



# *Barrowby CE Primary School*

## Religious Education Curriculum

### **Vision:**

At Barrowby Church of England Primary School we aim to ensure that our children are religiously literate. Our intent is to support our children in developing an outstanding level of religious understanding and knowledge so that they are equipped to hold balanced and informed conversations about religions and life.

### **Intent:**

According to the R.E. Council, 'The ability to understand the faith or belief of individuals and communities, and how these may shape their culture and behaviour, is an invaluable asset for children in modern day Britain. Explaining religious and non-religious worldviews in an academic way allows young people to engage with the complexities of belief, avoid stereotyping and contribute to an informed debate.'

Above all, we want our children to develop a respect for other beliefs and religions and appreciate and celebrate the diverse world in which they live. We want to equip children with not only the minimum statutory requirements of the Religious Education National Curriculum but to prepare them for the opportunities, responsibilities and experiences of later life.

### **Implementation:**

Religious Education is a statutory subject of the curriculum for all pupils in each year group, including Reception. In line with the 1988, 1996 and 1998 Education Acts all children will receive Religious Education unless parents/carers formally withdraw their own children (S352(1) (a)).

At Barrowby Church of England Primary School, we ensure that we comply with the legal requirements for RE by following the Lincolnshire Agreed Syllabus for Religious Education 2018-2023. 'Every agreed syllabus should 'reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.' (s375 (3) Education Act 1996).

In addition, we also use Understanding Christianity: Text, Impact, and Connections. This resource supports the teaching of Christianity in RE. It explores the significant theological concepts within Christianity as part of developing their wider religious, theological and cultural literacy. This is compliant with the Lincolnshire Agreed Syllabus.

At Barrowby, RE is taught during weekly lessons, but occasionally there may be a focus day. As recommended in the Lincolnshire Agreed Syllabus 2018 - 2023, as set out in the Dearing Review (1996), Key Stage 1 children will receive at least thirty-six hours per year and Key Stage Two will receive at least forty-five hours over the school year.

We have developed a clear progression of skills for each year group, which enables pupils to build on and develop their knowledge and skills each year. In order to support children in their ability to 'know more and remember more' there are regular opportunities to review the learning taken place in previous topics, as well as previous lessons.

Effective use of educational visits are planned, to further enrich and enhance the pupil's learning experiences within the RE curriculum.

Through our Religious Education Curriculum, we aim to:

- Explore core beliefs and theological concepts through disciplinary knowledge in RE:
  - **Theology (Believing)** – This is about believing. It looks at where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.
  - **Human and Social Sciences (Living)** – This is about living. It explores the diverse ways in which people practise their beliefs. It engages with the impact of beliefs on individuals.
  - **Philosophy (Thinking)** - This is about thinking. It is about finding out how and whether things make sense. It takes seriously questions about reality, knowledge and existence.
- Teach our pupils to understand and respect the importance of religious beliefs in the world around them and encourage them to respect the right of others to hold different beliefs, values and ideas.
- Offer opportunities for personal reflection and pupils' spiritual, moral, social and cultural development, as it encourages them to examine the significance of their learning in relation to themselves and others.
- Enables pupils to explore their own beliefs (whether they are religious or not), ideas, feelings, experiences and values in the light of what they learn.
- Encourage our pupils to ask significant and highly reflective questions about the meaning and purpose of life, beliefs about God, issues of right and wrong and what it means to be human.
- Develop an aptitude for dialogue so that pupils can participate positively in our society with its diverse religious and non-religious worldviews.
- Give pupils the knowledge and understanding to deal positively with controversial issues, to manage strongly held differences of belief and to challenge stereotypes and prejudice.

## EYFS

EYFS children will be guided in their learning through four overarching principles for a unique child, positive relationships, enabling environments and learning and development. They will build a good foundation for igniting their curiosity and enthusiasm for learning, forming relationships and thriving at school through the Seven Areas of Learning.

- **Prime Areas of** Communication and Language, Physical Development and Personal, Social and Emotional Development.
- **Specific Areas** of Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

The Early Years Foundation Stage Curriculum supports children's understanding of **Religious Education** through the planning and teaching of '**Understanding the World – People, Cultures and Communities**'. Children are encouraged to use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live. Exploring others views, cultures and beliefs supports children in developing their views and beliefs about themselves, their family and community. In finding out about others, young children are encouraged to reflect on belief, culture and practice and explore religion and faith through observing festivals and celebrations, sharing non – fiction texts and reading stories from religious texts, handling artefacts, engaging in roleplay and drama based activities, and through discussions with those around them.

## SEND

For pupils with SEND, it is important to focus on the pupils' strengths as well as identifying areas where they need more help, practice and consolidation. In general, pupils should have the opportunity to develop all the concepts, regardless of their SEN or disability. However, the approach to these concepts may have to be done differently with different groups of pupils.

### Impact:

The children at Barrowby Church of England Primary School enjoy learning about other religions and why people choose, or choose not to follow a religion. Through their R.E learning, the children are able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's cultures and ways of life. As a school, we believe that R.E is invaluable in an ever changing world.

We measure the impact of our curriculum through the following methods:

- Pupils' progress in RE is based on the expected outcomes outlined in the Lincolnshire Agreed Syllabus and in Understanding Christianity. This is clearly mapped in our Skills and knowledge progression map.
- Summative assessments are made by teachers at the end of a unit of work and at the end of each academic year. Teachers can use evidence from pupil discussions, written outcomes, pupil interviews (pupil voice), and other creative outcomes, such as drama, art and music.

- Pupils' books and standards in RE are scrutinised termly by the RE lead. Where appropriate this is followed up by CPD for staff delivering RE lessons.
- Pupil progress in RE is discussed as part of Pupil Progress Meetings with the Head Teacher; this occurs at three points in the academic year.
- RE is monitored by the School governors.
- Progress in RE is reported annually to parents and has a prominent position in the end of year report.

## Knowledge and Understanding of the World – People and Communities – Reception (Cycle A)

	Autumn Term – Looking After Ourselves		Spring Term – Extinct and Endangered		Summer Term – Homes and Habitats	
Unit	<p style="text-align: center; color: #00b050;"><b>LAS Unit</b></p> <p style="text-align: center; color: #00b050;"><b>Special people to me</b></p> <p>To recognise and respond appropriately to key figures in their lives.</p>	<p style="text-align: center; color: #00b050;"><b>LAS Unit</b></p> <p style="text-align: center; color: #00b050;"><b>Special Times for Me and Others</b></p> <p>To recognise and respond to key religious events throughout the year.</p>	<p style="text-align: center; color: #00b050;"><b>LAS Unit</b></p> <p style="text-align: center; color: #00b050;"><b>Our Beautiful World</b></p> <p>To explore stories of creation and beliefs about the natural world.</p>	<p style="text-align: center; color: #00b050;"><b>LAS Unit</b></p> <p style="text-align: center; color: #00b050;"><b>Myself</b></p> <p>To recognise and explore feelings.</p>	<p style="text-align: center; color: #cc00cc;"><b>Salvation</b></p> <p style="text-align: center; color: #cc00cc;"><b>UC F3 (core)</b></p> <p>Who do Christians put a cross in an Easter garden?</p>	<p style="text-align: center; color: #cc00cc;"><b>God/Creation</b></p> <p style="text-align: center; color: #cc00cc;"><b>UC F1 (Core)</b></p> <p>Why is the word 'God' so important to Christians?</p>
	<p><b>Children will know that::</b></p> <p>Identify people/family members who are important to them and others.</p> <p>Know that God is important to Christians.</p> <p>Explore special people in religion, e.g. God, Allah, Jesus, Prophet Muhammad.</p> <p>Discuss similarities and differences between themselves and others and among families, communities, cultures and traditions.</p>	<p><b>Children will know that:</b></p> <p>Join in with family customs and routines and explore the idea of special times for themselves and others, such as birthdays, Harvest festival, Christmas.</p> <p>Listen to stories to find out about different beliefs and celebrations across different cultures and communities.</p> <p>Talk respectfully about similarities and differences between different beliefs and celebrations (Easter, Diwali, Ramadan) and begin to use specific vocabulary.</p>	<p><b>Children will:</b></p> <p>Understand that people have special places that are different to their own.</p> <p>Identify special places within different religions, responding positively and respectfully.</p> <p>Explore different stories of creation.</p> <p>Explore beliefs about the natural world and how human beings should relate to it, e.g. thankfulness.</p> <p>Identify that people can learn about God and Allah from stories in Religious texts e.g. Yunas and the whale.</p>	<p><b>Children will:</b></p> <p>Understand that people belong to religious communities.</p> <p>Use stories/picture books to explore some ways in which religion is important to some people; re—tell simple stories from Religious texts about people of importance to different religions.</p> <p>Talk respectfully about similarities and differences between different beliefs and celebrations (Easter, Diwali, Ramadan) and begin to use specific vocabulary.</p>	<p><b>Children will know that::</b></p> <p>There are people in religions who are special and who they are special to, e.g. Jesus is important to Christians. They believe Jesus came to show God's love.</p> <p>Christians try to show love to others, just as Jesus showed that he loved them.</p>	<p><b>Children will know that:</b></p> <p>The word God is a name.</p> <p>Christians believe God is the creator of the universe.</p> <p>Christians believe God made our wonderful world and so we should look after it.</p> <p>There are stories in the Bible that tell Christians about God.</p>
Vocab	Special, unique, family, people, God, Allah, respect, Muslim, Qur'an, creation	Special, Birthdays, Christmas, Eidul-Fitr and Eidul-Adha, mosque	World, creation, beliefs, special, thankfulness, stewardship	Community, Christians, Muslims, Jews, beliefs, religions, feelings,	Christians, Easter, God, Jesus, church, cross	Christians, God, creator, Bible, Jesus,

Suggested support for children with additional needs	<p>Use of role play to explore concepts, ideas and feelings. Images of people who are special to them. Access to books which celebrate difference.</p>	<p>Use of role play to explore concepts, ideas and feelings. Reinforcement of key vocabulary and concepts. Experience special times as part of the school community, such as Harvest, Christmas shows, etc. Images of special times shared in school. Access to videos of special times to other people to explore key features, such as Ramadan, Diwali, etc.</p>	<p>Use of role play to explore concepts, ideas and feelings. Reinforcement of key vocabulary and concepts. Explore the concept of special places through continuous provision, photographs, construction Encourage children to talk about their special places.</p>	<p>Use of role play to re-tell stories shared as part of RE, story time. Access to books which celebrate difference. Model how to handle books respectfully. Reinforcement of key vocabulary and concepts.</p>	<p>Use of role play to explore concepts, ideas and feelings. Use drama and props to re-tell stories. Reinforcement of key vocabulary and concepts. Explore the concept of special people through continuous provision and photographs. Encourage children to talk about people who are special to them. Model correct use of vocabulary, sentence structure.</p>	<p>Use of role play to explore concepts, ideas and feelings. Use drama and props to re-tell stories. Reinforcement of key vocabulary and concepts. Images of people/place that are special to them.</p>
--	--	--	---	--	--	---

## Knowledge and Understanding of the World – People and Communities – Reception (Cycle B)

	Autumn Term – Commotion in the Ocean		Spring Term – Wagons Roll!		Summer Term – Open Your Eyes	
Unit	<p><b>God/Creation</b> <b>UC F1 (Core)</b></p> <p>Why is the word 'God' so important to Christians?</p>	<p><b>LAS Unit</b> <b>Our Beautiful World</b></p> <p>To explore and respond to the natural world.</p>	<p><b>LAS Unit</b> <b>Myself</b></p> <p>To recognise and explore feelings.</p>	<p><b>LAS Unit</b> <b>Special Times for Me and Others</b></p> <p>To recognise and respond to key religious events throughout the year.</p>	<p><b>Salvation</b> <b>UC F3 (core)</b></p> <p>Who do Christians put a cross in an Easter garden?</p>	<p><b>LAS Unit</b> <b>Special people to me</b></p> <p>To recognise and respond appropriately to key figures in their lives.</p>
	<p><b>Children will know that:</b></p> <p>The word God is a name.</p> <p>Christians believe God is the creator of the universe.</p> <p>Christians believe God made our wonderful world and so we should look after it.</p> <p>There are stories in the Bible that tell Christians about God.</p>	<p><b>Children will:</b></p> <p>Understand that people have special places that are different to their own.</p> <p>Identify special places within different religions, responding positively and respectfully.</p> <p>Explore different stories of creation.</p> <p>Explore beliefs about the natural world and how human beings should relate to it, e.g. thankfulness.</p> <p>Identify that people can learn about God and Allah from stories in Religious texts e.g. Yunas and the whale.</p>	<p><b>Children will:</b></p> <p>Understand that people belong to religious communities.</p> <p>Use stories/picture books to explore some ways in which religion is important to some people; re—tell simple stories from Religious texts about people of importance to different religions.</p> <p>Talk respectfully about similarities and differences between different beliefs and celebrations (Easter, Diwali, Ramadan) and begin to use specific vocabulary.</p>	<p><b>Children will know that:</b></p> <p>Join in with family customs and routines and explore the idea of special times for themselves and others, such as birthdays, Harvest festival, Christmas.</p> <p>Listen to stories to find out about different beliefs and celebrations across different cultures and communities.</p> <p>Talk respectfully about similarities and differences between different beliefs and celebrations (Easter, Diwali, Ramadan) and begin to use specific vocabulary.</p>	<p><b>Children will know that::</b></p> <p>There are people in religions who are special and who they are special to, e.g. Jesus is important to Christians. They believe Jesus came to show God's love.</p> <p>Christians try to show love to others, just as Jesus showed that he loved them.</p>	<p><b>Children will know that:</b></p> <p>There are people/family members who are important to them and others.</p> <p>There are some special people in religions, e.g. God, Allah.</p> <p>They treat others with respect and kindness and that people of religion try to please God and Allah.</p>
Vocab	Christians, God, creator, Bible, Jesus,	World, creation, beliefs, special, thankfulness, stewardship	Community, Christians, Muslims, Jews, beliefs, religions, feelings,	Special, Birthdays, Christmas, Eidul-Fitr and Eidul-Adha, mosque	Christians, Easter, God, Jesus, Church, cross	Special, unique, family, people, God, Allah, respect, Muslim, Qur'an, creation

Suggested support for children with additional needs	<p>Use of role play to explore concepts, ideas and feelings. Use drama and props to re-tell stories.</p> <p>Reinforcement of key vocabulary and concepts.</p> <p>Images of people/place that are special to them.</p>	<p>Use of role play to explore concepts, ideas and feelings.</p> <p>Reinforcement of key vocabulary and concepts.</p> <p>Explore the concept of special places through continuous provision, photographs, construction</p> <p>Encourage children to talk about their special places.</p>	<p>Use of role play to explore concepts, ideas and feelings.</p> <p>Images of people who are special to them.</p> <p>Reinforcement of key vocabulary and concepts.</p> <p>Access to books which celebrate difference.</p>	<p>Use of role play to explore concepts, ideas and feelings.</p> <p>Reinforcement of key vocabulary and concepts.</p> <p>Experience special times as part of the school community, such as Harvest, Christmas shows, etc.</p> <p>Images of special times shared in school.</p> <p>Access to videos of special times to other people to explore key features, such as Ramadan, Diwali, etc.</p>	<p>Use of role play to explore concepts, ideas and feelings.</p> <p>Use drama and props to re-tell stories.</p> <p>Reinforcement of key vocabulary and concepts.</p> <p>Explore the concept of special people through continuous provision and photographs.</p> <p>Encourage children to talk about people who are special to them.</p> <p>Model correct use of vocabulary, sentence structure.</p>	<p>Use of role play to re-tell stories shared as part of RE, story time.</p> <p>Access to books which celebrate difference.</p> <p>Model how to handle books respectfully.</p> <p>Reinforcement of key vocabulary and concepts.</p>
--	---	--	---	--	---	---



## The Religious Education Curriculum for Year 1/Year 2 – Cycle A

	Autumn Term – Looking After Ourselves		Spring Term – Extinct and Endangered		Summer Term – Homes and Habitats	
Unit	<i>Islam – God</i>	<i>Islam – Community</i>	<i>Additional Unit – Thankfulness</i>	<i>Additional Unit – In depth study of another religion – Judaism</i>	<i>Understanding Christianity – Salvation (core)</i>	<i>Understanding Christianity – Incarnation (core)</i>
	What do Muslims believe about Allah?	How do Muslims express their religion and beliefs?	How do different religions around the world show that they are thankful?	What are the key beliefs in Judaism?	Why does Easter matter to Christians?	Why does Christmas matter to Christians?
	<b>Prior Learning – EYFS – Special People to Me, God/Creation, Year 1/2 (Cycle B) – Understanding Christianity-God</b>	<b>Prior Learning – EYFS – Special Times for Me and Others, Our Special Places Year 1/2 (Cycle B) – Islam – Life Journey, Being Human</b>	<b>Prior Learning – EYFS - Special Times for Me and Others Year 1/2 (Cycle B) –Islam – Life Journey</b>	<b>Prior Learning – EYFS - Special People to Me Special Times for Me and Others, Our Special Places Year 1/2 (Cycle B) – Understanding Christianity – God, Creation, Places of Worship</b>	<b>Prior Learning – EYFS – Christianity - God/Creation, Year 1/2 (Cycle B) – Christianity - God/Creation,</b>	<b>Prior Learning – EYFS - Christianity - God/Creation, Year 1/2 (Cycle B) – Christianity - God/Creation (Cycle A) – Salvation.</b>
	<b>By the end of this unit children will:</b>  - Know that Muslims believe in one God, Allah who created the world exactly as he wanted it to be (harmony – Islam). -Know that the Qur'an is a special book for Muslims and a source of authority. -Know the Prophet Muhammad is a special person to Muslims. - know at least one special story for Muslims (e.g. The Creation Story, Yunis and the Whale. -To know how Allah is described in the Qur'an.	<b>By the end of this unit children will:</b>  - Know how Muslims worship both at home and in the Mosque. - Know how Muslims use significant objects, e.g. prayer beads, prayer mats, compass - To identify which celebrations ( <b>Eidul-Fitr</b> and <b>Eidul-Adha</b> ) are important to Muslims and why?	<b>By the end of this unit children will:</b>  -Know what it means to be thankful and make links about what they are thankful for.  -Know that Muslims celebrate Eid Al Fitr and name some key rituals and practises associated with this festival.  -Know that Christians give thanks to God at harvest time and identify the ways in which Christians celebrate harvest around the world.  Know what Sukkot is and how it is celebrated.	<b>By the end of this unit children will:</b>  -know that Jews believe in one God who created the world and that the people of Israel (Jewish people) are God's chosen people.  - know that Jewish people believe that God has entered into a series of contracts (covenants) with his chosen people.  -know what the Torah is and how it is treated. They will know key stories/figures in the Torah, e.g. Abraham, Moses and Noah and re – tell simple stories.	<b>By the end of this unit children will:</b>  -know that <b>Easter</b> is very important in the 'big story' of the Bible. -Know that Jesus showed that he was willing to forgive all people, even for putting him on the cross -know that Christians believe Jesus rose again, giving people hope of a new life. -know how God, Incarnation, Gospel and Salvation fit into the 'big story' of the Bible.	<b>By the end of this unit children will:</b>  -know that Christians believe that Jesus is God and that he was born as a baby in Bethlehem. -know that the Bible points out that his birth showed that He was extraordinary. - know that Christians celebrate Jesus' birth and that Advent for Christians is a time of getting ready for Jesus' coming.

Vocab	God, Muslims, Allah, Qur'an, Prophet, Muhammad, Tawhid, 99 names of Allah, Sha'adah	God, Muslims, Allah, Qur'an, Prophet, Muhammad, Mosque, Eidul-Fitr, Eidul-Adha. Ibadah,	Thankful, Eid Al Fitr, harvest, thanksgiving, Jewish, Sukkot, Hindu, Holi,	Judaism, Jewish, Jews, God, People of Israel, Covenants, Torah, Synagogue, Yad, New Tamid, Tallit, Shabbat, Passover	God, Christians, Easter, salvation, Holy Week, Jesus, rescue, New Testament, heaven, sin, forgiveness, resurrection,	Jesus, Gospels, Jesus, Christians, Advent, Nativity,
Suggested support for children with additional needs	Bank of vocabulary/ specialist language for memory and consolidation. Use mind maps to recap core concepts. Make use of role play and drama to re-tell religious stories. Use images as aid memoirs to support re-telling stories. Quality religious artefacts. Use I Pad to record/ evidence outcomes. Adult scribe for a written outcome.	Bank of vocabulary/ specialist language for memory and consolidation. Use mind maps to recap core concepts. Make use of role play and drama. Images of labelled key features/word mat. Quality religious artefacts. Use I Pad to record/evidence outcomes. Access to video clips of different celebrations (enable children to re watch multiple times). Adult scribe for a written outcome.	Bank of vocabulary/ specialist language for memory and consolidation. Use mind maps to recap core concepts. Make use of role play and drama. Use I Pad to record/ evidence outcomes. Access to video clips of different celebrations (enable children to re watch multiple times). Adult scribe for a written outcome.	Bank of vocabulary/ specialist language for memory and consolidation. Use mind maps to recap core concepts. Make use of role play and drama. Use I Pad to record/ evidence outcomes. Access to video clips of different celebrations (enable children to re watch multiple times). Quality religious artefacts. Adult scribe for a written outcome.	Bank of vocabulary/ specialist language for memory and consolidation. A4 images of the Big Story of Christianity. Use mind maps to recap core concepts. Make use of role play and drama. Use I Pad to record/evidence outcomes. Read key stories from the Bible aloud. Adult scribe for a written outcome.	Bank of vocabulary/ specialist language for memory and consolidation. A4 images of the Big Story of Christianity. Make use of role play and drama. Use I Pad to record/evidence outcomes. Read key stories from the Bible aloud. Storyboard of pictures as a scaffold for re-telling stories. Adult scribe for a written outcome.
Step						
1	Know that Muslims worship one God, Allah.	Identify how Muslims express their belief through worship, e.g. going to the mosque. Name the key features of a mosque.	Identify what it means to be thankful and how people might show this. Know what they are thankful for and why.	Know that Jews believe in one God and that the people of Israel (Jewish people) are God's chosen people.	Understand and re- tell the Big Story of Christianity so far, e.g. Creation, The Fall. Understand that because of The Fall, people need to be rescued (Salvation).	Recognise that stories about Jesus' life come from the Gospels. Re – tell simple stories learnt previously about Jesus in RE or as part of CW.
2	Know that the Qur'an is the most important source of authority as it is believed to be the revealed word of Allah. Identify the ways in which it is treated with respect.	Identify how Muslims express their belief through prayer.	Know that Eid Al Fitr is a day of thanksgiving for Muslims and to understand how it is celebrated and why.	Know that Jewish people believe that God has entered into a series of contracts (covenants) with his chosen people.	Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).	Give a clear, simple account of the story of Jesus' birth and why Jesus is important to Christians.
3	Re – tell the story about the Prophet Muhammad receiving the Qur'an (the 'Night of Power').	Understand that Muslims express their belief by showing respect for teachers and elders. Identify how the Qur'an and Hadiths teach this.	Know that harvest is a festival of thanksgiving and identify how Christians around the world celebrate harvest it.	Re-tell key stories from the Torah and identify key figure within it.	Recognise that Jesus gives instructions about how to behave (analysis stories from the New	Understand that Advent for Christians is a time of getting ready for Jesus' coming. Give examples

				Know the way The Torah is treated and how it is used in the Synagogue.	Testament to support this).	of what happens during Advent.
4	Know that there are stories in the Qur'an that teach Muslims about what Allah is like. Re-tell the Creation story as told in the Qur'an.	Know what Eid ul-Adha is, how it is celebrated and why it is important to Muslims.	Identify that Sukkot is a Jewish Festival of thankfulness. Describe how Jews celebrate Sukkot.	Know that the Synagogue is a place of worship for Jewish people. Name key features of a synagogue, e.g. Torah, the Yad, the Ner Tamid and the tallit.	Give at least 3 examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.	Give examples of the ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.
5	Know that there are stories in the Qur'an that teach Muslims about what Allah is like. Re-tell the story of Yunas and the Whale.	Identify what Eid – ul – Fitr is, how it is celebrated and why it is important to Muslims.	Identify that Holi is a Hindu Festival and to identify how this colourful festival is celebrated around the world.	Know that Shabbat is related to the day of rest in the Jewish creation story. Discuss key practices associated with this weekly ritual, e.g. shared family meal, blessing, lighting candles.	Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, etc.	Decide what they personally have to be thankful for at Christmas time and the rest of the year.
6	Know that the Qur'an offers guidance to help Muslims follow the straight path, e.g. to make good choices, to ask for forgiveness, those who believe are always protected. <b>Assessment – What do Muslims believe about Allah?</b>	<b>Assessment – How do Muslims express their religion and beliefs?</b>	<b>Assessment – How do different religions around the world show that they are thankful?</b>	Name and discuss key practises of Passover, re-telling the story associated with the festivals and the beliefs that underpin it. <b>Assessment- What are the key beliefs in Judaism?</b>	Identify that through the death of Jesus, sin is dealt with, forgiveness is offered, and the relationship between God and humans is restored. <b>Assessment – Why does Easter matter to Christians?</b>	Re – tell the big story of Christianity, including the concepts taught to date (Creation, God, and Salvation) and adding Incarnation – <b>Assessment – Why does Christmas matter to Christians?</b>

## The Religious Education for Year 1 & Year 2 – Cycle B

	Autumn Term – Commotion in the Ocean		Spring Term – Wagons Roll!		Summer Term – Open Your Eyes
Unit	<i>Understanding Christianity – God</i>  What do Christians believe God is like?	<i>Understanding Christianity – Creation</i>  Who do Christians believe made the world?	<i>Islam – Being Human</i>  How does faith and belief affect the way Muslims live their lives?	<i>Islam – Life Journey</i>  What do Muslims do to celebrate birth?	<i>Additional Unit – Places of Worship</i>  Where do people of different religions go to worship and how do they worship?
	<b>Prior Learning – EYFS</b> – C -God/ Creation, Special People to Me <b>Year ½ (Cycle A)</b> –C– Salvation and Incarnation	<b>Prior Learning – EYFS</b> – C – God/Creation, Our Special Places. <b>Year ½ (Cycle A)</b> –C – Salvation and Incarnation	<b>Prior Learning – EYFS</b> – Special People to Me, <b>Year ½ (Cycle A)</b> –Islam – God and Community	<b>Prior Learning – EYFS</b> – Special Times to me and others <b>Year ½ (Cycle A)</b> –Islam – God and Community <b>(Cycle B)</b> – Islam – Being Human	<b>Prior Learning – EYFS</b> – Our Special Places <b>Year ½ (Cycle A)</b> –Islam – Community, Additional – Thankfulness and Judaism, C – Salvation <b>Year ½ (Cycle B)</b> – Islam – Life Journey
	<b>By the end of this unit children will:</b>  - know that Christians believe in God, and that they find out about God in the Bible. -know that Christians believe God is loving, kind, fair and forgiving, and also Lord and King. -know that some stories show these Christian beliefs, e.g. The Parable of the Lost Son. -understand that Christians worship God and try to live in ways that please him.	<b>By the end of this unit children will:</b>  -know that Christians believe that God created the universe. -know that the Earth and everything in it are important to God. -know that Christians believe that God has a unique relationship with human beings as their Creator and Sustainer. -know that Christians believe that humans should care for the world because it belongs to God.	<b>By the end of this unit children will:</b> -Know that Muslims believe that Allah created everything in harmony and that it is the responsibility of humans to try to make sure everything is harmonious;  -Know some stories shared by the Prophets (e.g. the Prophet Nuh, the Prophet and the Camel)  -Know some examples of how Muslims try to promote harmony and show good character (akhlaq), e.g. giving zakat, following the Five Pillars of Islam.	<b>By the end of this unit children will:</b> -Know that Muslims have special ways of celebrating and saying thank you to God for the arrival of a new baby.  -Know some of the Muslim rituals and practices associated with welcoming a new baby (whispering of the adhan, <b>aqiqah</b> ceremony)  - Know some of the Christian celebrations associated with welcoming a new baby ( <b>baptisms, Christenings</b> ).  -Know that welcoming a new baby is an important part of belonging to a Christian or Muslim community (church [Christianity]; ummah [Islam])	<b>By the end of this unit children will:</b>  -Know and be able to explain the significance of some key features, objects and symbols in a Christian church, e.g. altar, cross/crucifix, font, candle - Know and be able to explain the significance of some key features, objects and symbols in a Muslim mosque, e.g. prayer mat, qibla, minaret. - To know that a synagogue is a Jewish place of worship and begin to identify the key features, objects and symbols in a synagogue, e.g. Torah scroll, yad, Ner Tamid, tallit. -To identify similarities and differences between Islamic and Christian features of worship.

Vocab	Christians, God, Bible, Lord, King, forgiveness, parable, Gospels, Jesus, Father, loving,	God, Christians, Bible, Creator, Genesis, Creation, sustainer	Muslims, Allah, Islam, harmony, harmonious, Prophets, Qur'an, Imam (faith), Sha'adah, Aklaq, Mahammad	Muslims, Allah, Islam, harmony, harmonious, Prophets, Qur'an, aqiqah, Adhaan, Zakat, belonging, baptisms, Christenings,	Places of worship, Christian, church, font, alter, cross, Islam, Muslims, mosques, prayer mat, minaret, Jewish, Judaism, synagogue, Torah scroll, yad, Ner Tamid, tallit	
Suggested support for children with additional needs	Bank of vocabulary/ specialist language for memory and consolidation. Read key stories from the Bible aloud. Make use of role play and drama. Use I Pad to record/evidence outcomes. Storyboard of pictures as a scaffold for re-telling stories. Use images as aid memoirs to support re-telling stories. Adult scribe for a written outcome.	Bank of vocabulary/ specialist language for memory and consolidation. Read key stories from the Bible aloud. Make use of role play, drama and props to re-tell religious stories. Use I Pad to record outcomes. Use images as aid memoirs to support re-telling stories. Adult scribe for a written outcome.	Bank of vocabulary/ specialist language for memory and consolidation. Mind maps to recap core concepts. Make use of role play and drama. Use I Pad to record/ evidence outcomes. Access to video clips of different celebrations (enable children to re watch multiple times). Adult scribe for a written outcome.	Bank of vocabulary/ specialist language for memory and consolidation. Mind maps to recap core concepts. Make use of role play, drama and props to explore key features of religious ceremonies. Use I Pad to record outcomes. Use images as aid memoirs when learning about key ceremonies. Adult scribe for a written outcome.	Bank of vocabulary/ specialist language for memory and consolidation. Visit All Saint's Barrowby Church. Quality religious artefacts. Use images as aid memoirs when discussing places of worship and key features. Use I Pad to record outcomes. Adult scribe for a written outcome.	
Step						
1	Understand what a parable is and that they can be found in the 4 Gospels of the Bible. Explore the 4 Gospels and that these men were Jesus' disciples.	Explore what the creator of the world might be like, according to Christians.	Identify that the statement of faith is important to Muslims (Sha'adah) and that this is one of the five pillars.	Understand that people around the world celebrate birth in different ways.	Understand that a church is a Christian place of worship and begin to identify the key features of a church, e.g. candle, font, alter. <b>Visit Barrowby All Saints Church</b>	Explore the features found in a mosque and identify what they tell us about beliefs about Allah and how they are used in practice (prayer mat, qibla, minaret).
2	Re – tell the story of the parable of The Lost Son and recognise the link with the concept of God as a loving father.	Re-tell the story of Creation from Genesis 1.	Know who the Prophet Muhammad was and why he is important to Muslims.	Know that Muslims have special ways of celebrating and saying thank you to Allah for the arrival of a new baby.	Explore the features found in a church and identify what they tell us about beliefs about God and how they are used in practice, e.g. the font.	Identify the different ways that Muslims worship and consider the impact this has on the community, e.g. putting Muslim faith into action
3	Give, clear simple accounts about what the story of The Lost Son means to Christians.	Know that 'Creation' is the beginning of the 'big story' of the Bible.	Know that Muslims follow the five pillars, one of which is Zakat (giving to those in need) as a way of following the straight path..	Describe the Muslim rituals and practices associated with welcoming a new baby (whispering of the adhan, aqiqah ceremony).	Explore the objects found in a church and identify what they tell us about beliefs about God and how they are used in practice, e.g. alter.	Identify the similarities and differences between Islamic and Christian worship.

4	Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God through prayer.	Discuss what the creation story tells Christians about God, creation and the world.	Know what akhlaq is (moral conduct and character) and why it is important to Muslims.	Identify that Christians have special ways of celebrating and saying thank you to God for the arrival of a new baby, including baptism/christening and services of thanksgiving.	Explore the symbols found in church and identify what they tell us about beliefs about God and how they are used in practice, e.g. candles.	Understand that a synagogue is a Jewish place of worship and begin to identify the key features of a synagogue, e.g. Torah scroll, yad, Ner Tamid, tallit.
5	Understand why forgiveness is important.	Give at least one example of what Christians do to say thank you to God for the Creation.	Learn about stories from the Qur'an and discuss how they teach Muslims about the importance of how to lead a good life (akhlaq).	Describe some of the Christian rituals and practices associated with welcoming a new baby (anointing with oil, sprinkling with blessed water, candle, appointing God parents, etc).	Identify the different ways that Christians worship and consider the impact this has on the community, e.g. putting Christian faith into action	Identify the importance of worship for those with a faith.  <b><i>Assessment – Where do people of different religions go to worship and how do they worship?</i></b>
6	<b><i>Assessment – What do Christians believe God is like?</i></b>	<b><i>Assessment</i></b> - Identify the importance of helping others less fortunate than ourselves. <b><i>Assessment - Who do Christians believe made the world?</i></b>	<b><i>Assessment</i></b> <b><i>How does faith and belief affect the way Muslims live their lives?</i></b>	Understand that welcoming a new baby is an important part of belonging to a Christian or Muslim community.  <b><i>Assessment – What do Muslims do to celebrate birth?</i></b>	Understand that a mosque is a Muslim place of worship and name the key features in a mosque, e.g. prayer mat, qibla, minaret <b><i>Imam visitor in school</i></b>	

## The Religious Education for Year 3

The Religious Education for Year 3					
	Autumn Term - Stone Age to Iron Age		Spring Term – Ancient Greece	Summer Term - Egyptians	
Unit	<b>Compulsory Unit God—Hinduism</b> What do Hindus believe about God?	<b>Compulsory Unit God—Islam</b> What do Muslims believe about Allah?	<b>Understanding Christianity - God/Incarnation</b> What is the Trinity?	<b>Understanding Christianity-Salvation</b> Why do Christians call the day Jesus died 'Good Friday'?	<b>LAS (Additional) Big Questions</b> How do we know what it means to have a good life?
	<b>Prior Learning – EYFS</b> – Special People to me <b>Year 1/2 (Cycle A)</b> – Islam - God <b>Year 1/2 (Cycle B)</b> – Christianity - God	<b>Prior Learning – EYFS</b> - Special People to me <b>Year 1/2 (Cycle A)</b> – Islam – God, Community <b>Year 1/2 (Cycle B)</b> –Islam – Being Human	<b>Prior Learning – EYFS</b> – Special People to me, Special Times for me and Others. <b>Year 1/2 (Cycle A)</b> –Christianity – Salvation and Incarnation. <b>Year 1/2 (Cycle B)</b> –Christianity – God	<b>Prior Learning – EYFS</b> - Special Times for me and Others. <b>Year 1/2 (Cycle A)</b> – C – Salvation,	<b>Prior Learning - EYFS</b> – Special Times for me and Others. <b>Year 1/2 (Cycle A)</b> – Islam - God <b>Year 1/2 (Cycle B)</b> – Christianity – God, Islam – Being Human
	<i>By the end of this unit children will:</i> -Know that Brahman is the Ultimate Reality or Life Force in every living thing; the atman (soul) is the bit of Brahman in every living thing. -Know that the deities include the Trimurti: Brahma, Vishnu and Shiva. -Know that the Trimurti represent the cycle of life (samsara). -Know that Hindu Dharma is interested in the journey of the atman through samsara -Know that the goal is for the atman to achieve liberation (moksha) from samsara.	<i>By the end of this unit children will:</i> -Know that the oneness of God ( <b>tawhid</b> ) is a very important idea in Muslim worldviews. -Know that Muslims believe humans have been created as God's ' <b>abd</b> ' (servants) and <b>khalifa</b> (regents) and that they have a responsibility to try to keep things muslim (harmonious). -Know that Muslims believe that God has provided humans with a straight path (shariah) to follow so that everything can stay muslim (harmonious). -Know that Muslims believe God has provided humans with three types of guidance to help them stay on the straight path (shariah): the natural world, the Qur'an and the Prophets.	<i>By the end of this unit children will:</i> -Identify what a 'Gospel' is and where they can be found in the Bible. -Offer suggestions about what texts about baptism and Trinity might mean. -Give examples of what these texts mean to some Christians today. - Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. - Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.	<i>By the end of this unit children will:</i> -Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. - Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. -Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.	<i>By the end of this unit children will:</i> -Consider whether you need to believe in God to be good. - Think about how understanding what 'bad' is might help us understand what 'good' is and what it is not. -Give examples about what it means to be good in religious and non – religious worldviews, e.g. in Christianity – 'Love your neighbour as yourself' to exemplify how to act towards others. In Islam, the importance of charity (Zakat)
<b>Vocab</b>	Hindu, Hinduism, Brahman, Ultimate Reality, Life Force, atman (soul), deities, Trimurti: Brahma, Vishnu and Shiva,	Tawhid, Muslims, 'abd (servants) and khalifa (regents), muslim (harmonious), Shariah (straight path), Qur'an, Prophets.	Christianity, God the Father, God the Son, God the Holy Spirit, Trinity, Incarnation, Bible, belief, prayer, Gospel, symbolism, baptism,	Christianity, God, Jesus, the fall, incarnation, Holy Week,	Christianity, Islam, Hinduism, God, Allah, deities, good,

	Samsara (cycle of life), Sanatana Dharma, moksha (liberation), vedas, Mahabharata, Mandir, Puja			disciples, Easter, Good Friday		
Suggested support for children with additional needs	Bank of vocabulary for memory and consolidation. IPads to access RE definition app to access key vocabulary and meaning. Create and revisit mind maps of core concepts at the start of each lesson. Adults to read texts aloud and support text analysis through individual or group discussions. High quality labelled artefacts. Use of pictures as an aid memoire when using stories and learning about core concepts. Adult scribe for a written outcome. Visit a Hindu Temple.	Bank of vocabulary for memory and consolidation. IPads to access RE definition app to access key vocabulary and meaning. Create and revist mind maps of core concepts at the start of each lesson. Adults to read texts aloud and support text analysis through individual or group discussions. Use of pictures as an aid memoire when learning about core concepts. Adult scribe for a written outcome.	Bank of vocabulary for memory and consolidation. IPads to access RE definition app to access key vocabulary and meaning. Create and revisit mind maps of core concepts at the start of each lesson. Adults to read texts aloud and support text analysis through individual or group discussions. Use of pictures as an aid memoire when learning about core concepts. Adult scribe for a written outcome. Large images of art studied to support children with visual impairments.		Bank of vocabulary for memory and consolidation. Create and revisit mind maps of core concepts. Adults to read texts aloud and support text analysis through individual or group discussions. Use of pictures as an aid memoire when learning about core concepts. Adult scribe for written outcomes. Make use of role play and drama. Create storyboards to help sequence the events of Holy Week. Use I Pad to record/evidence outcomes in creative ways. A4 images of the Big Story of Christianity.	Bank of vocabulary for memory and consolidation. Adults to facilitate and support individual and/or group discussions. Adult scribe for written outcomes. Make use of role play and drama to consider moral dilemmas. Create storyboards to help sequence the narratives. Use iPad to record/evidence outcomes in creative ways.
Step						
1	Know that Hindus believe that there is one supreme being, <b>Brahman</b> and to explore the concept of the <b>Trimurti (Brahma, Vishnu and Shiva)</b> . Know the Trimurti represent the cycle of life ( <b>Samsara</b> ).	Understand the oneness of God ( <b>tawhid</b> ) and its reflection in the <b>Shahadah</b> (Statement of faith).	Consider the symbolism of water in Christianity.	Interpret prayers read during baptisms.	Interpret the core concepts of Creation, Fall, Incarnation and Gospel and identify how they fit into 'The Big Story' in Christianity.	Understand that the word 'good' means different things to different people.
2	Name other <b>deities</b> within the Hindu religion and begin to identify how they are described in Hindu stories.	Know that Muslims believe that Allah created the universe to be in harmony ( <b>muslim</b> ).	Know what a Gospel is and where they can be found in the Bible. Understand the importance of Jesus' baptism as recounted in Matthew.	Identify what the Grace of God means to Christians.	Understand what happened during Holy week.	Articulate what 'good' is in Christianity.



3	Interpret key scriptures (the <b>vedas</b> ) to further understand Hindu beliefs about creation.	Know that Muslims believe that Allah has set out a straight path ( <b>shariah</b> ) for humans to follow to help keep things in harmony.	Describe what the Trinity is and explore the concept of the Trinity and how it is symbolised in Biblical texts and art work.	Express their understanding of the Holy Trinity in a piece of art work (design).	Understand how Mary and the disciples felt during Holy week.	Identify and articulate what 'good' is in Islam.
4	Identify that the <b>Mahabharata</b> is a literary treasure of India. Interpret some of the key themes within the Mahabharata. Know that Hindus must fulfil their <b>dharma</b>	Identify that the Islamic holy book is the Qur'an and identify Allah's attributes as described in the Qur'an.	Identify how Christians, show their beliefs about the Trinity in both adult and child baptisms.	Express their understanding of the Holy Trinity in a piece of art work (make).	Identify how Christians mark the Easter events in their church communities.	Identify and articulate what 'good' is in Hinduism.
5	Discuss the importance of visual symbols in the <b>mandir</b> , including the <b>Puja</b> tray.	Name and describe the Five Pillars in Islam and how they ensure that muslim (harmony) is achieved as Allah intended.	Interpret what texts about the Holy Trinity might mean.	Identify how The Holy Trinity fits into 'The Big Story' of Christianity, e.g. God the creator and Father, Jesus the son and saviour and the Spirit the comforter and power of God.	Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.	Identify how people of faith (Muslims, Christians, Hindus) and non – religious people cope when bad things happen.
6	Understand that the ultimate goal for Hindus is to break free from the cycle of <b>samsara</b> and reach <b>Moksha</b> (freedom from the cycle) and that they can do this by fulfilling their duty ( <b>dharma</b> ).	Identify the role of the mosque in Muslim belief and practise.  <b>Assessment – What do Muslims believe about Allah?</b>	Understand what is meant by God the Holy Spirit.	<b>Assessment – What is the Holy Trinity?</b>	Make links between some of the stories and teachings in the Bible and life in the world today.  <b>Assessment – Why do Christians call the day Jesus died, Good Friday.?</b>	Consider what it means to live a good life, both religious and non - religious.

## The Religious Education for Year 4

	Autumn Term - Romans		Spring Term – Local History Study - Grantham		Summer Term – Anglo Saxons	
Unit	<i>Additional Unit – Big Questions</i>  <i>Why do we celebrate?</i>	<i>Compulsory Unit Community – Hinduism</i>  <i>How do Hindus do to express their faith and beliefs?</i>	<i>Compulsory Unit Community – Islam</i>  <i>What do Muslims do to express their faith and beliefs?</i>	<i>Understanding Christianity-Creation (core)</i>  <i>What do Christians learn from the creation story?</i>	<i>Understanding Christianity- Gospel (core)</i>  <i>What kind of world did Jesus want?</i>	<i>LAS (Additional) Pilgrimage (Including Christianity)</i>  <i>Why do people go on pilgrimages?</i>
	<b>Prior Learning – EYFS</b> – Special times for me and others <b>Year 1/2 (Cycle A)</b> – Community (Islam), Salvation (Christianity) Incarnation (Christianity) <b>Year 1/2 (Cycle B)</b> –Life Journey (Islam)	<b>Prior Learning – EYFS</b> – Special times for me and others. <b>Year 3</b> – God (Hinduism)	<b>Prior Learning - EYFS</b> – Special times for me and others. <b>Year 1/2 (Cycle A)</b> –God and Community (Islam) <b>Year 1/2 (Cycle B)</b> – Being Human & Life Journey (Islam) <b>Year 3</b> – God (Islam)	<b>Prior Learning - EYFS</b> – God/Creation <b>Year 1/2 (Cycle A)</b> – Salvation, Incarnation <b>Year 1/2 (Cycle B)</b> – God, Creation <b>Year 3</b> – God/Incarnation	<b>Prior Learning – EYFS</b> – God/Creation <b>Year 1/2 (Cycle A)</b> – Salvation, Incarnation <b>Year 1/2 (Cycle B)</b> – God, Creation <b>Year 3</b> – God/Incarnation <b>Year 4</b> - Creation	<b>Prior Learning – EYFS</b> – Our Special Places <b>Year 1/2 (Cycle A)</b> – Thankfulness <b>Year 1/2 (Cycle B)</b> –Places of Worship
	<b>By the end of this unit children will:</b> -Know that religious people celebrate key moments in different ways. -Know that celebration can be about remembering both happy things and sad things. -Know that confirmation is a Christian celebration of someone deciding to commit to following Jesus and belonging to the Christian community. -Know the practices associated with Christian confirmation.	<b>By the end of this unit children will:</b> -Know about key worship practices in Hindu worldviews at the mandir and at home, including the puja ceremony and the importance of murtis. -Know that performing bhakti (worship/devotion) is one way of fulfilling dharma. -Know about the key practices associated with the festivals of Diwali and Raksha Bandhan. -Know about the ways in which the stories and practices associated with Diwali and Raksha Bandhan connected with idea of fulfilling dharma.	<b>By the end of this unit children will:</b> -Know what Ummah is (the global community of Islam). -Know the role of the mosque in providing education (the madrassah), welfare (by distributing zakat) and engaging with the wider local community. - Know that Eid ul-Fitr – marks the end of the month of Ramadan and the fast (sawm); - Know the significance of Hajj for Muslims.	<b>By the end of this unit children will:</b> -Place the concepts of God and Creation on a timeline of the Bible's 'Big Story' -Make clear links between Genesis 1 and what Christians believe about God and Creation -Describe what Christians do because they believe God is the Creator (For example, wonder at how amazing God's creation is: care for the earth in some specific ways.	<b>By the end of this unit children will:</b> -Know that Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. -Know that Christians try to put his teaching and example into practice in lots of ways, such as giving to charity.	<b>By the end of this unit children will:</b> - understand what a pilgrimage is and what it would involve. - know about some different pilgrimages in different religions. -know the environmental impact of pilgrimage.

Vocab	Celebration, celebrate, Birthdays, religious festivals, births, wedding celebrations, humanism, Christianity, Humanism, naming ceremonies, holy communion	Hindu, Hinduism, Brahman, Ultimate Reality, Life Force, atman (soul), deities, Trimurti: Brahma, Vishnu and Shiva, Samsara (cycle of life), Karma, Sanatana Dharma, moksha (liberation), Mandir, Puja, bhajan, aarti ceremony, prahshad, murtis, Diwali, Holi, Raksha Bandan.	Islam, Muslim, Tawhid, mosque, Ummah, madrassah (education), zakat, Eid ul-Fitr, Ramadan, Sawm, Hajj, Umrah, Wudu, Salat.	Christians, God, Jesus, creator, sustainer, stewards, The Fall, ten commandments, Bible, Genesis	Christianity, Jesus, Gospel, News, disciples, God, Good	Christianity, Islam, Hinduism, Christians, Muslims, Hindus, pilgrimage, Jerusalem,
Suggested support for children with additional needs	Bank of vocabulary for memory and consolidation. Adults to facilitate individual or group discussions about events that are celebrated. Create a mind map about the events discussed and revisit. Adults scribe for written outcomes. Use I Pad to record/evidence outcomes in creative ways, e.g. record verbal response to assessment question. Use of drama and roleplay to explore emotions, special events and times in peoples lives.	Bank of vocabulary for memory and consolidation. IPads to access RE definition app to access key vocabulary and meaning. Create and revisit mind maps of core concepts at the start of each lesson. Adults to read texts aloud. Adults to support text analysis through individual or group discussions. Access to differentiated texts from the gospels. High quality labelled artefacts. Use of pictures as an aid memoire when learning about core concepts and festivals. Adult scribe for a written outcome. Access to videos watched as part of direct teaching, e.g. how Hindus worship in the Mandir. Use I Pad to record/evidence outcomes in creative ways.	Bank of vocabulary for memory and consolidation. IPads to access RE definition app to access key vocabulary and meaning. Create and revisit mind maps of core concepts at the start of each lesson. Adults to read texts aloud and support text analysis through individual or group discussions. High quality labelled artefacts. Use of pictures as an aid memoire when using stories and learning about core concepts. Adult scribe for a written outcome. Access to videos watched as part of direct teaching, e.g. Eid	Bank of vocabulary for memory and consolidation. A4 images of the Big Story of Christianity for individual use. Adults to read texts aloud and support text analysis through individual or group discussions. Access to differentiated texts from Genesis. Use of pictures as an aid memoire when learning about core concepts. Adult scribe for written outcomes. Make use of role play and drama. Create storyboards to help sequence events. Use I Pad to record/evidence outcomes in creative ways.	A4 images of the Big Story of Christianity for individual use. Adults to read texts aloud. Adults to facilitate and support individual or group discussions. Access to differentiated texts from the gospels. Create and revisit mind maps to explore core concepts. Adults scribe for written outcomes. Make use of role play and drama. Create storyboards to help sequence events. Use I Pad to record/evidence outcomes in creative ways.	Bank of vocabulary for memory and consolidation. Revisit core concepts from previously taught units of work. Create a mind map about pilgrimage and where people of faith might visit. Adults to facilitate and support individual or group discussions. Adults scribe for written outcomes. Use I Pad to record/evidence outcomes in creative ways.
Step						
1	To identify the different events/times of life that are celebrated, e.g. Birthdays, events of national significant (Royal weddings), sporting events (Olympics), key religious festivals, birth of a baby, etc.	To identify how Hindu worship is expressed personally in the home, including the puja ceremony and the importance of Murtis.	To Identify what <i>ummah</i> is in Islam and why it is important to Muslims.	To place the concepts of God and Creation on a timeline of the Bible's 'Big Story'	To understand what a gospel is and explore some of the gospels	To understand what a pilgrimage is. To explore religious and non-religious pilgrimages.

2	To know that different celebrations and events evoke different emotions in people.	To identify how Hindu worship is expressed collectively at the Mandir.	To identify the role of the mosque as a centre of the community.	To explore God as the creator and explore how Christians can be God's Stewards.	To explore what Christians can learn from Jesus' teachings.	To explore Jerusalem as a place of significance for Jews, Christians and Muslims.
3	To identify the key features of wedding celebrations from religious (Judaism, Hinduism and Christianity) and non – religious worldviews (Humanism), and identify the similarities and differences.	To identify how Hindus celebrate Diwali and how this impacts on their daily lives.	To identify the importance of Salat, as one The Five Pillars of Islam.	To explore the fall in Christianity and learn about Adam and Eve's mistakes.	To make links between parables and what they tell us about Jesus' teachings.	To describe why Christians go on pilgrimages and how this impacts their lives.
4	To know the key features of how people with religious (Christians, Hindus, Muslims, Jews) and non – religious worldviews (Humanists) would welcome a baby, e.g. naming ceremony, Christening, Baptism, etc.	To explore how worship and celebrations (Holi) build a sense of community.	To understand the significance of Hajj (Pilgrimage to Mekkah)/Umrah for Muslims.	To explore the ten commandments and the importance of acknowledging our mistakes.	To make links between the Good Samaritan story and the importance of charity in Christian life.	To explore pilgrimage in Hinduism.
5	To identify key features of Confirmation in Christianity and how this links with communal events, e.g. Holy Communion.	To explore how worship and celebrations (Raksha Bandhan) build a sense of community.	To identify that Sawm (fasting during the month of Ramadan) is one of the Five Pillars of Islam and identify its significance.	To make connections with the Creation Story and the messages Christians can learn from it.	To explore what kind of world Jesus wanted.	To evaluate the impact of pilgrimages on the natural world.
6	To explore how religious and non – religious people deal with difficult times.	To identify sacred places to Hindus and what pilgrimages mean to people of faith.  <b>Assessment - How do Hindus express their religion and belief?</b>	To explore how worship and celebrations (Eid) build a sense of community.  <b>Assessment - How do Muslims express their religion and belief?</b>	<b>Assessment - What do Christians learn from the creation Story?</b>	<b>Assessment - What kind of world did Jesus want?</b>	To compare and contrast pilgrimages in key world religions.

## The Religious Education for Year 5

	Autumn Term - Space		Spring Term - Vikings		Summer Term – Leisure and Entertainment	
Unit	<p><b>LAS (Compulsory)</b>  <b>Life Journey—Hinduism</b>                      How do Hindus show they belong?</p>	<p><b>LAS (Compulsory)</b>  <b>Life Journey—Islam</b>                      How do Muslims show they belong?</p>	<p><b>God</b>  <b>UC 2b.1 (Core)</b>                      What does it mean if God is Holy and Loving?</p>	<p><b>Incarnation</b>  <b>UC 2b.4 (Core)</b>                      Was Jesus the Messiah?</p>	<p><b>Salvation</b>  <b>UC 2b.7 (Core)</b>                      What difference does the resurrection make to Christians?</p>	<p><b>LAS (Forgiveness)</b>                      What does it mean to forgive?</p>
	<p><b>Prior Learning:</b>  <b>Year 3</b> – God - What do Hindus believe about God?  <b>Year 4</b> – Community - <i>How do Hindus express their faith and beliefs?</i></p>	<p><b>Prior Learning:</b>  <b>Year 1/2 (Cycle A)</b> – God &amp; Community  <b>Year 1/2 (Cycle B)</b> – Being Human &amp; Life Journey  <b>Year 3</b> - God – What do Muslims believe about God?  <b>Year 4</b> – Community - <i>How do Muslims express their faith and beliefs?</i></p>	<p><b>Prior Learning:</b>  <b>EYFS</b> - Creation – Why is the world 'God' so important to Christians?  <b>Year 1/s (Cycle B)</b> – God – What do Christians believe God is like?  <b>Year 3</b> God/Incarnation – What is the Trinity?</p>	<p><b>Prior Learning:</b>  <b>Year 1/2 (cycle A)</b>– Incarnation – Why does Christmas matter to Christians?  <b>Year 3</b>– God/Incarnation – What is the Trinity?</p>	<p><b>Prior Learning:</b>  <b>EYFS</b> - Salvation  <b>Year 1/2 (cycle A)</b>– Salvation – Why does Easter matter to Christians?  <b>Year 3</b>– Salvation - Why do Christians call the day Jesus died 'Good Friday'?</p>	<p><b>Prior Learning:</b>  <b>Year 3 – Big Questions</b> – What does it mean to have a good life?  <b>Year 4 – Gospel</b> – What kind of world did Jesus want?  <b>Year 5</b> – God – What does it mean if God is holy and loving?</p>
	<p><b>By the end of this unit children will:</b>                      -Know that Hindus believe it is important to fulfil your dharma (duty).                      -Know that there are rites of passage (samskaras) that mark the journey of a human life and that carrying out these samskaras is part of fulfilling your dharma.                      - Know that there are samskaras associated with birth, initiation, marriage and death.                      -Know some of the key practices associated with these samskaras.</p>	<p><b>By the end of this unit children will:</b>                      -Know that Muslims believe that it is important to belong to the global community of Muslims (<b>ummah</b>) because this is one way of being in <b>harmony</b>.                      -Know that part of belonging to this <b>ummah</b> is to take part in certain rites of passage.                      -Know that there are rites of passage associated with birth, initiation, marriage and death.                      -Know some of the key practices associated with these rites of passage</p>	<p><b>By the end of this unit children will know that:</b>                      - Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.                      - Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace.                      - Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible.</p>	<p><b>By the end of this unit children will know that:</b>                      -Jesus was Jewish.                      -Christians believe Jesus is God in the flesh.                      -They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.                      -The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.                      -Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)                      -Christians see Jesus as their Saviour (See Salvation).</p>	<p><b>By the end of this unit children will know that:</b>                      -Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.                      -The Gospels give accounts of Jesus' death and resurrection.                      -Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.                      -This belief gives Christians hope for life with God, starting now and</p>	<p><b>By the end of this unit children will know:</b>                      -What forgiveness means and the value of forgiveness in both religious non – religious world view.                      - What forgiveness means to Christians and how this fits into the 'Big Story' of Christianity.</p>

					continuing in a new life (heaven).	
<b>Vocab</b>	Hinduism, Hindus, Brahman, Atman, Samsara, Dharma and karma, samskaras, Rites of Passage, namkarna (birth – naming ceremony) jatakarma, karnavedah, mundane, upananyana, vivaha (marriage), antyeshti (death)	Muslims, Islam, ummah, harmony, adhaan, aqiqah, zakat, mahr, Madrasahs, Makkah	Christians, God, omnipotent, omniscient, eternal, worship, holy, loving, sin, injustice, forgiving, Bible, Incarnation, Salvation,	Christians, God, Jesus, Trinity, Incarnation, Salvation, Old Testament, rescuer, Messiah, Jewish people, resurrection, Holy Spirit, sin, injustice, crucified, Gospel, majesty, Lord	Gospel, resurrection, Jesus, God, The Holy Trinity, salvation, incarnation, Good Friday, Easter Sunday, Messiah,	Forgiveness, compassion, tolerance, mercy, reconciliation, salvation, Christianity, Islam, Hinduism
<b>Suggested support for children with additional needs</b>	Bank of vocabulary for memory and consolidation. IPads to access RE definition app to access key vocabulary and meaning. Create mind map of core concepts and revisit. Adults to support text analysis through individual or group discussions. Access to differentiated texts. High quality labelled artefacts. Use of pictures as an aid memoire when learning about key features of rites of passage. Adults to scribe for a written outcome. Access to videos watched as part of direct teaching, e.g. Hindu weddings Use I Pad to record/evidence outcomes in creative ways, e.g. new broadcasts.	Bank of vocabulary for memory and consolidation. IPads to access RE definition app to access key vocabulary and meaning. Create mind map of core concepts and revisit. Adults to support text analysis through individual or group discussions. Access to differentiated texts. Use of drama/role play/pictures as an aid memoire when learning about key features of rites of passage, ceremonies, etc. Adults to scribe written outcomes. Access to videos watched as part of direct teaching, e.g. Islamic weddings Use I Pad to record/evidence outcomes in creative ways, e.g. new broadcasts.	Bank of vocabulary and definitions for memory and consolidation. Create and revisit mind maps of core concepts at the start of each lesson. Adults to read texts aloud and support text analysis through individual or group discussions. Differentiated texts. Adult scribe for a written outcome. Use I Pad to record/evidence outcomes in creative ways, e.g. new broadcasts. A4 images of the Big Story of Christianity for individual use. Use of Barrowby All Saints Church	Bank of vocabulary and definitions for memory and consolidation. IPads to access RE definition app to access key vocabulary and meaning. Create and revisit mind maps of core concepts at the start of each lesson. Adults to read texts aloud and support text analysis through individual or group discussions. Differentiated texts. Adult scribe for a written outcome. Use I Pad to record/evidence outcomes in creative ways, e.g. new broadcasts. A4 images of the Big Story of Christianity for individual use. Use of Barrowby All Saints Church	Bank of vocabulary and definitions for memory and consolidation. IPads to access RE definition app to access key vocabulary and meaning. Create and revisit mind maps of core concepts at the start of each lesson. Adults to read texts aloud and support text analysis through individual or group discussions. Differentiated texts. Adult scribe for a written outcome. Use I Pad to record/evidence outcomes in creative ways, e.g. new broadcasts. A4 images of the Big Story of Christianity for individual use. Use of Barrowby All Saints Church Use of drama and roleplay to explore emotions, special events and times in peoples lives.	Bank of vocabulary for memory and consolidation. Adults to facilitate individual or group discussions about forgiveness across Christianity, Islam and Hinduism. Adults scribe for written outcomes. Use I Pad to record/evidence outcomes in creative ways, e.g. record verbal response to assessment question, create broadcasts, Stop motion animation, etc. Use of drama and roleplay to explore emotions.

Step						
1	To recap key beliefs of God and Community (see previous learning).	To revisit the core concepts of God and community within Islam.	To understand that Christians believe that God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.	To understand the concept of 'Messiah' and how this fits into the 'big story' of Christianity.	To identify that the Gospels give accounts of Jesus' death and resurrection.	To identify what the term 'forgiveness' means.
2	To understand core beliefs in Hinduism and how they link to one another (Brahman, Atman, Samsara, Dharma and karma). To identify that Samskaras are rites of passage that mark the move from one phase of life to the next.	To explore how birth ceremonies in Islam show belonging, e.g. reciting the adhaan, shaving the baby's head and the aqiqah ceremony – links between this, zakat [charitable giving] and Muslims beliefs about harmony.	To explain connections between biblical texts and Christian ideas of God as loving and holy.	To analysis and interpret prophecy texts from the Bible to begin to identify the idea of Jesus as the Messiah.	To identify how Christians view the resurrection of Jesus.	To explain the challenges of forgiveness for the one forgiving and the one being forgiven.
3	To explore the first rite of passage, Birth (namkarna and jatakarma – naming ceremony and welcome ceremony), identifying the key features and how it connects to beliefs about Brahman, Atman, Samsara, Dharma and karma.	To identify how marriage rituals and the role of cultural traditions in Muslim weddings show a sense of belonging.	To express creatively the connections between biblical texts and Christian ideas of God, using theological terms (Art outcome).	To explain connections between biblical texts, Incarnation and Messiah, using theological terms. -To explain the differences between Gospel and prophecy texts.	To make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.	To explore the concept of forgiveness in Christianity through Biblical texts and the concept of salvation.
4	To explore the key features of Initiation (upanayana – sacred thread ceremony) and how it connects to beliefs about Brahman, Atman, Samsara, Dharma and karma.	To explore the key features of death and how the rituals build a sense of belonging, e.g. all Muslims are buried, not cremated, are buried facing Makkah, to ensure muslim (harmony).	To make clear connections between Bible texts studied and what Christians believe about God, e.g. through how churches are designed.	To identify how Christians put their beliefs about Jesus' Incarnation into practise by celebrating Christmas. To identify that for Christians, Christmas is a time of celebrating the arrival of the Messiah.	To explain why some people find belief in the Resurrection makes sense and inspires them.	To explain the concept of forgiveness in Hinduism and how this links to core beliefs.
5	To explore the key features of marriage (vivaha) and how it connects to beliefs about Brahman, Atman, Samsara, Dharma and karma.	To explore the role of madrasahs and how this relates to ideas about community and belonging.	To understand how Christians put their beliefs into practice in worship.	To consider how far the idea that Jesus is 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.	To understand what the term salvation means and identify how it 'fits' into the 'Big story' of Christianity.	To explore the concept of forgiveness in Islam and how this links to core beliefs.

6	To explore the key features of death (antyeshti) and how it connects to beliefs about Brahman, Atman, Samsara, Dharma and karma.	<b><i>Assessment - How do Muslims and Hindus show they belong?</i></b>	<p>To understand how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p> <p><b><i>Assessment – What does it mean if God is holy and loving?</i></b></p>	<b><i>Assessment – Was Jesus the Messiah?</i></b>	<b><i>Assessment – What difference does the resurrection make to Christians?</i></b>	<b><i>Assessment – What does it mean to forgive?</i></b>
---	--	--	---	---	--	--



## The Religious Education for Year 6

	Autumn Term – World War 2		Spring Term – Walk on the Wild Side	Summer Term - Treading the Boards in the Capital	
Unit	<b>LAS (Compulsory)</b> <i>Being Human – Hinduism</i> How does faith and belief affect the way Hindus live their lives?	<b>LAS (Compulsory)</b> <i>Being Human – Islam</i> How does faith and belief affect the way Muslims live their lives?	<b>LAS (Additional)</b> <i>Expressing beliefs through the Arts</i> How do religious and non-religious people express their beliefs creatively?	<b>Creation</b> <b>UC 2b.2 (Core)</b> Creation and Science: conflicting or complimentary?	<b>Creation</b> <b>UC 2b.2 (Digging deeper)</b> Creation and Science: conflicting or complimentary?
	<b>Prior Learning:</b> <b>Year 3</b> – God <b>Year 4</b> - Community <b>Year 4</b> - Life Journey	<b>Prior Learning</b> <b>Year 1/2 (Cycle A)</b> – God & Community <b>Year 1/2 (Cycle B)</b> – Being Human & Life Journey <b>Year 3</b> – God <b>Year 4</b> - Community <b>Year 5</b> - Life Journey	<b>Prior Learning:</b> <b>Year 1/2 (Cycle A)</b> – Community (Islam), Thankfulness (Additional) <b>Year 1/2 (Cycle B)</b> – Life Journey (Islam) Places of Worship <b>Year 4</b> – Community (Islam)	<b>Prior Learning:</b> <b>Year 1/2 (Cycle B)</b> – Creation – Who do Christians believe made the world? <b>Year 4</b> – Creation – What do Christians learn from the Creation story?	
	<b>By the end of this unit children will:</b> -Know that Hindus believe that the atman (soul) travels through samsara (the cycle of birth, life, death and rebirth) and that its ultimate goal is to achieve moksha (liberation). -Know that Hindus believe that the way to achieve moksha is for the atman to fulfil its dharma (duty) in each cycle of life. -Know that there are different ways in which Hindus seek to fulfil their dharma. - Know that Hindus follow the principle of non-violence (ahimsa) and know some examples of what this looks like in practice (e.g. the work of Mahatma Gandhi).	<b>By the end of this unit children will:</b> -Know that Muslims believe that Allah (God) wants humans to promote harmony and that they can do this by following the straight path (shariah) that he has set out for them. -Know some teachings from the Hadith (collections of the teachings and lived example of the Prophet Muhammad) and be able to explain how the Hadith help Muslims follow the straight path (shariah). -Know some examples of ways in which Muslims follow these teachings in order to stay on the straight path (shariah), e.g. the work of Muslim Hands.	<b>By the end of this unit children will:</b> -Know that there are lots of different ways in which humans communicate meaning (e.g. language, art, music, dance, drama, computer coding, mathematical equations, etc.)  -Know that it can sometimes be difficult to communicate meaning clearly (e.g. when the same word, e.g. 'field', means different things in different contexts or when it is difficult to capture an emotion/feeling in words)  -Know some examples of creative expression that seek to communicate religious beliefs (e.g. Methodist Modern Art Collection, Islamic calligraphy, Christian gospel music)	<b>By the end of this unit children will:</b> -Know that there is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. -Know that these debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts?	<b>By the end of this unit children will:</b> - Know that there are many scientists throughout history and now who are Christians. - Know that the discoveries of science make Christians wonder even more about the power and majesty of the Creator.

<b>Vocab</b>	Brahman, Trimurti, samsara, atman, karma, moksha, dharma, Hindus, samsara, moksha, sharma, ahimsa, deities, devotion, puja, aarti, moral duty	Tawhid, Muslims, 'abd (servants) and khalifa (regents), muslim (harmonious), Shariah (straight path), Qur'an, Prophets, Five Pillars of Islam, Hadiths, sha'hadah, Salat, Zakat, Sawm, Hajj,	Creativity, expression of beliefs, imagination, inspiration, inventiveness, vision, innovation,		Christianity, God, Jesus, Trinity, Creation, Creator, sustainer, Genesis, controversy, conflict, power, majesty, cosmology, evolution, stewardship, scientists, engineering.	
<b>Suggested support for children with additional needs</b>	Bank of vocabulary for memory and consolidation. Create a mind map about core concepts in Hinduism and revisit. Adults scribe for written outcomes. Use I Pad to record/evidence outcomes in creative ways, e.g. record verbal response to assessment question, broadcasts, Stop, motion animation, etc. Use of drama and roleplay to explore the cycle of samsara. High quality artefacts. Use of storyboards to create narratives for moral dilemmas.	Bank of vocabulary for memory and consolidation. IPads to access RE definition app to access key vocabulary and meaning. Create mind map of core concepts and revisit. Adults to support text analysis through individual or group discussions. Access to differentiated texts. Adults to scribe written outcomes. Use I Pad to record/evidence outcomes in creative ways, e.g. new broadcasts.	Adults to facilitate individual or group discussions about the expression of beliefs. Adults scribe for written outcomes. Use I Pad to record/evidence outcomes in creative ways, e.g. record verbal response to assessment question, create broadcasts, Stop motion animation, etc. Use of drama and roleplay to explore emotions, express emotions and beliefs. Access to Ipads to listen to lyrics from songs, poems multiple times if there are barriers to reading. Adults to read aloud. Large images of art studied to support children with visual impairments.		Bank of vocabulary and definitions for memory and consolidation. IPads to access RE definition app to access key vocabulary and meaning. Create and revisit mind maps of core concepts at the start of each lesson. Adults to read texts aloud and support text analysis through individual or group discussions. Differentiated texts. Adult scribe for a written outcome. Use I Pad to record/evidence outcomes in creative ways, e.g. news broadcasts, stop motion animation, etc. A4 images of the Big Story of Christianity for individual use. Use of drama and roleplay to explore theories of creation. Access to IPads to listen to responses about creation from Christians and Scientists multiple times.	
<b>Step</b>						
1	To recap key beliefs (see KS2 Compulsory Unit: God - Hinduism): Brahman, the Trimurti, samsara, atman, karma, moksha, dharma	To recap key beliefs (see KS2 Compulsory Unit: God – Islam)	To understand the importance of creativity as a way of expressing beliefs, meaning, knowledge and emotions.  To identify how they prefer to express themselves.	To explore the challenges of communication: the same word/symbol can mean different things to different people, e.g. what a field means to a farmer will be different to a cricketer.	To outline the importance of Creation on the timeline of the 'big story' of the Bible.	To identify the purpose of Psalm 8.  To explain the meaning behind Psalm 8.
2	To identify that Brahman is central to Hinduism and to explain how Hindus show devotion to Brahman.	To identify the Five Pillars of Islam (see KS2 Compulsory Unit: Community).	To identify the ways in which human beings communicate meaning (e.g.	To create a personal expression of belief (song, poem, dance, art, etc), using the	To research and understand the concepts of Cosmology and Evolution.	To make clear connections between Psalm 8 and some ways Christians respond to God as the creator.

		To identify that the Five Pillars keep things as Allah intended them to be; the global Muslim community together (in harmony – muslim).	language, art, music, drama, dance, etc and how different forms of expression are suited to particular contexts.	design, make and evaluate sequence.  This can be explored as a series of 3 lessons or a themed day.		
3	To understand how devotion to deities are shown through rituals in the home, e.g. puja and aarti.	To identify the importance of following the straight path (Shariah) and how family life contributes to this.	To understand how religious people express their beliefs through music, e.g. Christian worship music (Hillsong), church choirs, Hindus through dance and Muslims adhaan (call to prayer).		To understand different interpretations of Creation, both religious and scientific.	To respond to the ideas from Psalm 8 that humans have great responsibility for the Earth and how this links to stewardship.
4	To identify what karma is and how it drives the cycle of samsara.	To identify what Hadiths are and how they provide additional guidance on how to follow the straight path (Shariah), e.g. how to live islamically.	To understand how non - religious people (Humanists) express their beliefs through music, e.g. The Humanist Choir.		To identify where people might look for answers about creation, e.g. Genesis for Christians.  To know that there is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.	To consider how well humans are responding to the responsibility given to them in Psalm 8.
5	To identify what Dharma is and how it relates to beliefs about samsara, the atman and moksha; duty to self, Brahman, fellow human beings, other living beings and society. To explain how Hindus show their moral duty towards self, deities, fellow human beings and society.	To identify how Muslim teachings guide the way Muslims act in the world, linked to Muslim charities, e.g. Islamic Relief, The Red Crescent.	To explore religious art and art exploring religious themes in Christianity, e.g. Da Vinci's The Last Supper, Resurrection by Dr Oliver Pfaff, The baptism of Christ - Daniel Bonnell  To understand how Christians express their beliefs through the arts.	<b>Assessment - How do religious and non-religious people express their beliefs creatively?</b>	To identify the main ideas about God as a creator, making clear connections between Genesis and Christian beliefs about God.  To reflect on the world we live in regardless of how you believe it came about.	To identify that there are many scientists throughout history who are/were Christians.  To show how Christians worship their Creator, look after Creation and other people; and where science fits into their work, e.g. Christians in Science and Christians in Engineering

6	To identify how Hindus seek to achieve Moksha (do their duty, respect all and aim for liberation).	To find out about contemporary Muslims, such as Mo Farah and Nadiya Hussain and discuss the ways in which their beliefs impact on their lives.	To explore Islamic art and the four basic components of Islamic ornament, e.g. calligraphy, vegetal patterns, geometric patterns, and figural representation.  To give reasons why some religious people will depict God/key religious figures visually and others will not.			<b>Assessment - Creation and Science: conflicting or complimentary?</b>
7	To know that Hindus follow the principle of non-violence (ahimsa) and know some examples of what this looks like in practice (e.g. the work of Mahatma Gandhi - Vegetarianism)  <b>Assessment - How does faith and belief affect the way people live?</b>	<b>Assessment - How does faith and belief affect the way people live?</b>				