



# Newall Green Primary School

*Aiming High To Reach Our Goals*

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## R.E. Policy

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# The Curriculum at Newall Green Primary School

**'Aiming high to reach our goals'** is the message we instil in everyone in our learning community. Our children aspire to be good global citizens and achieve their goals. Our vision statement was written by our students, and this reflects the mission our staff undertake and the principles by which we work.

To achieve this, we use a curriculum that is built around the National Curriculum. Children are taught the essential knowledge and skills they need to know to be an educated individual. We want children to achieve academically and be successful in their future careers.

The curriculum develops pupil's knowledge of people and the creativity and achievements that they have made. This encourages our pupils to be creative and aspire to high standards of academic success. We make time for pupils to embed their knowledge, understanding and skills securely.

The curriculum that we teach has been planned to promote the Manchester - five key skills for life: problem solving, teamwork, self-management (initiative, organisation, accountability), self-belief (confidence, resilience, positive attitude), and communication. The curriculum includes learning about healthy eating, the importance of exercise, staying safe, and mental well-being.

Our school is based in Wythenshawe. This is an area with high social and economic deprivation. The curriculum is planned to develop pupil's cultural capital. Trips are planned so that pupils engage with new experiences. Outdoor learning and a varied after school programme enhance the pupil's knowledge and skills development further.

We encourage children to try hard and take pride in all they do. The curriculum challenges our children to be independent thinkers and to seek out new information to develop their own understanding. The area that surrounds school has high levels of anti-social behaviour and domestic violence. For this reason, we have planned a curriculum that supports children through their trauma and encourage children to make good moral choices by developing their independent thinking skills. We encourage pupils to engage with challenge, be resilient and develop academically and socially. As a Rights Respecting School, our pupils are encouraged to adopt a Rights Respecting culture, developing their self-esteem, and valuing themselves and others.

Our curriculum is designed to ensure that all pupils make progress academically, physically, artistically, and ethically. We establish a culture of learning, and we work together creating a caring and supportive community.

## **Intent**

The curriculum that we teach at Newall Green Primary School has been planned to develop the (Manchester) **five key skills for life** of: Problem solving, Teamwork, Self-management (initiative, organisation, accountability) Self-belief (confidence, resilience, positive attitude) and Communication.

At Newall Green Primary we want our pupils to develop the knowledge and curiosity to ask significant questions, understand varied responses and formulate views and responses of their own. Through teaching and modelling an appreciation of diversity and an intolerance to racism and discrimination, we promote community cohesion within Newall Green Primary, and into the wider community.

We follow the Manchester's SACRE 5 syllabus alongside the RE Today scheme of work when planning to support the pupils here at Newall Green. These resources provide a variety teaching and learning ideas, assessment guidance and a variety of resources and tools which will support teachers when implementing RE across the school. The SACRE 5 syllabus encourages pupils to study different religions and worldviews, understand concepts and master the skills that they need to make sense of it, then reflect and evaluate their own perspective.

## **Implementation**

All lessons follow the Agreed Syllabus and are supported by the RE Today scheme of work we currently have in place which offers a broad range of activities and incorporates the use of important artifacts. All learners are scaffolded within sessions to suit the needs and current abilities of each child allowing them to be appropriately challenged to reach their full potential. Knowledge organisers are produced and shared each half-term to ensure the children are aware of their learning outcomes and can refer to them when needed. The curriculum aspires to provide sequential learning throughout the school, building on, not repeating previous knowledge whilst also allowing opportunities for retrieval.

## **Foundation Stage**

In Reception, formal lessons are taught fortnightly and have been planned in conjunction with the Reception LTP. Lessons are planned with the consideration of the ELG statements for People, Cultures and Communities, and the learning needed to support their future learning in Year one and above. Children also have the opportunity to explore diversity and cultures through activities and resources implemented in continuous provision. Some evidence is collected using observations and half-termly focuses for RE are displayed in a topic floor book.

## **KS1 and KS2**

RE lessons are taught weekly for one hour by class teachers. In year groups one through to six the final summer half-term allows for children to focus on a spiritual tradition exposing the children to a variety of worldviews which they may not otherwise be exposed to due to the local context. We felt that combining the SACRE 5 curriculum with this would help them to a variety of further experiences.

We also arrange for each year group to visit a place of worship to embed a variety of cultural experiences for the children allowing them to develop essential knowledge to become a well-rounded and respectful citizen within the community. Throughout the year we also carry out numerous assemblies and enrichment activities to support the children's knowledge and experiences. These events are often shared with parents on School Spider and our weekly newsletter and occasionally events are planned allowing parents to be invited into school to celebrate their child's learning. Visitors are also invited into school for workshops and celebrations throughout the academic year.

## **Impact**

At Newall Green Primary School, we ensure that our curriculum leads to well-rounded children who are tolerant of all faiths and can express themselves respectfully. Our curriculum is progressive and allows for children to experience a wide range of religious and non-religious worldviews thus helping to impact the children's development of their own personal worldview ready for their transition into secondary school and into the wider community. Our combination of the agreed SACRE 5 syllabus along further units on spiritual traditions allows the children to develop empathy and cut through any prejudice.

We will continue to monitor the effectiveness of our curriculum through:

- Regular learning walks to observe lessons taking place.
- Analysis of data
- Twice yearly Pupil Progress Meetings (PPM) between the RE subject leader and SLT
- Book looks to monitor work produced.

## **Assessment**

Teacher's will use a combination of strategies to assess learning within RE. Assessment within RE is carried out every lesson through a variety of formative assessment methods. Within years one through six, children are encouraged to develop their retrieval of substantive skills using a flashback 4 approach. Key vocabulary is also introduced and encouraged each half-term and is displayed clearly on knowledge organisers for the children to refer to throughout their learning.

Using the scheme currently in place, teacher's will be able to use the learning outcomes provided to decide on appropriate levels for the individual children in their class. Regarding summative assessments teachers will provide short end of half-term quiz for the children to complete to identify the children's level of understanding on the knowledge taught, allowing them to scaffold where required to ensure all pupils succeed. Evidence is collected in workbooks and any practical lessons and experiences are photographed and stored in class Day in the Life folders.

## **SMSC**

### **RE contributes to children's spiritual development by:**

- Discussing and reflecting on questions of meaning and truth such as the origins of the universe, good and evil, life after death, beliefs about God and humanity and values such as justice, honesty, and truth.
- Learning about and reflecting on important concepts and experiences such as love, trust, forgiveness, obedience, and sacrifice.
- Valuing relationships and developing a sense of belonging.
- Considering how religions and beliefs regard the value and purpose of human beings, the importance of the environment and the significance of emotions such as love, anger, joy, jealousy, happiness, and pain.

### **RE contributes to children's moral development by:**

- Enabling children to value themselves and others.
- Exploring the influence of family, friends, and other sources on moral choices.
- Considering what is of ultimate value both to children and within religious traditions.
- Developing an understanding in key beliefs and teachings in religion and values and moral choices.
- Considering ethical issues especially justice which promotes racial and religious respect.
- Reflecting on the importance of rights and responsibilities and developing a sense of conscience.
- The impact of the feeling of how our behaviours and words or actions affect others and the environment through our spiritual units and Rights Respecting values.

### **RE contributes to children's social development by:**

- Considering how religious and other beliefs lead to particular actions and concerns.
- Reflecting on the importance of friendship and positive relationships.
- Promoting further experiences enables the children to have a better understanding of the culture and beliefs of others. Hopefully enabling them to be more tolerant of religious or no non-religious beliefs that differs from their own.

### **RE contributes to children's cultural development by:**

- Encountering people, stories, artefacts, and resources from differing cultures.
- Promoting respect for all, combating prejudice and discrimination.
- Challenging stereotypes of religion and beliefs.
- By being a Rights Respecting school, ensuring that that all children know their rights and duty bearers support these.

### **Rights of Withdrawal**

We firmly believe that RE is an important subject in children's learning. We fully recognise the legal right of parents to withdraw their children from all or any part of RE on the grounds of conscience. We do encourage parents to contact the Headteacher if they have any concerns about RE provision and practice at the school. Further guidance about this can be found in the DFE document.

### **Religious education in English schools: Non-statutory guidance 2010**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/190260/DCSF-00114-2010.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-00114-2010.pdf)

# SACRE Purpose of Study for RE 2022-2027

## **A1 The purpose of RE**

- Religious education contributes dynamically to children's and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE pupils learn about and from religions and worldviews in local, national, and global contexts, to discover, explore and consider different answers to these questions.
- Pupils learn to evaluate wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values, and identities.
- It should develop in pupils an aptitude for dialogue, so that they can participate positively in society, with its diverse religions and worldviews.
- Pupils should gain and deploy the skills needed to understand, interpret, and evaluate texts, sources of wisdom and authority and other evidence.
- Pupils should be given opportunities to reflect upon their own personal responses to the fundamental human questions to which religious and non-religious worldviews respond.
- Pupils should learn to articulate clearly and coherently their personal beliefs, ideas, values, and experiences while respecting the right of others to differ.

### **Principal aim**

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

# Religious Education



## Context

Newall Green Primary School is one of the largest schools in Manchester, offering up to 700 places. Wythenshawe is in the top 20% of deprived areas in England and the children that receive pupil premium funding in our school is currently over 68%. At Newall Green we also have a high percentage of children with SEN needs currently around 41%. This has been at the forefront when planning and adapting our curriculum to support the children to learn about themselves and others, helping them to connect to the wider community in a respectful way.

## Purpose of Study / Rationale

At Newall Green, we want our pupils to develop the knowledge and curiosity to ask significant questions, understand varied responses and formulate views and responses of their own. Our RE lessons all follow the Manchester Agreed Syllabus and are supported by the RE Today scheme of work, which offers a broad range of activities and incorporates the use of important artifacts helping to develop substantive, disciplinary and personal content, and concepts. We also are a Rights Respecting Silver accredited school. Our curriculum provides the children an additional half-term learning about additional religions and worldviews. Through teaching and modelling we create an appreciation of diversity and an intolerance to racism and discrimination. Furthermore, we promote community cohesion within Newall Green Primary, and into the wider community. We give the children opportunities to develop their learning by visiting places of worship and give the children chances to read and evaluate texts from a range of religious and non-religious sources and artifacts. Lessons include both written and discussion-based learning and all are scaffolded to suit the needs and abilities of the learners within our classes. We challenge pupils appropriately to encourage them to reach their full potential. Our curriculum aspires to provide sequential learning that builds throughout the year groups, allowing the children to become well-rounded and tolerant of all faiths and beliefs who can reflect on prior knowledge and use this to form their own beliefs, ideas, and values. We fully encourage the children to develop a sense of spirituality.



Beginning in **Early Years**, children begin think about themselves as an individual. The children have opportunities to learn about religious symbols, stories and teachings and can begin to understand some similarities and differences between different religious and cultural communities and celebrations in this country. Leading into **Key Stage 1** the children start to focus on learning about the worldviews of Christians, Muslims and Jewish People and begin thinking about their views and expressing them whilst appreciating different points of view. Following this, in **Key Stage 2** the children build on existing knowledge and encounter worldviews from Hindus, Sikhs as well as non-religious worldviews helping them to gain skills needed to engage with key concepts and be able to articulate these clearly. We also provide the children with opportunities to develop their spirituality and

# Our SACRE Aims for RE 2022-2027

## **A2 The aim(s) of RE**

The curriculum for RE aims to ensure that all pupils:

1. **Know about and understand a range of religious and non-religious worldviews<sup>1</sup>, so that they can:**
  - describe, explain, and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals.
  - identify, investigate, and respond to questions posed, and responses offered, by some of the sources of wisdom<sup>2</sup> found in religious and non-religious worldviews.
  - appreciate and appraise the nature, significance, and impact of different ways of life and ways of expressing meaning.
  
2. **Express ideas and insights about the nature, significance, and impact of religious and non-religious worldviews, so that they can:**
  - explain, using reasoned arguments, their ideas about how beliefs, practices and forms of expression influence individuals and communities.
  - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.
  - appreciate and appraise varied dimensions of religion.<sup>3</sup>
  
3. **Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews, so that they can:**
  - investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.
  - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all.
  - Clearly articulate beliefs, values and commitments in order to explain why they may be important in their own and other people's lives.

## Our School's Aims for RE 2022-2027

At our school, our curriculum ensures that by the end of Key Stage 1, all pupils:

<p><b>A1. Recall and name different beliefs and practices, including festivals, worship, rituals, and ways of life, to find out about the meanings behind them.</b></p> <p>1.1.- YR 1 1.5- YR 1 1.2 – YR 2 1.6.- YR 1&amp;2 1.7- YR 1</p>	<p><b>B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</b></p> <p>1.1. – YR 1 1.2- YR 2 1.5 – YR 1 1.6.- YR 1&amp;2 1.7- YR 1 1.8- YR 2</p>	<p><b>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art, or poetry.</b></p> <p>F5-Reception 1.1 -YR 1 1.2 – YR 2 1.4 – YR 2 1.6.- YR 1&amp;2 1.8- YR 2</p>
<p><b>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</b></p> <p>F1- Reception 1.1- YR 1 1.2. YR 2 1.4. – YR 2 1.6.- YR 1&amp;2 1.8- YR 2</p>	<p><b>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</b></p> <p>1.5- YR 1 1.7- YR 1 1.8- YR 2</p>	<p><b>C2. Find out about and respond with ideas to examples of co-operation between people who are different.</b></p> <p>1.7- YR 1</p>
<p><b>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</b></p> <p>F2– Reception 1.1.- YR 1 1.5- YR 1 1.2 – YR 2 1.6.- YR 1&amp;2 1.7- YR 1</p>	<p><b>B3: Notice and respond sensitively to some similarities between different religious and non-religious worldviews.</b></p> <p>1.4- YR 2 1.6.- YR 1&amp;2 1.7- YR 1</p>	<p><b>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</b></p> <p>1.1.- YR 1 1.4- YR 2 1.8- YR 2</p>

By the end of LKS2:

<p>A1. Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages, and the rituals which mark important points in life, to reflect on their significance.</p> <p>L2.1 – YR 3 L2.3- YR 4 L2.4- YR 3 L2.6- YR 4 L2.7- YR 3 L2.8 – YR 4</p>	<p>B1. Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>L2.1 – YR 3 L2.3- YR 4 L2.5a- YR 4 L2.6- YR 4 L2.8 – YR 4 L2.9- YR 4 L2.9- YR 4 L2.10- YR 3</p>	<p>C1. Discuss and present thoughtfully their own and others' view on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g..) reasoning, music, art, and poetry.</p> <p>L2.1 – YR 3 L2.5- YR 3 L2.5a- YR 4 L2.6- YR 4 L2.7- YR 3 L2.8 – YR 4 L2.10- YR 3</p>
<p>A2. Describe and understand links between stories other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>L2.3- YR 4 L2.4- YR 3 L2.5- YR 3 L2.5a- YR 4 L2.6- YR 4 L2.7- YR 3 L2.8 – YR 4 L2.9- YR 4 L2.10- YR 3</p>	<p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>L2.1 – YR 3 L2.4- YR 3 L2.5- YR 3 L2.5a- YR 4 L2.6- YR 4 L2.7- YR 3 L2.8 – YR 4 L2.9- YR 4 L2.10- YR 3</p>	<p>C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all responding thoughtfully to ideas about community, values, and respect.</p> <p>L2.3- YR 4 L2.5- YR 3 L2.5a- YR 4 L2.6- YR 4 L2.7- YR 3 L2.8 – YR 4 L2.10- YR 3</p>
<p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>L2.4- YR 3 L2.5- YR 3 L2.5a- YR 4 L2.6- YR 4 L2.7- YR 3 L2.8 – YR 4 L2.10- YR 3</p>	<p>B3: Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews.</p> <p>L2.1 – YR 3 L2.4- YR 3 L2.6- YR 4 L2.8 – YR 4 L2.9- YR 4</p>	<p>C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p> <p>L2.3- YR 4 L2.9- YR 4</p>

By the end of UKS2:

<p>A1. Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages, and the rituals which mark important points in life, to reflect on their significance.</p> <p>U2.3- YR 6 U2.5- YR 6 U2.6 YR 5 U2.8-YR 6 U2.9 -YR 6 U2.10 -YR 5</p>	<p>B1. Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>U2.1- YR 5 U2.2- YR 5 U2.3- YR 6 U2.4- YR 5 U2.6 -YR 5</p>	<p>C1. Discuss and present thoughtfully their own and others' view on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g..) reasoning, music, art, and poetry.</p> <p>U2.1- YR 5 U2.4- YR 5 U2.5- YR 6 U2.6 -YR 5</p>
<p>A2. Describe and understand links between stories other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>U2.1- YR 5 U2.2- YR 5 U2.6 -YR 5 U2.7 -YR 6</p>	<p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>U2.1- YR 5 U2.4- YR 5 U2.3- YR 6 U2.5- YR 6 U2.7- YR 6 U2.8-YR 6 U2.9 -YR 6 U2.10 -YR 5</p>	<p>C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all responding thoughtfully to ideas about community, values, and respect.</p> <p>U2.5- YR 6 U2.7- YR 6</p>
<p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>U2.4- YR 5 U2.5- YR 6</p>	<p>B3: Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews.</p> <p>U2.2- YR 5 U2.3- YR 6 U2.4- YR 5 U2.5- YR 6 U2.7- YR 6 U2.8-YR 6 U2.9 -YR 6 U2.10 -YR 5</p>	<p>C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p> <p>U2.1- YR 5 U2.2- YR 5 U2.7- YR 6 U2.9 -YR 6 U2.10 -YR 5</p>

<b>Key:</b>	<b>Believing</b>	<b>Expressing</b>	<b>Living</b>	<b>Other &amp; Peace Mala</b>
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	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	
<b>Reception</b>	<b>F5: Where do we belong?</b>	<b>F4: What times are special and why?</b>	<b>F2: Which people are special and why?</b>	<b>F3: What places are special and why?</b>	<b>F6: What is special to our world and why?</b>		
	<ul style="list-style-type: none"> <li>• Can I tell you about what makes me special/where I have felt special?</li> <li>• Can I tell you about where I belong and how I know that?</li> <li>• Can I tell you how I show people they are welcome?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I tell you about special times I have had?</li> <li>• Can I say how Diwali is celebrated?</li> <li>• Can I say how Christmas is celebrated?</li> <li>• Can I tell you how Hannukah is celebrated?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I tell you who is special to me and why?</li> <li>• Can I tell you what makes a good friend?</li> <li>• Can I tell you about the holy book used by Christians called 'the Bible'?</li> <li>• Can I retell a story about Jesus from the bible?</li> <li>• Can I retell you a story about a special person in Sikhism? (Guru Nanak)</li> </ul>	<ul style="list-style-type: none"> <li>• Can I tell you where is special to me?</li> <li>• Can I tell you where is a special place for Christians to go?</li> <li>• Can I tell you where is a special place for Muslims to go?</li> <li>• Can I explain how some holy buildings are similar and different?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I tell you what I like in nature?</li> <li>• Can I tell you about my favourite things in nature e.g., the sea, sand, flowers, trees?</li> <li>• Can I tell you what I think is special about the world?</li> <li>• Can I tell you how we can look after our world?</li> </ul>		
	<b>F1: Which stories are special and why? - Covered all year</b>						
	<ul style="list-style-type: none"> <li>• Can I retell the Nativity story? F4</li> <li>• Can I retell the story of Guru Nanak and the cobra? F2               <ul style="list-style-type: none"> <li>• Can I retell the story of Jesus and the disciples? F2</li> </ul> </li> <li>• Can I retell the story of Mohammed and the crying camel? F6</li> </ul>						

	• Can I retell the creation story? F6					
<b>Year 1</b>  <b>Christians and Muslims</b>  Visit a local church.	1.1: Who is a Christian and what do they believe?	1.5: What makes some places sacred?	1.7: What does it mean to belong to a faith community?	1.6: How and why do we celebrate special and sacred times? (Part 1)	1.1: Who is a Christian and what do they believe?	Jainism
	Christians (1 <sup>st</sup> Red Bead)	Christians and Muslims (Cover Christmas too)	Christians and Muslims	Christians Easter	Christians (1 <sup>st</sup> Red Bead)	2 <sup>nd</sup> Blue bead
	<ul style="list-style-type: none"> <li>• Can I describe Christian beliefs about God and Jesus?</li> <li>• Can I explain why God is important for Christian people?</li> <li>• Can I retell a Christian story that shows us what Christians might believe about God?</li> <li>• Can I explain why Jesus is important to Christians?</li> <li>• Can I explain why Christians pray?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I talk about where my safe and special place is?</li> <li>• Can I explain where Christians go to worship?</li> <li>• Can I explain where Muslims go to worship?</li> <li>• Can I explain how places of worship are similar and different?</li> <li>• Can I describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I explain what we belong to and how belonging is important to us?</li> <li>• Can I explain how Christians show they belong?</li> <li>• Can I explain how Muslims show they belong?</li> <li>• Can I explain how Jewish people belong together as a community?</li> <li>• Can I explain Christians and Muslims welcome a new baby?</li> <li>• Can I explain how people show they</li> </ul>	<ul style="list-style-type: none"> <li>• Can I identify a special time and describe its importance?</li> <li>• Can I explain what happens at Easter and how does it make people feel?</li> <li>• Can I explain how Christians celebrate Easter?</li> <li>• Can I explain what matters most at Easter?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I describe Christian beliefs in good detail?</li> <li>• Can I make links between a story about the life of Jesus and what Christians believe and do because of this?</li> <li>• Can I make links between what Jesus taught about prayer and what Christians do because of this?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I understand that Jains do not worship a God?</li> <li>• Can I tell you that Jains worship through prayers and meditation?</li> <li>• Can I explain that Jains pray and meditate in a Jain temple or at home?</li> </ul>

		<ul style="list-style-type: none"> <li>• Can I tell you why places of worship are important to the community?</li> <li>• Can I retell the Nativity story?</li> </ul>	belong to one another?			
<b>Year 2</b>  <b>Christians and Muslims</b>  Visit to a mosque	1.2 Who is a Muslim and what do they believe?	1.4: What can we learn from sacred books?	1.3: Who is Jewish and what do they believe?	1.6: How and why do we celebrate special and sacred times? (Part 2)	1.8 How should we care for others and the world, and why does it matter?	Tribal and Native
	Muslims (1 <sup>st</sup> Green bead)	Christians and Muslims	Jewish People	Muslims Id-ul-Fitr	Christians, Muslims, and Jewish People	2 <sup>nd</sup> Indigo bead
	<ul style="list-style-type: none"> <li>• Can I explain some ways a Muslim might describe God?</li> <li>• Can I explain how Prophet Muhammad is important to Muslims?</li> <li>• Can I retell a story about Allah and Prophet Muhammad?</li> <li>• Can I explain what makes a place or</li> </ul>	<ul style="list-style-type: none"> <li>• Can I explain what a holy book is and why it is special?</li> <li>• Can I explain what Jesus taught us about God in a story?</li> <li>• Can I explain what Jesus said about how to treat others?</li> <li>• Can I explain how Christians and Jewish people treat holy books?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I explain what is precious to me?</li> <li>• Can I explain what is precious to Jewish people?</li> <li>• Can I explain what a mezuzah reminds Jewish people about?</li> <li>• Can I tell you how and why Jewish people celebrate Shabbat?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I explain what Muslims celebrate at Eid-ul-Fitr?</li> <li>• Can I explain how and why people celebrate special and holy times?</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Can I share examples of how people are unique and valuable?</li> <li>• Can I explain what Christians believe about caring for people?</li> <li>• Can I explain some ways Jewish people care for the world?</li> <li>• Can I explain how Christians and</li> </ul>	<ul style="list-style-type: none"> <li>• Can I explain what some Tribal and Native religions believe?</li> <li>• Can I retell some aboriginal dream time stories?</li> <li>• Can I describe what these stories mean to Aborigines?</li> </ul>



	<p>object special to Muslims?</p> <ul style="list-style-type: none"> <li>• Can I explain what happens at a Mosque?</li> <li>• Can I explain how and why Muslims pray and worship at the mosque?</li> <li>• Can I recognise the importance of the Qur'an?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I describe a story from the Torah that is special for Jewish people?</li> <li>• Can I retell a story about the Prophet Muhammad?</li> <li>• Can I explain what is learnt from the story of Jonah and why it is special?</li> <li>• Can I explain what can be learned from sacred books?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I tell you about the story of Hanukkah? -How do Jewish people think miracles happen at Hanukkah?</li> </ul>		<p>Jewish people tell us about the beginning of the world and how to treat the world?</p>	
<b>Year 3</b>	L2.7: What does it mean to be a Christian in Britain today?	L2.10: How do family life and festivals show what matters to Jewish People?	L2.4: Why do people pray?	L2.5: Why are festivals important to religious communities?	L2.1: What do different people believe about God?	Earth Religions
<b>Christians, Muslims, Jewish People and Hindus</b>	Christians	Jewish People (1 <sup>st</sup> Blue Bead)	Christians, Muslims, Hindus, and Jewish People	Christians, Muslims, and Jewish People	Christians, Muslims, Hindus, and Jewish People	2 <sup>nd</sup> Green bead
Visit to a Synagogue	<ul style="list-style-type: none"> <li>• Can I compare a Christian and a non-Christian family home?</li> <li>• Can I explain how Christians show their beliefs in church?</li> <li>• Can I explain how and why different</li> </ul>	<ul style="list-style-type: none"> <li>• Can I discuss how some festivals are celebrated by religious and non-religious people?</li> <li>• Can I explain what Jewish people celebrate every week? (Shabbat)</li> </ul>	<ul style="list-style-type: none"> <li>• Can I compare different types of prayer?</li> <li>• Can I explain the practice of Islamic prayer?</li> <li>• Can I explain the Hindu practices of prayer and worship?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I discuss the similarities and differences between religious and non-religious celebrations?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I explain my own ideas about God?</li> <li>• Can I explain what Christians believe about God?</li> <li>• Can I describe what the stories of Moses and the</li> </ul>	<ul style="list-style-type: none"> <li>• Can I describe some beliefs of people who follow the Earth religions?</li> <li>• Can I explain that Earth Religion is defined as a belief system where the followers worship the Earth, nature or</li> </ul>

	<p>Christians use music in worship?</p> <ul style="list-style-type: none"> <li>• Can I explain how and why different Christians celebrate holy communion?</li> <li>• Can I discuss how Christians make a difference in their local community?</li> <li>• Can I explain how Rosa Parks stood up for her rights and the rights of others?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I explain why Jewish people celebrate Rosh Hashannah and Yom Kippur?</li> <li>• Can I retell the story of Exodus and understand why Peach is important for Jews?</li> <li>• Can I identify the 10 commandments and understand why they are important to Jewish people?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I explain the similarities and differences between how Christians, Muslims and Hindus pray?</li> <li>• Can I describe ways in which prayer can comfort and challenge believers?</li> <li>• Can I explain why some people pray every day, but others not at all?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I describe what Christians celebrate at Easter?</li> <li>• Can I describe the meaning of Jesus' last meeting with his friends?</li> <li>• Can I explain what the crucifying of Jesus means to Christians?</li> <li>• Can I tell you what Christians believe happened on Easter Sunday morning?</li> <li>• Can I explain why Diwali is significant to Hindus?</li> <li>• Can I explain why Muslims celebrate the end of Ramadan?</li> <li>• Can I explain why Jewish people celebrate</li> </ul>	<p>Burning Bush and of Saint Paul's conversion tell us about God in Christianity?</p> <ul style="list-style-type: none"> <li>• Can I explain Muslims believe about Allah?</li> <li>• Can I explain what we have learned about the ideas of God from Hindus, Christians, Humanists and Muslims?</li> </ul>	<p>fertility gods and/or goddesses.</p>
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				Pesach every year?		
<b>Year 4</b> <b>Christians, Muslims, Jewish People and Hindus</b>	L2.8: What does it mean to be a Hindu in Britain today?	L2.5a: How do people from religious and non-religious communities celebrate key festivals?	L2.3: Why is Jesus inspiring to some people?	L2.6: Why do some people think that life is like a journey and what significant experiences mark this?	L2.9: What can we learn from religions about deciding what is right and wrong?	Taoism
Visit to a Hindu Temple	Hindus (2 <sup>nd</sup> Orange Bead)	Christians, Muslims, Jewish People, Hindus, and non-religious responses	Christians	Christians, Hindus and/or Muslims and/or Jewish People	Christians, Jewish People, and non-religious responses	2 <sup>nd</sup> Yellow Bead
	<ul style="list-style-type: none"> <li>Can I explain how Hindus show their faith?</li> <li>Can I describe two aims in Hindu life?</li> <li>Can I discuss why Mahatma Gandhi is a Hindu Hero?</li> <li>Can I explain why being a Hindu is a good thing today and reasons why it might be hard?</li> </ul>	<ul style="list-style-type: none"> <li>Can I consider how different religious and non-religious people might celebrate a festival differently?</li> <li>Can I describe how people might celebrate Christmas from the lens of a religious studier?</li> <li>Can I describe how people might celebrate Christmas from the lens of a Sociologist?</li> </ul>	<ul style="list-style-type: none"> <li>Can I explain what the word inspiring means?</li> <li>Can I make connections between some of Jesus' teachings and how Christians live today?</li> <li>Can I explain how Jesus was inspiring because of his actions?</li> <li>Can I explain how Jesus' teaching inspired people?</li> </ul>	<ul style="list-style-type: none"> <li>Can I describe what a journey is and identify some key milestones?</li> <li>Can I explain what happens during a Baptism and what the rituals mean?</li> <li>Can I explain how Jewish people mark becoming an adult?</li> </ul>	<ul style="list-style-type: none"> <li>Can I give examples of rules for living from different religions and explain the importance of the golden rule?</li> <li>Can I give examples of rules for living from Judaism and suggest ways how they help Jewish people live their lives?</li> <li>Can I explain how non-religious</li> </ul>	<ul style="list-style-type: none"> <li>Can I explain that Taoism is a religion that originated from China and is still practiced in some Asian countries.</li> <li>Can I explain some beliefs that Taoist's believe?</li> <li>Can I recognise the Yin and Yang symbol and explain its meaning?</li> <li>Can I tell you about the holy book called the Tao Te Ching.</li> <li>Can I express where I stand in regard to the</li> </ul>

		<ul style="list-style-type: none"> <li>• Can I compare and contrast both religious studies and sociological methods and come up with my own conclusion?</li> <li>• Can I discuss how festivals in the UK may have changed and their role in Britain today?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I explain why Christians call the day Jesus died 'Good Friday' and the following Sunday his Resurrection Day?</li> <li>• Can I discuss who is inspiring for me?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I describe what happens in Hindu ceremonies of commitment and say what these rituals mean?</li> <li>• Can I compare similarities and differences between wedding ceremonies for two different communities?</li> <li>• Can we compare journeys of Christians, Jewish people and Hindus?</li> </ul>	<p>people decide what is right and wrong?</p> <ul style="list-style-type: none"> <li>• Can I discuss what Jewish and Christian people might learn about temptation from religious stories?</li> <li>• Can I give examples of ways in which some inspirational people have been guided by their religion?</li> </ul>	<p>Taoist belief of 'acting good and making good choices helps your soul.'</p>
<p><b>Year 5</b></p> <p><b>Christians, other covered religions</b></p>	<p>U2.1: Why do some people think God exists?</p>	<p>U2.4: If God is everywhere, why go to a place of worship?</p>	<p>U2.6: What does it mean to be a Muslim in Britain today?</p>	<p>U2.2: What would Jesus do? Can we live by the values of Jesus in the twenty-first century?</p>	<p>U2.10* Green Religion? How and why should religious communities do more to care for the Earth?</p>	<p>Zoroastrianism</p>

	Christians and non-religious (e.g humanists)	Christians, Hindus and/or Jewish People	Muslims	Christians	Christians, Muslims, Hindus, Jewish and non-religious people	2 <sup>nd</sup> Violet Bead
	<ul style="list-style-type: none"> <li>• Can I explain how many people believe in God?</li> <li>• Can I explain why Christians believe God is real?</li> <li>• Can I explore why some people do and don't believe in God?</li> <li>• Can I explore what Christians believe about how the world began?</li> <li>• Can I explain why some people believe God exists and why some people believe God doesn't exist?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I explain what is a place of worship? -Can I explain what a Christian place of worship is and what it is for?</li> <li>• Can I explain what a Hindu place of worship is and what it is for?</li> <li>• Can I explain what a Jewish place of worship is and what it is for?</li> <li>• Can I discuss ideas about the importance of people in a place of worship, rather than the place itself?</li> <li>• Can I explain what a place of worship means to believers?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I describe the 5 pillars of Islam? (Journey of life)</li> <li>• Can I discuss why prayer matters to Muslims?</li> <li>• Can I explain why charity is important to Muslims?</li> <li>• Can I explain why Muslims fast?</li> <li>• Can I describe what happens on pilgrimage to Mecca and at the celebration of Eid ul Adha?</li> <li>• Can I describe two sources that Muslims get guidance from?</li> <li>• Can I describe the key functions of the Mosque?</li> <li>• Can I discuss how Muslim practice of the Five Pillars is similar and different to my</li> </ul>	<ul style="list-style-type: none"> <li>• Can I outline Jesus' teaching on how his followers should live?</li> <li>• Can I explain the importance of the value of love?</li> <li>• Can I explain how Jesus' parables teach us about forgiveness?</li> <li>• Can I explain how Christians today try to follow Jesus' teaching about justice and fairness.</li> <li>• Can I discuss what Jesus taught us about being generous and greedy?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I talk about who the earth belongs to?</li> <li>• Can I explain what Muslims think about caring for the earth and improving the environment?</li> <li>• Can I explain what Christians think about caring for the earth and improving the environment?</li> <li>• Can I explain what Hindus think about caring for the earth and improving the environment?</li> <li>• Can I explain what Jewish people think about caring for the earth and improving the environment?</li> <li>• Can I explain what non-religious people think about caring for</li> </ul>	<ul style="list-style-type: none"> <li>• Can I explain that Zoroastrianism originated in ancient Iran about 1500-1000BC?</li> <li>• Can I explain that a Gatha is a hymn that was created by Zoroaster?</li> <li>• Can I explain that Zoroastrianism is a monotheistic religion that has elements of dualism?</li> <li>• Can I explain that the main creative deity that Zoroastrians believe in is called Ahura Mazda?</li> </ul>

			own beliefs and values?	<ul style="list-style-type: none"> <li>Can I discuss ideas of what Jesus would do in relation to a moral dilemma from the world today?</li> <li>Can I discuss what I have learned about living by the values of Jesus in the modern world?</li> </ul>	<p>the earth and improving the environment?</p> <ul style="list-style-type: none"> <li>Can I express my own views on caring for our Earth and decide what ways can we make a change?</li> </ul>	
<b>Year 6</b>  <b>Christians, other covered religions</b>	U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or ummah (community)	Humanism	U2.3: What do religions say to us when life gets hard?	U2.9*: What can be done to reduce racism? Can religion help?	U2.5: Is it better to express your beliefs in arts and architecture or in charity and generosity?	U2.7: What matters most to Christians and Humanists?
	Christians, Hindus, Jewish and/or Muslims	Humanism	Christians, Hindus, Jewish, and non-religious e.g., Humanists	Christians, Muslims, Jewish and non-religious	Christians, Muslims, Jewish and non-religious	Christians and Humanists
	<ul style="list-style-type: none"> <li>Can I discuss what it means for Hindus, Muslims, and Christians to commit to key beliefs?</li> </ul>	<ul style="list-style-type: none"> <li>Can I explain that Humanists are a non-religious group who believe humans can live ethical and fulfilling lives</li> </ul>	<ul style="list-style-type: none"> <li>Can I consider questions about life, death, suffering and what matters most in life?</li> </ul>	<ul style="list-style-type: none"> <li>Can I explain what racism is and why it is unfair?</li> <li>Can I discuss what we can</li> </ul>	<ul style="list-style-type: none"> <li>Can I explain what makes a place sacred?</li> <li>Can I understand why mosques matter to the</li> </ul>	<ul style="list-style-type: none"> <li>Can I understand the concepts of being naughty and being good in terms of actions, words, and thoughts?</li> </ul>

	<ul style="list-style-type: none"> <li>• Can I explain how Muslim people build their community, the Ummah, by following their Prophet?</li> <li>• Can I explain 4 different ways in which the Muslim Ummah supports Muslim people all over the world?</li> <li>• Can I explain some of the values that Gandhi showed in his life?</li> <li>• Can I describe what Sewa means and what some acts of Sewa may be?</li> <li>• Can I explain what Jesus taught us about God's face and forgiveness?</li> <li>• Can I discuss similarities and differences between commitment and grace for Christian, Hindu and Muslim people?</li> </ul>	<p>without religious beliefs.</p> <ul style="list-style-type: none"> <li>• Can I find out a Humanists perspective and thoughts?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I describe what some people think carries on after we have died?</li> <li>• Can I outline Hindu beliefs about life after death?</li> <li>• Can I outline Christian and Muslim beliefs about life after death?</li> <li>• Can I outline other Christian beliefs about life after death?</li> <li>• Can I explain some reasons why Christians and humanists have different ideas about an afterlife?</li> <li>• Can I explain some similarities and differences between beliefs and life after death?</li> </ul>	<p>learn from the stories of two statues in Bristol? Colston &amp; Wesley</p> <ul style="list-style-type: none"> <li>• Can I understand the challenges racism presents to human communities and consider different religious responses?</li> <li>• Can I explain how Saint Peter learned that 'God has no favourites'?</li> <li>• Can I explain The Golden Rule and Silver Rule?</li> <li>• Can I discuss what we can learn from religions about anti-racism?</li> <li>• Can I discuss my own and others' ideas about</li> </ul>	<p>Muslim community?</p> <ul style="list-style-type: none"> <li>• Can I explain what is inspiring about Muslim calligraphy, painting and poetry?</li> <li>• Can I explain how Christians use art in worship and in remembering Jesus?</li> <li>• Can I explain what it means to make a building 'for the glory of God'?</li> <li>• Can I discuss Muslim ideas about the importance of being generous and charitable and apply them to issues about poverty and charity?</li> <li>• Can I discuss how and why Christian Aid tries to change the world?</li> <li>• Can I describe my own ideas about which has a</li> </ul>	<ul style="list-style-type: none"> <li>• Can I understand that non-religious people can have codes for living that don't refer to God?</li> <li>• Can I understand the concepts of fairness, justice, forgiveness and free choice?</li> <li>• Can I discuss the Christian ideas of values such as love and forgiveness?</li> <li>• Can I understand that the impact of our values can make people happy or unhappy?</li> <li>• Can I discuss whether peace is more valuable than any money?</li> <li>• Can I express my own ideas about how values can make a community happier?</li> </ul>
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				reducing racism and prejudice?	greater impact - art or charity?	
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