Christian beliefs about miracles as 'signs' of the divinity of Jesus	*describe why some Christians might go on pilgrimage to places associated with miraculous events	*explain the difference between fact, opinion and belief	*discuss their own beliefs - is there anything that they accept as truth which others may not agree with?	
		*retell a selection of miracle stories - and explain what these might reveal to Christians about the nature of Jesus	*explain the impact that belief in miracles and the power of prayer might have on a Christian	*consider differing interpretations of the word 'miracle' - i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God	*reflect on how they make decisions about what is/is not true	
Church	*describe what Christians mean when they talk about one God in Trinity	*describe and explain the meaning of a range of symbols that might be used for the Trinity	*consider what we mean by sources of authority, Give examples of sources of authority that might guide individuals and communities - and the value of these as guidance for life	*raise meaningful questions about things that puzzle them		
	*identify the beliefs contained within the Apostle's Creed	*explain how symbols might unite the worldwide Christian Church	*discuss different responses to sources of authority	*differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values		
	*explain why the Christian community (The Church) might want/need an agreed statement of belief	*describe the role of places like Taizé (in France) where Christians from different backgrounds might come together to worship				
Hindu Dharma		*make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty	*describe and explain a variety of ways that Hindus might celebrate the festival of Holi	*explain how festivals and celebrations might be helpful ways for communities and societies to pass values, guidance and traditions	*consider how they decide what is 'true' - and how there might be different types of truth (e.g. empirical truth, historical truth, spiritual truth)	
		*explain Hindu beliefs about Krishna and what stories Krishna might teach Hindus	*suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate	*consider the different ways a myth and stories are used		
		*explain Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer	*explain how Holi celebrations might express Hindu beliefs about equality	*explain how a 'truth' might be contained within a story	*discuss and debate things that they consider to be true that others might disagree with	
Islam		*explore Islamic beliefs about the Qur'an as the word of God	*explain how and why Muslims might commemorate the Night of Power			
		*explain how and why the Qur'an is a source of guidance for life for a Muslim	*describe and explain a variety of ways that Muslims might show respect for the Qur'an - and how this symbolises their respect for God	*discuss where people might look to for guidance about how to live - consider a range of sources of wisdom and authority	*discuss who or what has guided them in their own beliefs, values and commitments	
		*explain the impact of believing that the Qur'an is divine revelation				
	*describe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets	*explain how the teachings of the Qur'an might influence the actions and choices of a Muslim	*suggest when and why people might want guidance about how to live	*reflect on what 'ultimate authority' might mean for them		

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Year 6 - Is life like a journey?		RE Skills		*analyse beliefs, teachings and values and how they are linked *explain how the beliefs and values of a religious tradition might guide a believer through the journey of life *explain the impact of beliefs, values and practices - including differences between and within religious traditions	*use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences *explain differing ideas about religious expressions	*consider what makes us human - in terms of our beliefs and values, relationships with others and sense of identity and belonging *discuss how people change during the journey of life	*raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments *develop own views and ideas in response to learning *demonstrate increasing self-awareness in their own personal development	
		Christianity		God	*explain how rituals (sacraments/rites of passage) might reflect Christian beliefs about their relationship with God explain how these rituals might differ between different denomination (e.g.. Infant baptism and believer's baptism)	*analyse the importance of Christian rites of passage as an expression of faith and commitment *use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies	*discuss how people change during the course of their lifetime - and the key events that humans might mark on the journey of life *consider the value of celebrating landmarks in life - for individuals and communities	*ask and respond thoughtfully to questions about how they have changed during their life so far - and how they might continue to change *discuss where they might find wisdom and guidance to help prepare them for the change and responsibilities of different stages of life
		Jesus		*retell the events leading up to and including the death of Jesus *explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life	*explain how and why Christian individuals and communities might celebrate the events of Holy Week *use religious vocabulary to describe and explain the Eucharist *explain different Christian beliefs about the Eucharist and its importance	*consider how people might mature and become stronger through overcoming difficulties *consider the value of being part of a community on the 'journey of life'	*raise questions and discuss the extent to which they agree that 'suffering makes you stronger' *discuss own experiences and attitudes towards the importance of having companionship on the journey of life.	
		Church		*explain how beliefs about the death and resurrection of Jesus might affect the life of a Christian *explain (simply) Christian beliefs about salvation *explain how Christian beliefs about life after death might affect a believer's sense of purpose and behaviour throughout the journey of life	*explore Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven (using terms such as confession, repentance, atonement, reconciliation) *analyse Christian teachings about the importance of forgiveness and examples of people who have put these teachings into practice	*discuss differing ideas and opinions about the purpose of human life - and how these beliefs might influence relationships with others *discuss the importance of saying sorry and forgiveness in maintaining relationships with others	*raise questions about the meaning and purpose of life and explain their own ideas and opinions (including influences) *reflect on the benefits and difficulties of forgiveness	
Hindu Dharma		*analyse Hindu beliefs about samsara, karma and moksha and how these are linked *explain how belief in reincarnation might affect the way in which a Hindu views the 'journey of life' *explain how belief in reincarnation and the law of karma might affect the way a Hindu lives	*describe and explain the four ashramas (stages of life) in the life of a Hindu *explain how a person might change as they move from one ashrama to the next *consider the importance of the samskaras (rite of passage) in preparing a Hindu for the commitments of each ashrama	*discuss the special milestones that we might celebrate during a person's lifetime *discuss how our rights, responsibilities and relationships with others might change as we go through life	*ask and respond thoughtfully to questions about their own journey of life - consider how events and influences so far have made them the person they are today and what has been important to prepare them for the future			
Islam		*analyse the Five Pillars of Islam and how they are linked *explain how the beliefs and values of Islam might guide a person through life *explain the importance of the Ummah for Muslims and that this is a community of diverse members	*describe and explain the importance of Hajj, including practices, rituals and impact *explain how a person might change once becoming a hajj *consider how important it is for a Muslim to go on hajj - and what this means for those who are unable to make a pilgrimage	*discuss the various events that might happen on the journey of life and how people might change over the course of their life *consider what support people might need on life's journey	*ask and respond thoughtfully to questions about their own journey of life - consider how they have changed so far, how they will continue to change and the support and guidance that might be needed			