



Religious Education Curriculum EYFS – Year 6

The primary intent for our curriculum

- Children learn from and about religion, so that they can understand the world around them.
- Children develop their knowledge of the world faiths, becoming aware of and understanding the beliefs, values and traditions of other individuals, societies, communities and cultures.
- Children become confident asking questions about the world in which they live in.
- Children can reflect on their own beliefs, values and experiences and understand that not everyone is the same.
- Children experience trips and visits to places of worship in our local area to contextualise their learning.

The primary intent for our EYFS curriculum.

- To become an 'Intrepid Explorer' who knows how to read a simple map, knows their family tree, shows care to living creatures and understands some differences between their country and other countries across the world.

RE Curriculum

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Nursery	<ul style="list-style-type: none"> -Begin to make sense of their own life-story and family's history. - Talk about what they see, using a wide vocabulary. 		<ul style="list-style-type: none"> -Continue developing positive attitudes about the differences between people. - Talk about what they see, using a wide vocabulary. 		<ul style="list-style-type: none"> - Talk about what they see, using a wide vocabulary. - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	
Reception	<ul style="list-style-type: none"> -Compare and contrast characters from stories, including figures from the past. -Comment on images of familiar situations in the past. - Name and describe people who are familiar to them. -Understand that some places are special to members of their community. -Recognise that people have different beliefs and celebrate special times in different ways. -Recognise some similarities and differences between life in this country and life in other countries. <p>ELGs</p> <p><u>People, Cultures and Communities</u></p> <ul style="list-style-type: none"> - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 					
Year 1	Christianity: Creation Story	Christianity: Christmas	Christianity: Jesus as a friend	Christianity: Easter (Palm Sunday)	Judaism: Shabbat	Judaism: Rosh Hashanah and Yom Kippur
Year 1/2 Cycle B	Christianity: What did Jesus teach?	Christianity: Jesus as a gift from God	Islam: Prayer at home	Christianity: Easter (Resurrection)	Islam: Community and belonging	Islam: Hajj
Year 3	Hinduism: Divali	Christianity: Christmas <small>Has Christmas lost its true meaning?</small>	Christianity: Jesus' miracles	Christianity: Easter (forgiveness) <small>What is 'good' about good Friday?</small>	Hinduism: Hindu beliefs	Hinduism: Pilgrimage to the River Ganges
Year 4	Buddhism: Beliefs and Practices	Christianity: Christmas <small>What is the most significant part of the nativity story for Christians today?</small>	Buddhism: Buddha's teachings	Christianity: Easter <small>Is forgiveness always possible for Christians?</small>	Buddhism: The 8 fold path	Christianity: Prayer and worship
Year 5	Sikhism: Belief into action	Christianity: Christmas <small>Is the Christmas story true?</small>	Sikhism: Beliefs and moral values	Christianity: Easter <small>How significant is it for Christians to believe God intended Jesus to die?</small>	Sikhism: Prayer and worship	Christianity: Beliefs and Practices
Year 5/6 Cycle B	Islam: Beliefs and practises	Christianity: Christmas <small>Do Christmas celebrations and traditions help Christians understand who Jesus was and why He was born?</small>	Christianity: Beliefs and meaning	Christianity: Easter <small>Is Christianity still a strong religion 2000 years after Jesus was on earth?</small>	Islam: Beliefs and moral values	Islam: Beliefs and moral values

RE Curriculum

Nursery	Autumn	Cycle 1 – We’re going on a bear hunt, Peace at last, Goldilocks and the three bears, Dear Santa Cycle 2 - The tiger who came to tea, The three little pigs, room on the broom, Kipper’s Christmas Eve	
What will be taught ... key ideas?		I wonder ..	Key vocabulary
To introduce the Hindu celebration of Diwali. To introduce the Christmas story and why we celebrate Christmas. To take part in a Nursery nativity. To be aware of black history month.		I wonder who lives there? I wonder how you get there? I wonder what it looks/tastes/sounds/feels like...? I wonder what happens if...? I wonder who it is...? I wonder how it’s made...? I wonder how many? I wonder why/how/who?	Festivals Celebrations Diwali Light Diwa Hindu Christmas Mary, Joseph, Jesus Nativity Church Christian Same Different Respect

RE Curriculum

Nursery	Spring	Cycle 1 – The gingerbread man, Kitchen disco, cleversticks, sharing a shell Cycle 2 – Elmer, Rosie’s walk, Bathroom boogie,	
What will be taught ... key ideas?		I wonder ..	Key vocabulary
<p>To introduce Chinese new year.</p> <p>To introduce shrove Tuesday.</p> <p>To introduce Easter.</p>		<p>I wonder who lives there?</p> <p>I wonder how you get there?</p> <p>I wonder what it looks/tastes/sounds/feels like...?</p> <p>I wonder what happens if...?</p> <p>I wonder who it is...?</p> <p>I wonder how it’s made...?</p> <p>I wonder how many?</p> <p>I wonder why/how/who?</p>	<p>Festival</p> <p>Celebration</p> <p>Same</p> <p>Different</p> <p>Respect</p> <p>Dragon</p> <p>Chinese new year</p> <p>Food- noodles, rice, crackers etc</p> <p>Good luck</p> <p>Chopsticks</p> <p>Tradition</p> <p>Zodiac</p> <p>Easter</p> <p>Cross</p> <p>Good Friday</p> <p>Easter Sunday</p> <p>Easter Monday</p> <p>Jesus</p> <p>Disciples</p>

RE Curriculum

Nursery	Summer	Cycle 1 – Peepo, Whatever next, the selfish crocodile, the very hungry caterpillar Cycle 2 – Walking through the jungle, Jack and the beanstalk, Owl babies, Farmyard hullabaloo	
What will be taught ... key ideas?		I wonder ..	Key vocabulary
To begin to understand that we are all different (diversity week).		I wonder who lives there? I wonder how you get there? I wonder what it looks/tastes/sounds/feels like...? I wonder what happens if...? I wonder who it is...? I wonder how it's made...? I wonder how many? I wonder why/how/who?	Same Different Respect Feelings- happy, sad, angry, excited

RE Curriculum

Reception	Autumn	Superworm, The enormous turnip , Funny bones, Gruffalo, Stick Man, Lost and found	
What will be taught ... key ideas?		I wonder ..	Key vocabulary
To learn about Diwali.		<i>Open ended questioning to prompt deeper discussion.</i> <i>I wonder who lives there?</i> <i>I wonder how you get there?</i> <i>I wonder what it looks/tastes/sounds/feels like...?</i> <i>I wonder what happens if...?</i> <i>I wonder who it is...?</i> <i>I wonder how it's made...?</i> <i>I wonder how many?</i> <i>I wonder why/how/who?</i>	Festivals Celebrations Diwali Light Diwa Christmas Mary, Joseph, Jesus etc Nativity Church Christingle Christian Same Different respect
To read and discuss the Christmas story.			
To take part in a church nativity performance.			
To take part in Christingle.			
To be aware of black history month.			

Reception	Spring	Mixed, Once there were giants, Three billy goats gruff, commotion in the ocean.	
What will be taught ... key ideas?		I wonder ..	Key vocabulary
To learn about Chinese new year.		<i>Open ended questioning to prompt deeper discussion.</i> <i>I wonder who lives there?</i> <i>I wonder how you get there?</i> <i>I wonder what it looks/tastes/sounds/feels like...?</i> <i>I wonder what happens if...?</i> <i>I wonder who it is...?</i> <i>I wonder how it's made...?</i> <i>I wonder how many?</i> <i>I wonder why/how/who?</i>	Festival Celebration Same Different Respect Dragon Chinese new year Food Lamp Lucky money bags Animals Traditions Chinese new year story Married Together Love Families Equality Easter Cross New life Good Friday Easter Sunday Easter Monday Jesus Disciples
To discuss why we have shrove Tuesday.			
To understand what marriage is.			
Easter.			

RE Curriculum

		Marriage Last supper
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Reception	Summer	The little red hen, Monkey puzzle, Handa's Hen, What the ladybird heard.	
What will be taught ... key ideas?		I wonder ..	Key vocabulary
	To understand differences (diversity week).	Open ended questioning to prompt deeper discussion. I wonder who lives there? I wonder how you get there? I wonder what it looks/tastes/sounds/feels like...? I wonder what happens if...? I wonder who it is...? I wonder how it's made...? I wonder how many? I wonder why/how/who?	Same Different Respect Equality Diversity Feelings

RE Curriculum

Christianity: Creation Story		Term: Autumn 1	Year: 1
Foundations of previous learning: Understanding the World - People Culture and Communities - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Understanding the World - Past and Present - Understand the past through settings, characters and events encountered in books read in class and storytelling;			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Does God want Christians to look after the world? <ul style="list-style-type: none"> • Re-tell the Christian Creation story • Explore how this influences how Christians behave towards nature and the environment. 	Thinking about religion and belief Recall features of religious, spiritual and moral stories and other forms of religious expression Recognise and name features of religions and beliefs Enquiring, investigating and interpreting Identify what they find interesting and puzzling in life Recognise symbols and other forms of religious expression Beliefs and teachings (what people believe) Recount outlines of some religious stories Practices and lifestyles (what people do) Recognise features of religious life and practice Expression and language (How people express themselves) Recognise some religious symbols and words Identity and experience (Making sense of who we are) Identify aspects of own experience and feelings, in religious material studied Meaning and purpose (Making sense of life) Identify things they find interesting or puzzling, in religious materials studied Values and commitments (Making sense of right and wrong) Identify what is of value and concern to themselves, in religious material studied	To understand how the world is precious. To understand that we need to look after the world. To understand where items in nature came from. To understand the Christians believe that God created the world and the nature around us. To understand why God sat down on the 7 th day to have a rest. To understand that Christians believe that God wants people to look after the world as He has created it for them and gave it to people to enjoy and look after it for Him. To understand that Christians believe the universe and human life are God's creation. To know that humans are made in the image of God.	Natural Earth God Christian Environment Care World Creation story Believe Belief Teachings Value Commitment Opinion Moral
	Assessment of Skills	Assessment of Knowledge	
	I can say how it felt to make something. I can express an opinion about the Christian belief about creation.	I can remember the Christian Creation story and talk about it.	

RE Curriculum

Christianity: Christmas		Year: 1	Term: Autumn 2
Foundations of previous learning: Understanding the World - People Culture and Communities - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Understanding the World - Past and Present - Understand the past through settings, characters and events encountered in books read in class and storytelling;			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
What gifts might Christians in my town have given Jesus if he had been born here instead of in Bethlehem? <ul style="list-style-type: none"> • To reflect on the Christmas story • To decide what gifts would be meaningful for Jesus. 	Thinking about religion and belief Recall features of religious, spiritual and moral stories and other forms of religious expression Recognise and name features of religions and beliefs Enquiring, investigating and interpreting Identify what they find interesting and puzzling in life Recognise symbols and other forms of religious expression Beliefs and teachings (what people believe) Recount outlines of some religious stories Practices and lifestyles (what people do) Recognise features of religious life and practice Expression and language (How people express themselves) Recognise some religious symbols and words Identity and experience (Making sense of who we are) Identify aspects of own experience and feelings, in religious material studied	To understand what gives a gift a special value. To understand why we would give a gift to a new baby. To recall the key events in the Christmas story. To know which gifts were given to the baby and by whom. To understand the symbolism of gifts to Christians. To know why gold, frankincense and Myrrh were given to baby Jesus. To know what gift they would choose for baby Jesus if he were born today. To explain why Christians believe Jesus is a special gift from God.	Christmas story Christmas Christians Bethlehem Born Religious traditions Reflect Jesus Symbols He Gifts Candle Belonging Teachings
	Assessment of Skills	Assessment of Knowledge	
	I can talk about a gift that is special to me. I can suggest a gift I would give to Jesus.	I can remember some of the Christmas Story.	

RE Curriculum

Christianity: Jesus as a friend		Year: 1	Term: Spring 1
Foundations of previous learning: Understanding the World - People Culture and Communities - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Understanding the World - Past and Present - Understand the past through settings, characters and events encountered in books read in class and storytelling;			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Was it always easy for Jesus to show friendship? <ul style="list-style-type: none"> • To identify when it is easy and difficult to show friendship • To explore when Jesus may have found it difficult 	Thinking about religion and belief Recall features of religious, spiritual and moral stories and other forms of religious expression Recognise and name features of religions and beliefs Beliefs and teachings (what people believe) Recount outlines of some religious stories Practices and lifestyles (what people do) Recognise features of religious life and practice Identity and experience (Making sense of who we are) Identify aspects of own experience and feelings, in religious material studied Values and commitments (Making sense of right and wrong) Identify what is of value and concern to themselves, in religious material studied	To identify some ways in which we show friendship. To know why it is important to have friends. To understand that it is not always easy to show friendship. To explain times when it may be easy or difficult to be a good friend. To understand that Christians believe Jesus is a good friend to them. To understand how Jesus helped those who felt isolated or unpopular. To understand how Jesus took care of his friends even when they were in danger. To understand how Christians use Jesus' messages to help influence their decisions. To know when it was easiest/hardest for Jesus to be kind. To understand how Christians believe it was God who helped Jesus to overcome difficulties.	Friendship Religion Jesus He Friend Bible Tradition Leader Teaching Behaving Follower
	Assessment of Skills	Assessment of Knowledge	
	I can talk about my friends and why I like them. I can say that Jesus tried to be a good friend.	I can remember a story about Jesus showing friendship and talk about it.	

RE Curriculum

Christianity: Easter – Palm Sunday		Year: 1	Term: Spring 2
Foundations of previous learning: Understanding the World - People Culture and Communities - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Understanding the World - Past and Present - Understand the past through settings, characters and events encountered in books read in class and storytelling;			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? <ul style="list-style-type: none"> • To know that Jesus is special to Christians. • To understand how His welcome on Palm Sunday shows this. 	Thinking about religion and belief Recall features of religious, spiritual and moral stories and other forms of religious expression Recognise and name features of religions and beliefs Enquiring, investigating and interpreting Identify what they find interesting and puzzling in life Recognise symbols and other forms of religious expression Beliefs and teachings (what people believe) Recount outlines of some religious stories Practices and lifestyles (what people do) Recognise features of religious life and practice Expression and language (How people express themselves) Recognise some religious symbols and words Identity and experience (Making sense of who we are) Identify aspects of own experience and feelings, in religious material studied Meaning and purpose (Making sense of life) Identify things they find interesting or puzzling, in religious materials studied Values and commitments (Making sense of right and wrong) Identify what is of value and concern to themselves, in religious material studied	To identify who is special to them and what this means. To understand why special people are greeted differently to others. To know the key events within the Easter story. To know what happened on Palm Sunday. To know how Jesus was welcomed by the crowds on Palm Sunday. To know why the crowds welcomed Jesus in this way. To understand that Christians believe Jesus is the son of God. To know why the crowds believed Jesus was the 'messiah' To understand that some Christians still visit Jerusalem today for their Easter pilgrimage. To know some words to a special Palm Sunday song. To understand why the people in the crowd wanted Jesus' help. To know how Jesus died and how he was resurrected. To know that Christians use a candle to symbolise Jesus' life.	Palm Sunday Easter Jesus Him Symbols Special Crowds Admire palm leaves resurrection Easter day Jerusalem Palms Candle King Celebrity Poor man Healing Calming Messiah Nazareth Pilgrimage Incarnation
	Assessment of Skills	Assessment of Knowledge	
	I can talk about a person I admire. I can start to show understanding that Jesus is special to Christians and say why.	I can recall parts of the Easter Story. I can recognise some symbols in the story.	

RE Curriculum

Judaism: Shabbat		Year: 1	Term: Summer 1	
Foundations of previous learning: Understanding the World - People Culture and Communities - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Understanding the World - Past and Present - Understand the past through settings, characters and events encountered in books read in class and storytelling;				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Is Shabbat important to Jewish children? <ul style="list-style-type: none"> To empathise with Jewish children by understanding what they do during Shabbat and why it is important to them. 	Thinking about religion and belief Recall features of religious, spiritual and moral stories and other forms of religious expression Recognise and name features of religions and beliefs Enquiring, investigating and interpreting Recognise symbols and other forms of religious expression Beliefs and teachings (what people believe) Recount outlines of some religious stories Practices and lifestyles (what people do) Recognise features of religious life and practice Expression and language (How people express themselves) Recognise some religious symbols and words Identity and experience (Making sense of who we are) Identify aspects of own experience and feelings, in religious material studied Values and commitments (Making sense of right and wrong) Identify what is of value and concern to themselves, in religious material studied	To know that different days of the week can be important for many reasons. To identify things that can give a day special value. To understand that Judaism is a religion that many people follow within England. To know what a Kippah is and why people wear it. To know that Friday and Saturday are special days for Jewish people. To know that Friday is often called Sabbath Day. To know that Sabbath day is to focus on God and family. To know that the special meal is called Shabbat. To understand what happens during a Shabbat meal – food, blessings, ceremony and family time. To know that Jewish people visit a synagogue as their place of worship. To understand why Jewish children celebrate Shabbat. To understand the role of prayers during Shabbat.	Jewish Non Jewish Sabbath Prayers Reflection Ceremony Candles Special food Kippah Synagogue Blessings Ceremony Shabbat	
	Assessment of Skills			Assessment of Knowledge
	I can tell you which my favourite day of the week is and talk ab out food I would like to share in a special meal. I can start to make a connection between being Jewish.			I can use the right names for things that are special to Jewish people during Shabbat and explain why.

RE Curriculum

Judaism: Rosh Hashanah and Yom Kippur		Year: 1	Term: Summer 2
<p>Foundations of previous learning: Understanding the World - People Culture and Communities - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Understanding the World - Past and Present - Understand the past through settings, characters and events encountered in books read in class and storytelling;</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Is Rosh Hashanah and Yom Kippur important to Jewish children?</p> <ul style="list-style-type: none"> To empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them. 	<p>Thinking about religion and belief Recall features of religious, spiritual and moral stories and other forms of religious expression Recognise and name features of religions and beliefs</p> <p>Enquiring, investigating and interpreting Identify what they find interesting and puzzling in life Recognise symbols and other forms of religious expression</p> <p>Beliefs and teachings (what people believe) Recount outlines of some religious stories</p> <p>Practices and lifestyles (what people do) Recognise features of religious life and practice</p> <p>Expression and language (How people express themselves) Recognise some religious symbols and words</p> <p>Identity and experience (Making sense of who we are) Identify aspects of own experience and feelings, in religious material studied</p> <p>Meaning and purpose (Making sense of life) Identify things they find interesting or puzzling, in religious materials studied</p> <p>Values and commitments (Making sense of right and wrong) Identify what is of value and concern to themselves, in religious material studied</p>	<p>To understand the purpose of saying sorry and how this makes people feel. To understand what forgiveness means. To understand the role of a Rabbi. To know that Rosh Hashanah is Jewish new year. To know what the family meal consists of on Rosh Hashanah. To understand the symbolism behind the Challah bread and apple dipped in honey. To know that Jewish people have 10 days of repentance to say sorry, between Rosh Hashanah and Yom Kippur. To understand the rituals during the 10 days repentance. To know that the shofar is blown to mark the end of Yom Kippur. To understand that Jews believe they can become a better person with God's help. To know how Rabbi Salanter's message can help people develop perseverance.</p>	<p>Rosh Hashannah Yom Kippur Jewish Religious celebration Festival Belief Story Rabbi Salanter Shofar Forgiveness Reflection Sorry Synagogue Pray God Challah bread</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>I can say how it feels to say sorry and what I have said sorry for. I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.</p>	<p>I can tell you something that either Rosh Hashanah or Yom Kippur is about.</p>	

RE Curriculum

Christianity: What did Jesus teach?		Term: Autumn 1	Year: 1/2 Cycle B		
Foundations of previous learning: To know that Christianity is our main religion in the UK. To understand Jesus role within the religion. To retell some simple stories about Jesus from within the bible.					
Unit Learning					
NC Objective - Coverage	Skills		Knowledge	Vocabulary	
Is it possible to be kind to everyone all of the time? <ul style="list-style-type: none"> • To re-tell Bible stories that show kindness. • To explore how this makes Christians behave towards other people. 	Year 1 Thinking about religion and belief Recall features of religious, spiritual and moral stories and other forms of religious expression Recognise and name features of religions and beliefs Enquiring, investigating and interpreting Identify what they find interesting and puzzling in life Recognise symbols and other forms of religious expression Beliefs and teachings (what people believe) Recount outlines of some religious stories Practices and lifestyles (what people do) Recognise features of religious life and practice Expression and language (How people express themselves) Recognise some religious symbols and words Identity and experience (Making sense of who we are) Identify aspects of own experience and feelings, in religious material studied Meaning and purpose (Making sense of life) Identify things they find interesting or puzzling, in religious materials studied Values and commitments (Making sense of right and wrong) Identify what is of value and concern to themselves, in religious material studied	Year 2 Thinking about religion and belief Retell religious, spiritual and moral stories Identify how religion and belief is expressed in different ways Identify similarities and differences in features of religions and beliefs Enquiring, investigating and interpreting Recognise that some questions about life are difficult to answer Ask questions about their own and others' feelings and experiences Identify possible meanings for symbols and other forms of religious expression Beliefs and teachings (what people believe) Retell religious stories and identify some religious beliefs and teachings Practices and lifestyles (what people do) Identify some religious practices, and know that some are characteristic of more than one religion Expression and language (How people express themselves) Suggest meanings in religious symbols, language and stories Identity and experience (Making sense of who we are) Respond sensitively to the experiences and feelings of others, including those with a faith Meaning and purpose (Making sense of life) Realise that some questions that cause people to wonder are difficult to answer Values and commitments (Making sense of right and wrong) Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong	To understand what it means to be kind. To understand the importance of being kind to others. To understand that it may not be easy to be kind all of the time. To be able to identify kind actions. To know the Bible story of The Kind Man. To know that Christians believe God helped Jesus to be kind to everyone. To know what 'love your neighbour as yourself' means in every day life. To identify key parts of the bible story that are significant to them. To know the bible story of The Paralysed Man. To understand why Jesus showed kindness to all, even strangers. To know that some Christians set up charities such as Christian aid or Salvation Army to show kindness. To identify some changes they may make to become a better friend.	Bible Jesus Christians Teachings Leaders Stories Kindness Behaviour Moral Values Choice Influences Charity Paralysed	
	Assessment of Skills		Assessment of Knowledge		
	I can tell you when I have been kind to others even when it was difficult. I can say if I think Christians should be kind and give a reason.		I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.		

RE Curriculum

Christianity: Christmas – Jesus as a gift from God		Term: Autumn 2	Year: 1/2 Cycle B	
Foundations of previous learning: To have a basic knowledge of the Christmas story To understand why Christians may have gave Jesus a gift				
Unit Learning				
NC Objective - Coverage	Skills		Knowledge	Vocabulary
Why do Christians believe God gave Jesus to the world? <ul style="list-style-type: none"> To reflect on the Christmas story and the reason for Jesus' birth. 	Year 1 Thinking about religion and belief Recall features of religious, spiritual and moral stories and other forms of religious expression Recognise and name features of religions and beliefs Enquiring, investigating and interpreting Identify what they find interesting and puzzling in life Recognise symbols and other forms of religious expression Beliefs and teachings (what people believe) Recount outlines of some religious stories Practices and lifestyles (what people do) Recognise features of religious life and practice Expression and language (How people express themselves) Recognise some religious symbols and words Identity and experience (Making sense of who we are) Identify aspects of own experience and feelings, in religious material studied Meaning and purpose (Making sense of life) Identify things they find interesting or puzzling, in religious materials studied Values and commitments (Making sense of right and wrong) Identify what is of value and concern to themselves, in religious material studied	Year 2 Thinking about religion and belief Retell religious, spiritual and moral stories Identify how religion and belief is expressed in different ways Identify similarities and differences in features of religions and beliefs Enquiring, investigating and interpreting Recognise that some questions about life are difficult to answer Ask questions about their own and others' feelings and experiences Identify possible meanings for symbols and other forms of religious expression Beliefs and teachings (what people believe) Retell religious stories and identify some religious beliefs and teachings Practices and lifestyles (what people do) Identify some religious practices, and know that some are characteristic of more than one religion Expression and language (How people express themselves) Suggest meanings in religious symbols, language and stories Identity and experience (Making sense of who we are) Respond sensitively to the experiences and feelings of others, including those with a faith Meaning and purpose (Making sense of life) Realise that some questions that cause people to wonder are difficult to answer Values and commitments (Making sense of right and wrong) Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong	To understand some of the problems which the world faces. To identify some of the qualities needed by someone aiming to solve world problems. To know that Christians believe God sent Jesus to save/help the world. To know that Christians look forward to Christmas as Jesus' birthday. To understand ways in which Christians prepare/look forward to Christmas. To recall key events within the Christmas story. To know that there is a difference between traditional/commercial advent calendars. To know that Christians believe Jesus held qualities that other people did not, as he was God in human form. To know that Jesus taught people to love and care for one another, which would make the world a better place. To understand that Christians believe that it is their duty to help Jesus in his duties to teach others how to look after each other.	Problem Love Jesus God Important Belief Thought Christian Gift Explain Celebrate Rescue
	Assessment of Skills		Assessment of Knowledge	
	I can say how I could help to solve a problem by showing love. I can tell you why Christians think God gave Jesus to the world.		I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.	

RE Curriculum

Islam: Prayer at home		Term: Spring 1	Year: 1/2 Cycle B	
Foundations of previous learning: To understand that religion forms a part of daily life. To have a basic understanding that there are many different religions practised within our country.				
Unit Learning				
NC Objective - Coverage	Skills		Knowledge	
Does praying at regular intervals help a Muslim in his/her everyday life? <ul style="list-style-type: none"> To explain what commitment means to us and to Muslims, knowing about how Muslims pray five times a day. 	Year 1 Thinking about religion and belief Recall features of religious, spiritual and moral stories and other forms of religious expression Recognise and name features of religions and beliefs Enquiring, investigating and interpreting Identify what they find interesting and puzzling in life Recognise symbols and other forms of religious expression Beliefs and teachings (what people believe) Recount outlines of some religious stories Practices and lifestyles (what people do) Recognise features of religious life and practice Expression and language (How people express themselves) Recognise some religious symbols and words Identity and experience (Making sense of who we are) Identify aspects of own experience and feelings, in religious material studied Meaning and purpose (Making sense of life) Identify things they find interesting or puzzling, in religious materials studied Values and commitments (Making sense of right and wrong) Identify what is of value and concern to themselves, in religious material studied	Year 2 Thinking about religion and belief Retell religious, spiritual and moral stories Identify how religion and belief is expressed in different ways Identify similarities and differences in features of religions and beliefs Enquiring, investigating and interpreting Recognise that some questions about life are difficult to answer Ask questions about their own and others' feelings and experiences Identify possible meanings for symbols and other forms of religious expression Beliefs and teachings (what people believe) Retell religious stories and identify some religious beliefs and teachings Practices and lifestyles (what people do) Identify some religious practices, and know that some are characteristic of more than one religion Expression and language (How people express themselves) Suggest meanings in religious symbols, language and stories Identity and experience (Making sense of who we are) Respond sensitively to the experiences and feelings of others, including those with a faith Meaning and purpose (Making sense of life) Realise that some questions that cause people to wonder are difficult to answer Values and commitments (Making sense of right and wrong) Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong	To understand what it takes to be committed. To understand how it feels to be interrupted when doing something. To know that Muslims worship through prayer. To know that Muslims pray five times per day. To know that Muslims face a special direction when they pray. To know that they are called to prayer using a bell. To know that Muslims focus on Allah (God) when praying. To understand that Muslims pray because they believe God has asked them to within their holy book, the Qur'an. To know each stage of prayer. To understand that prayer makes Muslims feel calm. To understand how prayer helps Muslims in many ways. To think about why it may be difficult to pray five times per day. To understand how achieving a goal and being committed can make you feel.	
	Assessment of Skills		Assessment of Knowledge	
	I can explain how it felt to have to stop doing something to reach the target we had set. I can start to think through how praying five times a day might help in some ways more than others.		I can use the right words to describe how Muslims pray and begin to explain why they do this.	

RE Curriculum

Christianity: Easter - Resurrection		Year: 2	Term: Spring 2	
Foundations of previous learning: To have a basic understanding of the Easter story and the key symbols. To know how Jesus was welcomed on Palm Sunday.				
Unit Learning				
NC Objective - Coverage	Skills		Knowledge	Vocabulary
How important is it to Christians that Jesus came back to life after His crucifixion? <ul style="list-style-type: none"> To re-tell the Easter story. To understand what Jesus' resurrection means for Christians. 	Year 1 Thinking about religion and belief Recall features of religious, spiritual and moral stories and other forms of religious expression Recognise and name features of religions and beliefs Enquiring, investigating and interpreting Identify what they find interesting and puzzling in life Recognise symbols and other forms of religious expression Beliefs and teachings (what people believe) Recount outlines of some religious stories Practices and lifestyles (what people do) Recognise features of religious life and practice Expression and language (How people express themselves) Recognise some religious symbols and words Identity and experience (Making sense of who we are) Identify aspects of own experience and feelings, in religious material studied Meaning and purpose (Making sense of life) Identify things they find interesting or puzzling, in religious materials studied Values and commitments (Making sense of right and wrong) Identify what is of value and concern to themselves, in religious material studied	Year 2 Thinking about religion and belief Retell religious, spiritual and moral stories Identify how religion and belief is expressed in different ways Identify similarities and differences in features of religions and beliefs Enquiring, investigating and interpreting Recognise that some questions about life are difficult to answer Ask questions about their own and others' feelings and experiences Identify possible meanings for symbols and other forms of religious expression Beliefs and teachings (what people believe) Retell religious stories and identify some religious beliefs and teachings Practices and lifestyles (what people do) Identify some religious practices, and know that some are characteristic of more than one religion Expression and language (How people express themselves) Suggest meanings in religious symbols, language and stories Identity and experience (Making sense of who we are) Respond sensitively to the experiences and feelings of others, including those with a faith Meaning and purpose (Making sense of life) Realise that some questions that cause people to wonder are difficult to answer Values and commitments (Making sense of right and wrong) Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong	To identify what they believe happens when something dies/comes to an end. To know that having memories can help us see things/others that we can no longer have. To know that people may have different strategies to cope with sad feelings. To know that an Easter eggs are a symbol of new life. To know that the crucifixion is when Jesus died. To know the stories of The walk to Emmasus and Jesus at the beach barbeque. To explore different possibilities of how Christians believe Jesus could have come back to life. To know that Jesus' resurrection symbolises life after death. To know that Jesus was sent by God to rescue them from suffering because of the wrong things they sometimes do. To understand the meaning of the cross, tomb and bolder within the Easter story. To know what Christians believe happened after Jesus was placed in the tomb. To explore their own thoughts to what they believe happened next in the story.	Christians Important Crucifixion Belief Story Easter Bible Symbol Palm Sunday Disciples Jerusalem Followers Palm leaves Priest Heal Temple Cross Betrayal The Last Supper New life Birth
	Assessment of Skills		Assessment of Knowledge	
	I can say what I believe happens to you when you die and tell you how I remember people close to me. I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.		I can recall what Christians believe happened on Easter Sunday.	

RE Curriculum

Islam: Community and belonging		Term: Summer 1	Year: 1/2 Cycle B	
Foundations of previous learning: To understand that prayer is an essential part of Muslims daily life				
Unit Learning				
NC Objective - Coverage	Skills		Knowledge	
Does going to the Mosque give Muslims a sense of belonging? <ul style="list-style-type: none"> To understand why Muslims visit the Mosque. To explore whether this gives them a sense of belonging. 	Year 1 Thinking about religion and belief Recall features of religious, spiritual and moral stories and other forms of religious expression Recognise and name features of religions and beliefs Enquiring, investigating and interpreting Identify what they find interesting and puzzling in life Recognise symbols and other forms of religious expression Beliefs and teachings (what people believe) Recount outlines of some religious stories Practices and lifestyles (what people do) Recognise features of religious life and practice Expression and language (How people express themselves) Recognise some religious symbols and words Identity and experience (Making sense of who we are) Identify aspects of own experience and feelings, in religious material studied Meaning and purpose (Making sense of life) Identify things they find interesting or puzzling, in religious materials studied Values and commitments (Making sense of right and wrong) Identify what is of value and concern to themselves, in religious material studied	Year 2 Thinking about religion and belief Retell religious, spiritual and moral stories Identify how religion and belief is expressed in different ways Identify similarities and differences in features of religions and beliefs Enquiring, investigating and interpreting Recognise that some questions about life are difficult to answer Ask questions about their own and others' feelings and experiences Identify possible meanings for symbols and other forms of religious expression Beliefs and teachings (what people believe) Retell religious stories and identify some religious beliefs and teachings Practices and lifestyles (what people do) Identify some religious practices, and know that some are characteristic of more than one religion Expression and language (How people express themselves) Suggest meanings in religious symbols, language and stories Identity and experience (Making sense of who we are) Respond sensitively to the experiences and feelings of others, including those with a faith Meaning and purpose (Making sense of life) Realise that some questions that cause people to wonder are difficult to answer Values and commitments (Making sense of right and wrong) Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong	To understand how it feels to belong. To identify places where they feel like they belong. To know that a Mosque is Muslim's place of worship. To compare Muslim place of worship to Christian place of worship. To know that Mosques offer more than just a space for prayer. To understand that Muslims feel a strong sense of belonging when in the Mosque. To identify key features of a Mosque. To recall key features of Wudu (wash routine). To know that Muslims can feel like they belonging even when they pray alone. To know that Muslims complete Hajj to visit Makkah. To know that Muslims believe praying in the Mosque is the equivalent of 25 individual prayers.	
	Assessment of Skills		Assessment of Knowledge	
		I can understand how meeting in a certain place could make me feel like I belong. I can discuss how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and consider why this might be.	I can explain what happens when Muslims pray alone or at a Mosque.	Muslim Allah Qur'an Islam Crescent moon Special Praying Mecca Prayer mat Prayer Routine Faith Imam Hijab Burka Mosque Wudu Salat Mohammed Five Pillars of Islam Belonging Alone Shared Special Important place worship

RE Curriculum

Islam: Hajj		Year: 2	Term: Summer 2	
Foundations of previous learning: To understand that prayer forms a part of Muslims daily life. To understand why Muslims visit the Mosque and how this develops a sense of belonging.				
Unit Learning				
NC Objective - Coverage	Skills		Knowledge	
Does completing Hajj make a person a better Muslim? <ul style="list-style-type: none"> • To understand what happens during Hajj. • To explore the importance of this to Muslims. 	Year 1 Thinking about religion and belief Recall features of religious, spiritual and moral stories and other forms of religious expression Recognise and name features of religions and beliefs Enquiring, investigating and interpreting Identify what they find interesting and puzzling in life Recognise symbols and other forms of religious expression Beliefs and teachings (what people believe) Recount outlines of some religious stories Practices and lifestyles (what people do) Recognise features of religious life and practice Expression and language (How people express themselves) Recognise some religious symbols and words Identity and experience (Making sense of who we are) Identify aspects of own experience and feelings, in religious material studied Meaning and purpose (Making sense of life) Identify things they find interesting or puzzling, in religious materials studied Values and commitments (Making sense of right and wrong) Identify what is of value and concern to themselves, in religious material studied	Year 2 Thinking about religion and belief Retell religious, spiritual and moral stories Identify how religion and belief is expressed in different ways Identify similarities and differences in features of religions and beliefs Enquiring, investigating and interpreting Recognise that some questions about life are difficult to answer Ask questions about their own and others' feelings and experiences Identify possible meanings for symbols and other forms of religious expression Beliefs and teachings (what people believe) Retell religious stories and identify some religious beliefs and teachings Practices and lifestyles (what people do) Identify some religious practices, and know that some are characteristic of more than one religion Expression and language (How people express themselves) Suggest meanings in religious symbols, language and stories Identity and experience (Making sense of who we are) Respond sensitively to the experiences and feelings of others, including those with a faith Meaning and purpose (Making sense of life) Realise that some questions that cause people to wonder are difficult to answer Values and commitments (Making sense of right and wrong) Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong	To understand how a special journey can make you feel. To identify and explore some things Muslims may take on a special journey. To know that the Grand Mosque is in Makkah. To identify some of the key events that take place during the journey. To know Muslims believe that Hajj shows commitment to Allah. To know that Hajj is one of the Muslims five pillars and they see it as one of the eight gateways to heaven. To identify different reasons Muslims perform Hajj. To identify a special journey they would like to make and explain why.	
	Assessment of Skills		Assessment of Knowledge	
		I can tell you about a special journey and why it was important to me. I can start to think about the significance of Hajj to a Muslim.	I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims.	Muslim Allah Qur'an Islam Crescent moon Special Praying Mecca Prayer mat Prayer Routine Faith Hajj Journey Importance Significant Imam Hijab Burka Mosque Wudu Salat Mohammed Five Pillars of Islam

RE Curriculum

Hinduism: Divali		Term: Autumn 1	Year: 3	
Foundations of previous learning: To understand that Hinduism is one of the key religions in the UK. To understand that faith can form an essential part of everyday life.				
Unit Learning				
NC Objective - Coverage	Skills		Knowledge	Vocabulary
Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? <ul style="list-style-type: none"> To investigate what happens during the festival of Divali and whether the celebrations bring a sense of belonging to Hindus. 	Year 3 Thinking about religion and belief make links between beliefs, stories and practices identify the impacts of beliefs and practices on people's lives identify similarities and differences between religions and beliefs Enquiring, investigating and interpreting investigate and connect features of religions and beliefs ask significant questions about religions and beliefs describe and suggest meanings for symbols and other form of religious expression Beliefs and teachings (what people believe) describe some religious beliefs and teachings of religions studied, and their importance Practices and lifestyle (what people do) describe how some features of religions studied are used or exemplified in festivals and practices Expression and language (how people express themselves) make links between religious symbols, language and stories and the beliefs or ideas that underlie them Identity and experience (making sense of who we are) compare aspects of their own experiences and those of others, identifying what influences their lives Meaning and purpose (Making sense of life) Compare their own and other people's ideas about questions that are difficult to answer Values and commitments (making sense of right and wrong) Make links between values and commitments, including religious ones, and their own attitudes or behaviour	Year 4 Thinking about religion and belief Comment on connections between questions, beliefs, values and practices Describe the impact of beliefs and practices on individuals, groups and communities Describe similarities and differences within and between religions and beliefs Enquiring, investigating and interpreting Gather, select, and organise ideas about religion and belief Suggest answers to some questions raised by the study of religions and beliefs Suggest meanings for a range of forms of religious expression, using appropriate vocabulary Beliefs and teachings (what people believe) Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions Practices and lifestyle (what people do) Show understanding of the ways of belonging to religions and what these involve Expression and language (how people express themselves) Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language Identity and experience (making sense of who we are) Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers Meaning and purpose (Making sense of life) Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied Values and commitments (making sense of right and wrong) Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues	To know that a belief gives us an identity. To understand the theme behind the story of Rama and Sita as good v evil. To know that Hindus try to bring as much good to the world as possible. To know that Divali is a Hindu celebration. To know what happens at home and at temple during Divali. To identify key things that are made during Divali celebrations. To know why Hindus celebrate Divali. To understand how Divali helps children to develop a sense of belonging.	Divali Ramayana Rama Sita Lakshimi Rangoli patterns Diva lamp Puja tray Mandir Worship Prosperity Temple Community
	Assessment of Skills		Assessment of Knowledge	
	I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group's symbol. I can start to say why Divali might bring a sense of belonging to Hindus.		I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali.	

RE Curriculum

Christianity: Christmas		Term: Autumn 2	Year: 3/4 Cycle A	
Foundations of previous learning: To have an understanding of the Christmas story and reasons for Jesus' birth. To understand why Christians may believe Jesus' was a gift.				
Unit Learning				
NC Objective - Coverage	Skills		Knowledge	
Has Christmas lost its true meaning? <ul style="list-style-type: none"> To find out what the true meaning of Christmas is to Christians. To compare this with that Christmas means to us. 	Year 3 Thinking about religion and belief make links between beliefs, stories and practices identify the impacts of beliefs and practices on people's lives identify similarities and differences between religions and beliefs Enquiring, investigating and interpreting investigate and connect features of religions and beliefs ask significant questions about religions and beliefs describe and suggest meanings for symbols and other form of religious expression Beliefs and teachings (what people believe) describe some religious beliefs and teachings of religions studied, and their importance Practices and lifestyle (what people do) describe how some features of religions studied are used or exemplified in festivals and practices Expression and language (how people express themselves) make links between religious symbols, language and stories and the beliefs or ideas that underlie them Identity and experience (making sense of who we are) compare aspects of their own experiences and those of others, identifying what influences their lives Meaning and purpose (Making sense of life) Compare their own and other people's ideas about questions that are difficult to answer Values and commitments (making sense of right and wrong) Make links between values and commitments, including religious ones, and their own attitudes or behaviour	Year 4 Thinking about religion and belief Comment on connections between questions, beliefs, values and practices Describe the impact of beliefs and practices on individuals, groups and communities Describe similarities and differences within and between religions and beliefs Enquiring, investigating and interpreting Gather, select, and organise ideas about religion and belief Suggest answers to some questions raised by the study of religions and beliefs Suggest meanings for a range of forms of religious expression, using appropriate vocabulary Beliefs and teachings (what people believe) Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions Practices and lifestyle (what people do) Show understanding of the ways of belonging to religions and what these involve Expression and language (how people express themselves) Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language Identity and experience (making sense of who we are) Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers Meaning and purpose (Making sense of life) Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied Values and commitments (making sense of right and wrong) Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues	To understand the significance of key symbols within the Christmas story. To understand that Christmas holds a special meaning for Christians. To understand that the meaning of Christmas for Christians is to celebrate Jesus as the incarnation of God. To identify ways in which non-traditional Christmas celebrations may differ from the Christian celebrations.	
		Assessment of Skills	Assessment of Knowledge	
		I can explain what Christmas means to me and talk about whether this is giving and receiving gifts. I can start to compare what Christmas means to Christians and what it means to me.	I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.	

RE Curriculum

Christianity: Jesus' miracles		Term: Spring 1	Year: 3/4 Cycle A		
Foundations of previous learning: To understand that many Christians believe Jesus was God in human form. To have an awareness of some key bible stories, involving Jesus and his actions.					
Unit Learning					
NC Objective - Coverage	Skills		Knowledge	Vocabulary	
Could Jesus heal people? Were these miracles or is there some other explanation? <ul style="list-style-type: none"> To retell bible stories when miracles have happened. To question whether Jesus really did perform miracles. 	Year 3 Thinking about religion and belief make links between beliefs, stories and practices identify the impacts of beliefs and practices on people's lives identify similarities and differences between religions and beliefs Enquiring, investigating and interpreting investigate and connect features of religions and beliefs ask significant questions about religions and beliefs describe and suggest meanings for symbols and other form of religious expression Beliefs and teachings (what people believe) describe some religious beliefs and teachings of religions studied, and their importance Practices and lifestyle (what people do) describe how some features of religions studied are used or exemplified in festivals and practices Expression and language (how people express themselves) make links between religious symbols, language and stories and the beliefs or ideas that underlie them Identity and experience (making sense of who we are) compare aspects of their own experiences and those of others, identifying what influences their lives Meaning and purpose (Making sense of life) Compare their own and other people's ideas about questions that are difficult to answer Values and commitments (making sense of right and wrong) Make links between values and commitments, including religious ones, and their own attitudes or behaviour		Year 4 Thinking about religion and belief Comment on connections between questions, beliefs, values and practices Describe the impact of beliefs and practices on individuals, groups and communities Describe similarities and differences within and between religions and beliefs Enquiring, investigating and interpreting Gather, select, and organise ideas about religion and belief Suggest answers to some questions raised by the study of religions and beliefs Suggest meanings for a range of forms of religious expression, using appropriate vocabulary Beliefs and teachings (what people believe) Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions Practices and lifestyle (what people do) Show understanding of the ways of belonging to religions and what these involve Expression and language (how people express themselves) Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language Identity and experience (making sense of who we are) Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers Meaning and purpose (Making sense of life) Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied Values and commitments (making sense of right and wrong) Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues	To understand what a miracle is. To know that the bible contains many stories of Jesus performing miracles. To be able to retell the story of 'the Blind Man' and 'the Paralyse man'. To know why Christians believe Jesus was able to perform miracles.	Miracle Blind Man Healed Power Expectations Nature Heal Paralyse man Incarnation
	Assessment of Skills		Assessment of Knowledge		
	I can talk about some of the things in the world that people may think of as miracles and begin to tell you about a miracle I would like to see happen today I can start to say whether I believe Jesus actually healed people or not.			I can explain one Christian viewpoint about one of Jesus' healing miracles.	

RE Curriculum

Christianity: Easter - Forgiveness		Term: Spring 2	Year: 3/4 Cycle A		
Foundations of previous learning: To have a basic understanding of the Easter story and the key symbols. To understand Jesus' resurrection and offer some explanations.					
Unit Learning					
NC Objective - Coverage	Skills		Knowledge	Vocabulary	
What is 'good' about Good Friday? <ul style="list-style-type: none"> To recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians. 	Year 3 Thinking about religion and belief make links between beliefs, stories and practices identify the impacts of beliefs and practices on people's lives identify similarities and differences between religions and beliefs Enquiring, investigating and interpreting investigate and connect features of religions and beliefs ask significant questions about religions and beliefs describe and suggest meanings for symbols and other form of religious expression Beliefs and teachings (what people believe) describe some religious beliefs and teachings of religions studied, and their importance Practices and lifestyle (what people do) describe how some features of religions studied are used or exemplified in festivals and practices Expression and language (how people express themselves) make links between religious symbols, language and stories and the beliefs or ideas that underlie them Identity and experience (making sense of who we are) compare aspects of their own experiences and those of others, identifying what influences their lives Meaning and purpose (Making sense of life) Compare their own and other people's ideas about questions that are difficult to answer Values and commitments (making sense of right and wrong) Make links between values and commitments, including religious ones, and their own attitudes or behaviour	Year 4 Thinking about religion and belief Comment on connections between questions, beliefs, values and practices Describe the impact of beliefs and practices on individuals, groups and communities Describe similarities and differences within and between religions and beliefs Enquiring, investigating and interpreting Gather, select, and organise ideas about religion and belief Suggest answers to some questions raised by the study of religions and beliefs Suggest meanings for a range of forms of religious expression, using appropriate vocabulary Beliefs and teachings (what people believe) Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions Practices and lifestyle (what people do) Show understanding of the ways of belonging to religions and what these involve Expression and language (how people express themselves) Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language Identity and experience (making sense of who we are) Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers Meaning and purpose (Making sense of life) Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied Values and commitments (making sense of right and wrong) Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues	To recall key events within the Easter story. To know the key days within the Easter story. To understand different representations of The Last Supper and Crucifixion. To know that bread symbolises Jesus' body. To know that wine symbolises Jesus' blood. To know what Good Friday symbolises. To understand why Christians believe Jesus' death was part of God's plan. To know that Christians believe Jesus died to rescue others. To understand that Jesus coming back to life shows there will be life in Heaven.	Jesus Palm Sunday The last supper Cross Tomb Bread and wine Maundy Thursday Good Friday Disciples Judas Crucifixion Blood Heaven World	
	Assessment of Skills			Assessment of Knowledge	
	I can suggest how a person may rescue/help others who are in difficult situations. I can start to reflect on whether I agree with Christian beliefs about Jesus' death.			I can start to tell you why Christians believe Jesus' death is important.	

RE Curriculum

Hinduism: Hindu Beliefs		Term: Summer 1	Year: 3/4 Cycle A
Foundations of previous learning: To be aware of some key beliefs associated with other main religions such as Christianity and Islam. To understand how and why Hindus celebrate Diwali. To know who Christians and Muslims pray to.			
Unit Learning			
NC Objective - Coverage	Skills		Knowledge
How can Brahman be everywhere and in everything? <ul style="list-style-type: none"> To understand the Hindu belief that there is only one God with many different aspects. 	Year 3 Thinking about religion and belief make links between beliefs, stories and practices identify the impacts of beliefs and practices on people's lives identify similarities and differences between religions and beliefs Enquiring, investigating and interpreting investigate and connect features of religions and beliefs ask significant questions about religions and beliefs describe and suggest meanings for symbols and other form of religious expression Beliefs and teachings (what people believe) describe some religious beliefs and teachings of religions studied, and their importance Practices and lifestyle (what people do) describe how some features of religions studied are used or exemplified in festivals and practices Expression and language (how people express themselves) make links between religious symbols, language and stories and the beliefs or ideas that underlie them Identity and experience (making sense of who we are) compare aspects of their own experiences and those of others, identifying what influences their lives Meaning and purpose (Making sense of life) Compare their own and other people's ideas about questions that are difficult to answer Values and commitments (making sense of right and wrong) Make links between values and commitments, including religious ones, and their own attitudes or behaviour	Year 4 Thinking about religion and belief Comment on connections between questions, beliefs, values and practices Describe the impact of beliefs and practices on individuals, groups and communities Describe similarities and differences within and between religions and beliefs Enquiring, investigating and interpreting Gather, select, and organise ideas about religion and belief Suggest answers to some questions raised by the study of religions and beliefs Suggest meanings for a range of forms of religious expression, using appropriate vocabulary Beliefs and teachings (what people believe) Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions Practices and lifestyle (what people do) Show understanding of the ways of belonging to religions and what these involve Expression and language (how people express themselves) Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language Identity and experience (making sense of who we are) Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers Meaning and purpose (Making sense of life) Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied Values and commitments (making sense of right and wrong) Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues	To know that everyone has many different aspects of their personalities. To understand that Hindus worship many different Gods. To know that Brahman is a Hindu god. To know what Hindus believe about Brahman. To understand how Hindus use their deities within the temple and in Puja. To know that Hindus can express their beliefs and faith through dance. To know the meaning of the tri-murti. To understand different analogies of Brahman. To know that Hindu beliefs influence their actions. To compare Hindu beliefs with those held by other faiths.
	Assessment of Skills		Assessment of Knowledge
I can explain some of the different roles I play whilst still being me. I can recognise what I think about some Hindu beliefs about Rahman and gods, showing respect to Hindus.		I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.	

RE Curriculum

Hinduism: Pilgrimage to the River Ganges		Term: Summer 2	Year: 3/4 Cycle A	
<p>Foundations of previous learning: To be aware of some key beliefs associated with other main religions such as Christianity and Islam. To know who Brahman is and what Hindus believe about Hindu Gods. To understand how and why Hindus celebrate Diwali. To understand other special journeys made in other religions such as Hajj.</p>				
Unit Learning				
NC Objective - Coverage	Skills		Knowledge	
<p>Would visiting the River Ganges feel special to a non-Hindu?</p> <ul style="list-style-type: none"> To understand the significance of the River Ganges both for a Hindu and non-Hindu. 	<p>Year 3 Thinking about religion and belief make links between beliefs, stories and practices identify the impacts of beliefs and practices on people's lives identify similarities and differences between religions and beliefs Enquiring, investigating and interpreting investigate and connect features of religions and beliefs ask significant questions about religions and beliefs describe and suggest meanings for symbols and other form of religious expression Beliefs and teachings (what people believe) describe some religious beliefs and teachings of religions studied, and their importance Practices and lifestyle (what people do) describe how some features of religions studied are used or exemplified in festivals and practices Expression and language (how people express themselves) make links between religious symbols, language and stories and the beliefs or ideas that underlie them Identity and experience (making sense of who we are) compare aspects of their own experiences and those of others, identifying what influences their lives Meaning and purpose (Making sense of life) Compare their own and other people's ideas about questions that are difficult to answer Values and commitments (making sense of right and wrong) Make links between values and commitments, including religious ones, and their own attitudes or behaviour</p>	<p>Year 4 Thinking about religion and belief Comment on connections between questions, beliefs, values and practices Describe the impact of beliefs and practices on individuals, groups and communities Describe similarities and differences within and between religions and beliefs Enquiring, investigating and interpreting Gather, select, and organise ideas about religion and belief Suggest answers to some questions raised by the study of religions and beliefs Suggest meanings for a range of forms of religious expression, using appropriate vocabulary Beliefs and teachings (what people believe) Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions Practices and lifestyle (what people do) Show understanding of the ways of belonging to religions and what these involve Expression and language (how people express themselves) Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language Identity and experience (making sense of who we are) Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers Meaning and purpose (Making sense of life) Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied Values and commitments (making sense of right and wrong) Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues</p>	<p>To understand the importance of water within our everyday lives. To know the story of the River Ganges. To know that the River Ganges is very important for Hindus and pilgrims. To know where the river starts and ends. To know what Hindus do when they visit the river. To understand why people bathe in the river. To understand that Hindus believe Brahman is in the water to help them. To understand why non-Hindu people may also want to visit the River Ganges.</p>	
	Assessment of Skills		Assessment of Knowledge	
	<p>I can explain why water is important. I can empathise with the special feelings a Hind might experience when taking part in a ritual at the River Ganges.</p>		<p>I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it.</p>	

RE Curriculum

Buddhism: The Life of the Buddha		Term: Autumn 1	Year: 3/4 Cycle B	
Foundations of previous learning: To be aware that other religions have key figures. To have an awareness of Buddhism as a main religion in England. To understand how faith plays an important part in people's daily life.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Is it possible for everyone to be happy? <ul style="list-style-type: none"> To find out about the life of the Buddha. To explore how he tried to be happy and stay happy. 	Year 3 Thinking about religion and belief make links between beliefs, stories and practices identify the impacts of beliefs and practices on people's lives identify similarities and differences between religions and beliefs Enquiring, investigating and interpreting investigate and connect features of religions and beliefs ask significant questions about religions and beliefs describe and suggest meanings for symbols and other form of religious expression Beliefs and teachings (what people believe) describe some religious beliefs and teachings of religions studied, and their importance Practices and lifestyle (what people do) describe how some features of religions studied are used or exemplified in festivals and practices Expression and language (how people express themselves) make links between religious symbols, language and stories and the beliefs or ideas that underlie them Identity and experience (making sense of who we are) compare aspects of their own experiences and those of others, identifying what influences their lives Meaning and purpose (Making sense of life) Compare their own and other people's ideas about questions that are difficult to answer Values and commitments (making sense of right and wrong) Make links between values and commitments, including religious ones, and their own attitudes or behaviour	Year 4 Thinking about religion and belief Comment on connections between questions, beliefs, values and practices Describe the impact of beliefs and practices on individuals, groups and communities Describe similarities and differences within and between religions and beliefs Enquiring, investigating and interpreting Gather, select, and organise ideas about religion and belief Suggest answers to some questions raised by the study of religions and beliefs Suggest meanings for a range of forms of religious expression, using appropriate vocabulary Beliefs and teachings (what people believe) Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions Practices and lifestyle (what people do) Show understanding of the ways of belonging to religions and what these involve Expression and language (how people express themselves) Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language Identity and experience (making sense of who we are) Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers Meaning and purpose (Making sense of life) Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied Values and commitments (making sense of right and wrong) Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues	To identify things that bring about happiness. To know where Buddhism started. To know how long ago Buddhism started. To know the story of the Buddha. To understand the symbolism of the Bodhi tree. To know what the 8-fold path means. To understand how living by the 8-fold path will influence choices.	Buddha Bodhi 8-fold path Prince Siddhattha Gautama Yasodhara Rich India Nepal Prince Bodhi tree
	Assessment of Skills		Assessment of Knowledge	
	I can start to show an understanding of why people think it is difficult to be happy all of the time. I can begin to show an understanding of what being happy means to Buddhists.		I can tell you some of the things Siddhattha did to try and be happy and why I think they didn't work for him.	

RE Curriculum

Christianity: Christmas		Term: Autumn 2	Year: 3/4 Cycle B		
Foundations of previous learning: To understand Christians believe Jesus to be God in human form. To know how their celebrations during Christmas compare to the true 'meaning' of Christmas. To be aware of other key symbols using during other religious celebrations.					
Unit Learning					
NC Objective - Coverage	Skills		Knowledge	Vocabulary	
What is the most significant part of the Nativity story for Christians today? <ul style="list-style-type: none"> To understand the symbolism in the Christmas story. To think about what the different parts mean to Christians today. 	Year 3 Thinking about religion and belief make links between beliefs, stories and practices identify the impacts of beliefs and practices on people's lives identify similarities and differences between religions and beliefs Enquiring, investigating and interpreting investigate and connect features of religions and beliefs ask significant questions about religions and beliefs describe and suggest meanings for symbols and other form of religious expression Beliefs and teachings (what people believe) describe some religious beliefs and teachings of religions studied, and their importance Practices and lifestyle (what people do) describe how some features of religions studied are used or exemplified in festivals and practices Expression and language (how people express themselves) make links between religious symbols, language and stories and the beliefs or ideas that underlie them Identity and experience (making sense of who we are) compare aspects of their own experiences and those of others, identifying what influences their lives Meaning and purpose (Making sense of life) Compare their own and other people's ideas about questions that are difficult to answer Values and commitments (making sense of right and wrong) Make links between values and commitments, including religious ones, and their own attitudes or behaviour		Year 4 Thinking about religion and belief Comment on connections between questions, beliefs, values and practices Describe the impact of beliefs and practices on individuals, groups and communities Describe similarities and differences within and between religions and beliefs Enquiring, investigating and interpreting Gather, select, and organise ideas about religion and belief Suggest answers to some questions raised by the study of religions and beliefs Suggest meanings for a range of forms of religious expression, using appropriate vocabulary Beliefs and teachings (what people believe) Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions Practices and lifestyle (what people do) Show understanding of the ways of belonging to religions and what these involve Expression and language (how people express themselves) Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language Identity and experience (making sense of who we are) Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers Meaning and purpose (Making sense of life) Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied Values and commitments (making sense of right and wrong) Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues	To understand the purpose of a symbol. To know the key symbols within the Christmas story and the meaning which they hold. To understand the symbolism of Jesus as Gods son.	Frankincense Myrrh Christingle Symbol Represents Incarnation Angel Wise men Shepherds Christ's light
	Assessment of Skills			Assessment of Knowledge	
	I can design a symbolic objects to show the significance of Christmas or the Christian holiday to me. I can ask questions about what Christmas means to Christians and compare this with what it means to me.			I can describe one thing a Christian might learn about Jesus from a Christmas symbol.	

RE Curriculum

Buddhism: Buddha's Teachings		Term: Spring 1	Year: 3/4 Cycle B		
Foundations of previous learning: To have an awareness of Buddhism as a main religion in England. To understand how faith plays an important part in people's daily life. To know who Siddhartha is and his role. To be aware of key figures within other main religions and how they influence the lives of others following that faith.					
Unit Learning					
NC Objective - Coverage	Skills		Knowledge	Vocabulary	
Could the Buddha's teachings make the world a better place? <ul style="list-style-type: none"> To understand the teachings of the Buddha and explore what he taught about change. 	Year 3 Thinking about religion and belief make links between beliefs, stories and practices identify the impacts of beliefs and practices on people's lives identify similarities and differences between religions and beliefs Enquiring, investigating and interpreting investigate and connect features of religions and beliefs ask significant questions about religions and beliefs describe and suggest meanings for symbols and other form of religious expression Beliefs and teachings (what people believe) describe some religious beliefs and teachings of religions studied, and their importance Practices and lifestyle (what people do) describe how some features of religions studied are used or exemplified in festivals and practices Expression and language (how people express themselves) make links between religious symbols, language and stories and the beliefs or ideas that underlie them Identity and experience (making sense of who we are) compare aspects of their own experiences and those of others, identifying what influences their lives Meaning and purpose (Making sense of life) Compare their own and other people's ideas about questions that are difficult to answer Values and commitments (making sense of right and wrong) Make links between values and commitments, including religious ones, and their own attitudes or behaviour	Year 4 Thinking about religion and belief Comment on connections between questions, beliefs, values and practices Describe the impact of beliefs and practices on individuals, groups and communities Describe similarities and differences within and between religions and beliefs Enquiring, investigating and interpreting Gather, select, and organise ideas about religion and belief Suggest answers to some questions raised by the study of religions and beliefs Suggest meanings for a range of forms of religious expression, using appropriate vocabulary Beliefs and teachings (what people believe) Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions Practices and lifestyle (what people do) Show understanding of the ways of belonging to religions and what these involve Expression and language (how people express themselves) Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language Identity and experience (making sense of who we are) Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers Meaning and purpose (Making sense of life) Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied Values and commitments (making sense of right and wrong) Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues	To know that there are many reasons why people may be suffering. To know that Buddhists believe Siddhatta taught many truths. To understand that Buddhists believe that everything changes all of the time. To know how their life has changed over time. To understand how changes influence feelings. To understand the meaning of greed and selfishness. To know the story of Buddha and the Angry Elephant. To understand how Buddhas teachings influence actions.	Buddha Bodhi 8-fold-path Enlightenment Siddhatta	
	Assessment of Skills			Assessment of Knowledge	
	I can suggest why there may be problems in the world and how people could solve them. I can give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place.			I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it.	

RE Curriculum

Christianity: Easter		Term: Spring 2	Year: 3/4 Cycle B	
Foundations of previous learning: To understand Christians believe Jesus to be God in human form. To know the importance of Jesus' crucifixion and resurrection within the Easter story.				
Unit Learning				
NC Objective - Coverage	Skills		Knowledge	Vocabulary
Is forgiveness always possible for Christians? <ul style="list-style-type: none"> To understand how Jesus' life, death and resurrection teaches Christians about forgiveness. 	Year 3 Thinking about religion and belief make links between beliefs, stories and practices identify the impacts of beliefs and practices on people's lives identify similarities and differences between religions and beliefs Enquiring, investigating and interpreting investigate and connect features of religions and beliefs ask significant questions about religions and beliefs describe and suggest meanings for symbols and other form of religious expression Beliefs and teachings (what people believe) describe some religious beliefs and teachings of religions studied, and their importance Practices and lifestyle (what people do) describe how some features of religions studied are used or exemplified in festivals and practices Expression and language (how people express themselves) make links between religious symbols, language and stories and the beliefs or ideas that underlie them Identity and experience (making sense of who we are) compare aspects of their own experiences and those of others, identifying what influences their lives Meaning and purpose (Making sense of life) Compare their own and other people's ideas about questions that are difficult to answer Values and commitments (making sense of right and wrong) Make links between values and commitments, including religious ones, and their own attitudes or behaviour	Year 4 Thinking about religion and belief Comment on connections between questions, beliefs, values and practices Describe the impact of beliefs and practices on individuals, groups and communities Describe similarities and differences within and between religions and beliefs Enquiring, investigating and interpreting Gather, select, and organise ideas about religion and belief Suggest answers to some questions raised by the study of religions and beliefs Suggest meanings for a range of forms of religious expression, using appropriate vocabulary Beliefs and teachings (what people believe) Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions Practices and lifestyle (what people do) Show understanding of the ways of belonging to religions and what these involve Expression and language (how people express themselves) Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language Identity and experience (making sense of who we are) Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers Meaning and purpose (Making sense of life) Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied Values and commitments (making sense of right and wrong) Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues	To understand the meaning of forgiveness. To understand why Jesus had enemies. To know how Jesus forgave the people who let him down. To know key messages behind the biblical stories – Love for enemies, Teaching about anger, Teaching about revenge, The unforgiving servant, The criminal next to Jesus. To understand that Christians believe that Jesus' death was a sacrifice to offer forgiveness for their sins. To know that Jesus' death influences Christian's ability to forgive others.	The lord's prayer The last supper Peter Forgiveness Enemies Judas Love for enemies Sacrifice Sins Traders Salvation
	Assessment of Skills		Assessment of Knowledge	
	I can talk about what sort of help I might need to show forgiveness. I can show an understanding of how Christians believe God can help them show forgiveness.		I can describe what a Christian might learn about forgiveness from a biblical text.	

RE Curriculum

Buddhism: Beliefs in Practice		Term: Summer 1	Year: 3/4 Cycle B		
<p>Foundations of previous learning: To be aware of Buddhism as a religion. To have an awareness of Buddhism as a main religion in England. To understand how faith plays an important part in people’s daily life. To know who Siddhartha is. To understand the key teachings of the Buddha.</p>					
Unit Learning					
NC Objective - Coverage	Skills		Knowledge	Vocabulary	
<p>What is the best way for a Buddhist to live a good life?</p> <ul style="list-style-type: none"> To understand how Buddha’s teachings make a difference to how Buddhists choose to live life. 	<p>Year 3 Thinking about religion and belief make links between beliefs, stories and practices identify the impacts of beliefs and practices on people’s lives identify similarities and differences between religions and beliefs Enquiring, investigating and interpreting investigate and connect features of religions and beliefs ask significant questions about religions and beliefs describe and suggest meanings for symbols and other form of religious expression Beliefs and teachings (what people believe) describe some religious beliefs and teachings of religions studied, and their importance Practices and lifestyle (what people do) describe how some features of religions studied are used or exemplified in festivals and practices Expression and language (how people express themselves) make links between religious symbols, language and stories and the beliefs or ideas that underlie them Identity and experience (making sense of who we are) compare aspects of their own experiences and those of others, identifying what influences their lives Meaning and purpose (Making sense of life) Compare their own and other people's ideas about questions that are difficult to answer Values and commitments (making sense of right and wrong) Make links between values and commitments, including religious ones, and their own attitudes or behaviour</p>	<p>Year 4 Thinking about religion and belief Comment on connections between questions, beliefs, values and practices Describe the impact of beliefs and practices on individuals, groups and communities Describe similarities and differences within and between religions and beliefs Enquiring, investigating and interpreting Gather, select, and organise ideas about religion and belief Suggest answers to some questions raised by the study of religions and beliefs Suggest meanings for a range of forms of religious expression, using appropriate vocabulary Beliefs and teachings (what people believe) Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions Practices and lifestyle (what people do) Show understanding of the ways of belonging to religions and what these involve Expression and language (how people express themselves) Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language Identity and experience (making sense of who we are) Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers Meaning and purpose (Making sense of life) Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied Values and commitments (making sense of right and wrong) Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues</p>	<p>To understand what influences the choices they make. To understand the Noble Eightfold Path and how this influences decisions. To know the meaning of each aspect within the Eightfold Path.</p>	<p>Buddha 8-fold-path Healthy Choices Consequences Kindness Feelings Noble Viewpoint Awareness Speech Concentration Action Thought Effort Living Decisions Choices Guidance</p>	
	Assessment of Skills			Assessment of Knowledge	
	<p>I can describe one of my ‘good’ choices and the consequence of it. I can explain the consequences of making a different choice I can start to explain why some aspects of the 8-fold-path might be hard for some Buddhists to stick to.</p>			<p>I can describe how aspects of the 8-fold-path help Buddhists know how to live good lives.</p>	

RE Curriculum

Christianity: Prayer and Worship		Term: Summer 2	Year: 3/4 Cycle B		
Foundations of previous learning: To be aware of different places of worship. To understand the role that a place of worship has within prayer. To be aware of key celebrations/religious festivals within other religions.					
Unit Learning					
NC Objective - Coverage	Skills		Knowledge	Vocabulary	
Do people need to go to Church to show they are Christians? <ul style="list-style-type: none"> To understand how important going to church is to show someone is a Christian. 	Year 3 Thinking about religion and belief make links between beliefs, stories and practices identify the impacts of beliefs and practices on people's lives identify similarities and differences between religions and beliefs Enquiring, investigating and interpreting investigate and connect features of religions and beliefs ask significant questions about religions and beliefs describe and suggest meanings for symbols and other form of religious expression Beliefs and teachings (what people believe) describe some religious beliefs and teachings of religions studied, and their importance Practices and lifestyle (what people do) describe how some features of religions studied are used or exemplified in festivals and practices Expression and language (how people express themselves) make links between religious symbols, language and stories and the beliefs or ideas that underlie them Identity and experience (making sense of who we are) compare aspects of their own experiences and those of others, identifying what influences their lives Meaning and purpose (Making sense of life) Compare their own and other people's ideas about questions that are difficult to answer Values and commitments (making sense of right and wrong) Make links between values and commitments, including religious ones, and their own attitudes or behaviour	Year 4 Thinking about religion and belief Comment on connections between questions, beliefs, values and practices Describe the impact of beliefs and practices on individuals, groups and communities Describe similarities and differences within and between religions and beliefs Enquiring, investigating and interpreting Gather, select, and organise ideas about religion and belief Suggest answers to some questions raised by the study of religions and beliefs Suggest meanings for a range of forms of religious expression, using appropriate vocabulary Beliefs and teachings (what people believe) Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions Practices and lifestyle (what people do) Show understanding of the ways of belonging to religions and what these involve Expression and language (how people express themselves) Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language Identity and experience (making sense of who we are) Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers Meaning and purpose (Making sense of life) Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied Values and commitments (making sense of right and wrong) Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues	To compare where Jew's, Sikh's, Hindu's, Muslim' and Christian's special places may be. To understand that every religion has their own place of worship. To identify features of a church. To understand why Christians choose to go to Church. To know why John the Baptist is an important figure. To understand why Christians are baptised. To know what happens during worship. To understand how worship can influence a Christians daily life. To know why Christians choose or don't choose to go to church.	Church Baptism John the Baptist Eucharist Holy Communion Worship Belonging Feelings Special Baptized River Jordan Teachings Commandment Effort	
	Assessment of Skills			Assessment of Knowledge	
	I can explain some of the feelings my special place gives me and suggest why that is. I can start to understand the impact a Christian's special place has on him/her.			I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism.	

RE Curriculum

Sikhism: Beliefs into Action		Term: Autumn 1	Year: 5/6 Cycle A	
<p>Foundations of previous learning: To understand the importance of faith. To know how faith can influence daily choices. To be aware of key places of worship used to practise religion. To understand the sacrifices people make for their faith.</p>				
Unit Learning				
NC Objective - Coverage	Skills		Knowledge	
<p>How far would a Sikh go for his/her religion?</p> <ul style="list-style-type: none"> To compare the different ways in which Sikhs put their religion into practice. 	<p>Year 5 Thinking about religion and belief Recognise and explain the impact of beliefs and ultimate questions on individuals and communities Explain how and why differences in belief are expressed. Enquiring, investigating and interpreting Suggest lines of enquiry to address questions raised by the study of religions and beliefs Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence Recognise and explain diversity within religious expression, using appropriate concepts. Beliefs and teachings (what people believe) Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities Practices and lifestyle (what people do) Explain how selected features of religious life and practice make a difference to the lives of individuals and communities Expression and language (how people express themselves) Explain how some forms of religious expression are used differently by individuals and communities Identity and experience (making sense of who we are) Make informed responses to questions of identity and experience in the light of their learning Meaning and purpose (making sense of life) Make informed responses to questions of meaning and purpose in the light of their learning Values and commitments (making sense of right and wrong) Make informed responses to people's values and commitments (including religious ones) in the light of their learning</p>	<p>Year 6 Thinking about religion and belief Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. Enquiring, investigating and interpreting Identify the influences on, and distinguish between, different viewpoints within religions and beliefs Interpret religions and beliefs from different perspectives Interpret the significance and impact of different forms of religious and spiritual expression Beliefs and teachings (what people believe) Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary. Practices and lifestyle (what people do) Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities. Expression and language (how people express themselves) Compare the different ways in which people of faith communities express their faith. Identity and experience (making sense of who we are) Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. Meaning and purpose (making sense of life) Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. Values and commitments (making sense of right and wrong) Make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply</p>	<p>To understand what it means to make a commitment. To know what the Khalsa is. To understand that Sikhs were expected to give a lot for their religion. To know what the Langar is. To understand that the Langar symbolises the belief that all people are equal. To know the five Sikh beliefs. To understand why Sikhs visit the Golden Temple of Amritsar. To know that a Sikh place of worship is the Gurdwara. To know that a Sikh wedding is held in the Gurdwara and has an important event of reading a passage from Guru Granth Sahib. To understand the meaning and purpose of an arranged marriage. To know what the SK's are. To understand that all elements of the Sikh religion are showing differing levels of commitment.</p>	
	Assessment of Skills		Assessment of Knowledge	<p>Guru Amrit Khalsa Karah Prashad 5 K's Kirpan Kesh Kara Kangha Kachera Guru Granth Sahib Langar Golden Temple Of Amritsar Guru Nanak Worship Belief Sacrifice Equal Sharing Honesty Holy book Choices Marriage Arranged marriage</p>
	<p>I can identify the different levels of commitment I show to different things and explain these priorities. I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.</p>		<p>I can make links between how Sikhs practise their religion and the beliefs that underpin this.</p>	

RE Curriculum

Christianity: Christmas		Term: Autumn 2	Year: 5/6 Cycle A		
Foundations of previous learning: To understand Christians believe Jesus to be God in human form. To know how non-traditional celebrations during Christmas compare to the true 'meaning' of Christmas. To be aware of other key symbols using during other religious celebrations. To understand what some symbols teach about Jesus.					
Unit Learning					
NC Objective - Coverage	Skills		Knowledge	Vocabulary	
Is the Christmas story true? <ul style="list-style-type: none"> To evaluate different accounts of the Christmas story and understand that stories can be told in different ways. 	Year 5 Thinking about religion and belief Recognise and explain the impact of beliefs and ultimate questions on individuals and communities Explain how and why differences in belief are expressed. Enquiring, investigating and interpreting Suggest lines of enquiry to address questions raised by the study of religions and beliefs Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence Recognise and explain diversity within religious expression, using appropriate concepts. Beliefs and teachings (what people believe) Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities Practices and lifestyle (what people do) Explain how selected features of religious life and practice make a difference to the lives of individuals and communities Expression and language (how people express themselves) Explain how some forms of religious expression are used differently by individuals and communities Identity and experience (making sense of who we are) Make informed responses to questions of identity and experience in the light of their learning Meaning and purpose (making sense of life) Make informed responses to questions of meaning and purpose in the light of their learning Values and commitments (making sense of right and wrong) Make informed responses to people's values and commitments (including religious ones) in the light of their learning	Year 6 Thinking about religion and belief Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. Enquiring, investigating and interpreting Identify the influences on, and distinguish between, different viewpoints within religions and beliefs Interpret religions and beliefs from different perspectives Interpret the significance and impact of different forms of religious and spiritual expression Beliefs and teachings (what people believe) Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary. Practices and lifestyle (what people do) Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities. Expression and language (how people express themselves) Compare the different ways in which people of faith communities express their faith. Identity and experience (making sense of who we are) Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. Meaning and purpose (making sense of life) Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. Values and commitments (making sense of right and wrong) Make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply	To recall symbolism within the Christmas story. To know that there are different accounts of the Christmas Story within the bible. To understand the different meanings of the word 'true'. To know that the Christmas story holds many different truths and serves a purpose to teach others.	Advent Incarnation Beliefs Birth Jesus Matthew Teaching God Wise men Shepherds Nativity scene Bible Incarnation	
	Assessment of Skills			Assessment of Knowledge	
	I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways. I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.			I can start to explain the Christian belief that Jesus was the incarnation of God.	

RE Curriculum

Sikhism: Beliefs and Moral Values		Term: Spring 1	Year: 5/6 Cycle A		
<p>Foundations of previous learning:</p> <p>To understand the importance of faith.</p> <p>To be aware of key places of worship used to practise religion.</p> <p>To understand the sacrifices people make for their faith.</p> <p>To understand how Sikhs put their religion into practise, based on their beliefs.</p>					
Unit Learning					
NC Objective - Coverage	Skills		Knowledge	Vocabulary	
<p>Are Sikh stories important today?</p> <ul style="list-style-type: none"> To understand the importance of Sikh stories today. 	<p>Year 5</p> <p>Thinking about religion and belief Recognise and explain the impact of beliefs and ultimate questions on individuals and communities Explain how and why differences in belief are expressed.</p> <p>Enquiring, investigating and interpreting Suggest lines of enquiry to address questions raised by the study of religions and beliefs Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence Recognise and explain diversity within religious expression, using appropriate concepts.</p> <p>Beliefs and teachings (what people believe) Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities</p> <p>Practices and lifestyle (what people do) Explain how selected features of religious life and practice make a difference to the lives of individuals and communities</p> <p>Expression and language (how people express themselves) Explain how some forms of religious expression are used differently by individuals and communities</p> <p>Identity and experience (making sense of who we are) Make informed responses to questions of identity and experience in the light of their learning</p> <p>Meaning and purpose (making sense of life) Make informed responses to questions of meaning and purpose in the light of their learning</p> <p>Values and commitments (making sense of right and wrong) Make informed responses to people's values and commitments (including religious ones) in the light of their learning</p>	<p>Year 6</p> <p>Thinking about religion and belief Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.</p> <p>Enquiring, investigating and interpreting Identify the influences on, and distinguish between, different viewpoints within religions and beliefs Interpret religions and beliefs from different perspectives Interpret the significance and impact of different forms of religious and spiritual expression</p> <p>Beliefs and teachings (what people believe) Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.</p> <p>Practices and lifestyle (what people do) Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.</p> <p>Expression and language (how people express themselves) Compare the different ways in which people of faith communities express their faith.</p> <p>Identity and experience (making sense of who we are) Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</p> <p>Meaning and purpose (making sense of life) Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</p> <p>Values and commitments (making sense of right and wrong) Make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply</p>	<p>To understand that different religions have their own 'special book'.</p> <p>To know some key Sikh stories and how they hold importance for Sikhs and non-Sikhs.</p>	<p>Guru Guru Granth Sahib Guru Nanak Khalsa Milk Jasmine flower Mardana Bhai lalo Malik bhago Gender Disability</p>	
	Assessment of Skills			Assessment of Knowledge	
	<p>I can explain how some stories can teach people about what is important and how to behave.</p> <p>I can explain how some stories can teach Sikhs about what is important in their life and relate this to non-Sikhs.</p>			<p>I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.</p>	

RE Curriculum

Christianity: Easter		Term: Spring 2	Year: 5/6 Cycle A			
<p>Foundations of previous learning: To understand Christians believe Jesus to be God in human form. To know the importance of Jesus' crucifixion and resurrection within the Easter story. To be aware of some key stories from the bible teaching forgiveness.</p>						
Unit Learning						
NC Objective - Coverage	Skills		Knowledge	Vocabulary		
<p>How significant is it for Christians to believe God intended Jesus to die?</p> <ul style="list-style-type: none"> To question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. 	<p>Year 5 Thinking about religion and belief Recognise and explain the impact of beliefs and ultimate questions on individuals and communities Explain how and why differences in belief are expressed. Enquiring, investigating and interpreting Suggest lines of enquiry to address questions raised by the study of religions and beliefs Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence Recognise and explain diversity within religious expression, using appropriate concepts. Beliefs and teachings (what people believe) Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities Practices and lifestyle (what people do) Explain how selected features of religious life and practice make a difference to the lives of individuals and communities Expression and language (how people express themselves) Explain how some forms of religious expression are used differently by individuals and communities Identity and experience (making sense of who we are) Make informed responses to questions of identity and experience in the light of their learning Meaning and purpose (making sense of life) Make informed responses to questions of meaning and purpose in the light of their learning Values and commitments (making sense of right and wrong) Make informed responses to people's values and commitments (including religious ones) in the light of their learning</p>	<p>Year 6 Thinking about religion and belief Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. Enquiring, investigating and interpreting Identify the influences on, and distinguish between, different viewpoints within religions and beliefs Interpret religions and beliefs from different perspectives Interpret the significance and impact of different forms of religious and spiritual expression Beliefs and teachings (what people believe) Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary. Practices and lifestyle (what people do) Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities. Expression and language (how people express themselves) Compare the different ways in which people of faith communities express their faith. Identity and experience (making sense of who we are) Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. Meaning and purpose (making sense of life) Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. Values and commitments (making sense of right and wrong) Make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply</p>	<p>To know that Christians believe Jesus life had a purpose. To know the main events of Holy Week. To know that people hold different opinions on whether Jesus was aware of his impending crucifixion. To know how some of Jesus actions influence whether it is believed he knew about the crucifixion.</p>	<p>Holy Week Pilate Herod Mount Of Olives Garden Of Gethsemane Crucifixion Resurrection Jesus God Purpose Tomb Judas Betrayal Temple Purpose</p>		
	Assessment of Skills				Assessment of Knowledge	
	<p>I can give an example of someone with a strong sense of purpose for their life and give my opinions on this. I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.</p>				<p>I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy week.</p>	

RE Curriculum

Sikhism: Prayer and Worship		Term: Summer 1	Year: 5/6 Cycle A	
Foundations of previous learning: To understand the importance of faith. To be aware of key places of worship used to practise religion. To understand the sacrifices people make for their faith. To understand how Sikhs put their religion into practise, based on their beliefs. To be aware of some key Sikh stories and their importance. To understand the importance of God within the faith and how commitment is shown – Muslim prayer.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
What is the best way for a Sikh to show commitment to God? <ul style="list-style-type: none"> To understand how Sikhs show their commitment to God. 	Year 5 Thinking about religion and belief Recognise and explain the impact of beliefs and ultimate questions on individuals and communities Explain how and why differences in belief are expressed. Enquiring, investigating and interpreting Suggest lines of enquiry to address questions raised by the study of religions and beliefs Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence Recognise and explain diversity within religious expression, using appropriate concepts. Beliefs and teachings (what people believe) Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities Practices and lifestyle (what people do) Explain how selected features of religious life and practice make a difference to the lives of individuals and communities Expression and language (how people express themselves) Explain how some forms of religious expression are used differently by individuals and communities Identity and experience (making sense of who we are) Make informed responses to questions of identity and experience in the light of their learning Meaning and purpose (making sense of life) Make informed responses to questions of meaning and purpose in the light of their learning Values and commitments (making sense of right and wrong) Make informed responses to people's values and commitments (including religious ones) in the light of their learning	Year 6 Thinking about religion and belief Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. Enquiring, investigating and interpreting Identify the influences on, and distinguish between, different viewpoints within religions and beliefs Interpret religions and beliefs from different perspectives Interpret the significance and impact of different forms of religious and spiritual expression Beliefs and teachings (what people believe) Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary. Practices and lifestyle (what people do) Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities. Expression and language (how people express themselves) Compare the different ways in which people of faith communities express their faith. Identity and experience (making sense of who we are) Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. Meaning and purpose (making sense of life) Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. Values and commitments (making sense of right and wrong) Make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply	To know that the 5K's are a way of showing commitment. To know the purpose of the Amrit ceremony. To know that there were 10 living Gurus. To know that the holy book is called Guru Granth Sahib. To understand ways in which different holy books are treated with respect. To understand that one of Sikhs main teachings is equality and how this compares with teachings and beliefs of other religions. To know the meaning of 'Sewa'.	Guru Amrit Khalsa Karah Parshad 5 K's Kirpan Kesh Kara Kangha Kachera Guru Granth Sahib Langar Golden Temple Of Amritsar Guru Nanak Sewa Gurdwara Obey Commitment Amrit Khalsa
Assessment of Skills		Assessment of Knowledge		
I can show an understanding of why people show commitment in different ways. I can start to express what I think about the best way a Sikh could show commitment to God.		I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others.		

RE Curriculum

Christianity: Beliefs and practices		Term: Summer 2	Year: 5/6 Cycle A		
Foundations of previous learning: To know how Sikhs show their commitment to God. To know how Muslims show their commitment to their faith – prayer. To understand what it means to be committed and how difficult this could be.					
Unit Learning					
NC Objective - Coverage	Skills	Knowledge	Vocabulary		
What is the best way for a Christian to show commitment to God? <ul style="list-style-type: none"> To understand how Christians show their commitment to God and to evaluate if there is a best way. 	Year 5 Thinking about religion and belief Recognise and explain the impact of beliefs and ultimate questions on individuals and communities Explain how and why differences in belief are expressed. Enquiring, investigating and interpreting Suggest lines of enquiry to address questions raised by the study of religions and beliefs Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence Recognise and explain diversity within religious expression, using appropriate concepts. Beliefs and teachings (what people believe) Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities Practices and lifestyle (what people do) Explain how selected features of religious life and practice make a difference to the lives of individuals and communities Expression and language (how people express themselves) Explain how some forms of religious expression are used differently by individuals and communities Identity and experience (making sense of who we are) Make informed responses to questions of identity and experience in the light of their learning Meaning and purpose (making sense of life) Make informed responses to questions of meaning and purpose in the light of their learning Values and commitments (making sense of right and wrong) Make informed responses to people's values and commitments (including religious ones) in the light of their learning	Year 6 Thinking about religion and belief Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. Enquiring, investigating and interpreting Identify the influences on, and distinguish between, different viewpoints within religions and beliefs Interpret religions and beliefs from different perspectives Interpret the significance and impact of different forms of religious and spiritual expression Beliefs and teachings (what people believe) Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary. Practices and lifestyle (what people do) Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities. Expression and language (how people express themselves) Compare the different ways in which people of faith communities express their faith. Identity and experience (making sense of who we are) Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. Meaning and purpose (making sense of life) Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. Values and commitments (making sense of right and wrong) Make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply	To know that Christians can show their commitment in different ways. To understand that Christians follow The Ten Commandments. To understand what benefits Christians believe being committed to God will bring. To know how other religions/non-religious people may demonstrate commitment.	Ten Comandments Confirmation Lord's Prayer Galation Neighbour Church Committed Holy spirit Kindness Love Joy Peace Patience Faithfulness Gentleness Self control	
	Assessment of Skills		Assessment of Knowledge		
	I can show an understanding of why people show commitment in different ways. I can explain why I think some ways of showing commitment to god would be better for some Christians than others.		I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others.		

RE Curriculum

Islam: Beliefs and Practices		Term: Autumn 1	Year: 5/6 Cycle B		
<p>Foundations of previous learning: To know how Sikhs show their commitment to God. To know how Muslims show their commitment to their faith – prayer. To know how Christians show their commitment to God. To understand what it means to be committed and how difficult this could be.</p>					
Unit Learning					
NC Objective - Coverage	Skills		Knowledge	Vocabulary	
<p>What is the best way for a Muslim to show commitment to God?</p> <ul style="list-style-type: none"> To understand how Muslims show their commitment to God and to evaluate if there is a best way. 	<p>Year 5 Thinking about religion and belief Recognise and explain the impact of beliefs and ultimate questions on individuals and communities Explain how and why differences in belief are expressed. Enquiring, investigating and interpreting Suggest lines of enquiry to address questions raised by the study of religions and beliefs Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence Recognise and explain diversity within religious expression, using appropriate concepts. Beliefs and teachings (what people believe) Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities Practices and lifestyle (what people do) Explain how selected features of religious life and practice make a difference to the lives of individuals and communities Expression and language (how people express themselves) Explain how some forms of religious expression are used differently by individuals and communities Identity and experience (making sense of who we are) Make informed responses to questions of identity and experience in the light of their learning Meaning and purpose (making sense of life) Make informed responses to questions of meaning and purpose in the light of their learning Values and commitments (making sense of right and wrong) Make informed responses to people's values and commitments (including religious ones) in the light of their learning</p>	<p>Year 6 Thinking about religion and belief Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. Enquiring, investigating and interpreting Identify the influences on, and distinguish between, different viewpoints within religions and beliefs Interpret religions and beliefs from different perspectives Interpret the significance and impact of different forms of religious and spiritual expression Beliefs and teachings (what people believe) Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary. Practices and lifestyle (what people do) Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities. Expression and language (how people express themselves) Compare the different ways in which people of faith communities express their faith. Identity and experience (making sense of who we are) Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. Meaning and purpose (making sense of life) Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. Values and commitments (making sense of right and wrong) Make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply</p>	<p>To understand ways in which praying shows commitment to God. To know that Muslims pray five times each day. To understand that prayer is a way of remembering God. To know that Friday is Muslims holy day. To know that Muslims believe they should give to charity. To know that Ramadan is a fasting period. To know that fasting is recommended by Allah within the Qu'ran. To understand that fasting shows they are living how God wants and remembering those who are hungry. To understand that the five pillars outline key ways Muslims show commitment to God.</p>	<p>Five pillars Zakah Sawm Qu'ran Hajj Perseverance Patience Allah Ramadan Fasting Charity Money Thankful Effort Sacrifice</p>	
	Assessment of Skills			Assessment of Knowledge	
	<p>I can show an understanding of why people show commitment in different ways. I can think of some ways of showing commitment to God that would be better than others for Muslims.</p>			<p>I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Christians than others.</p>	

RE Curriculum

Christianity: Christmas		Term: Autumn 2	Year: 5/6 Cycle B		
Foundations of previous learning: To understand Christians believe Jesus to be God in human form (incarnation). To know how their celebrations during Christmas compare to the true 'meaning' of Christmas. To be aware of other key symbols using during other religious celebrations. To understand what some symbols teach about Jesus.					
Unit Learning					
NC Objective - Coverage	Skills		Knowledge	Vocabulary	
Do Christmas traditions and celebrations help Christians understand who Jesus was and why he was born? <ul style="list-style-type: none"> To evaluate different Christmas traditions and celebrations in the light of their reference and relevance to Christian beliefs in Jesus. 	Year 5 Thinking about religion and belief Recognise and explain the impact of beliefs and ultimate questions on individuals and communities Explain how and why differences in belief are expressed. Enquiring, investigating and interpreting Suggest lines of enquiry to address questions raised by the study of religions and beliefs Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence Recognise and explain diversity within religious expression, using appropriate concepts. Beliefs and teachings (what people believe) Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities Practices and lifestyle (what people do) Explain how selected features of religious life and practice make a difference to the lives of individuals and communities Expression and language (how people express themselves) Explain how some forms of religious expression are used differently by individuals and communities Identity and experience (making sense of who we are) Make informed responses to questions of identity and experience in the light of their learning Meaning and purpose (making sense of life) Make informed responses to questions of meaning and purpose in the light of their learning Values and commitments (making sense of right and wrong) Make informed responses to people's values and commitments (including religious ones) in the light of their learning	Year 6 Thinking about religion and belief Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. Enquiring, investigating and interpreting Identify the influences on, and distinguish between, different viewpoints within religions and beliefs Interpret religions and beliefs from different perspectives Interpret the significance and impact of different forms of religious and spiritual expression Beliefs and teachings (what people believe) Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary. Practices and lifestyle (what people do) Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities. Expression and language (how people express themselves) Compare the different ways in which people of faith communities express their faith. Identity and experience (making sense of who we are) Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. Meaning and purpose (making sense of life) Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. Values and commitments (making sense of right and wrong) Make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply	To understand that there is a variety of different ways in which events can be celebrated. To know the key ways in which Christmas is celebrated in England. To know that some celebrations do not always refer back to key Christian beliefs. To identify that there are different interpretations of the Christmas story but they all withhold the key messages. To be able to explain incarnation and how this is demonstrated through celebrations and traditions.	Incarnation Crib Carols Church Nativity Wreaths Gospel	
	Assessment of Skills			Assessment of Knowledge	
	I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating and how other ways are not. I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus.			I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born.	

RE Curriculum

Christianity: Beliefs and Meaning		Term: Spring 1	Year: 5/6 Cycle B		
<p>Foundations of previous learning: To know the key principles of Christianity as a religion. To understand that Christians believe Jesus to be God in human form (incarnation). To know some of the miracles which Christians believe Jesus performed.</p>					
Unit Learning					
NC Objective - Coverage	Skills		Knowledge	Vocabulary	
<p>Is anything ever eternal?</p> <ul style="list-style-type: none"> To evaluate different beliefs about eternity and understand the Christian perspective on this. 	<p>Year 5 Thinking about religion and belief Recognise and explain the impact of beliefs and ultimate questions on individuals and communities Explain how and why differences in belief are expressed. Enquiring, investigating and interpreting Suggest lines of enquiry to address questions raised by the study of religions and beliefs Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence Recognise and explain diversity within religious expression, using appropriate concepts. Beliefs and teachings (what people believe) Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities Practices and lifestyle (what people do) Explain how selected features of religious life and practice make a difference to the lives of individuals and communities Expression and language (how people express themselves) Explain how some forms of religious expression are used differently by individuals and communities Identity and experience (making sense of who we are) Make informed responses to questions of identity and experience in the light of their learning Meaning and purpose (making sense of life) Make informed responses to questions of meaning and purpose in the light of their learning Values and commitments (making sense of right and wrong) Make informed responses to people's values and commitments (including religious ones) in the light of their learning</p>	<p>Year 6 Thinking about religion and belief Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. Enquiring, investigating and interpreting Identify the influences on, and distinguish between, different viewpoints within religions and beliefs Interpret religions and beliefs from different perspectives Interpret the significance and impact of different forms of religious and spiritual expression Beliefs and teachings (what people believe) Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary. Practices and lifestyle (what people do) Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities. Expression and language (how people express themselves) Compare the different ways in which people of faith communities express their faith. Identity and experience (making sense of who we are) Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. Meaning and purpose (making sense of life) Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. Values and commitments (making sense of right and wrong) Make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply</p>	<p>To understand the meaning of the word eternal. To understand what a wedding ring symbolises. To understand the link between eternal and unconditional. To know the different ways Jesus portrayed love within the bible. To know what the word 'agape' means. To understand that resurrection allows Christians to believe in eternal life. To know they key teachings from the bible which suggest forgiveness can act as a path to heaven.</p>	<p>Agape Ten Commandments Eternal Ever lasting Forever Bible Forgive Unconditional Resurrection Life after death</p>	
	Assessment of Skills			Assessment of Knowledge	
	<p>I can express the feelings I have when I think about situations or feelings that I would like to last forever. I can reflect on my own beliefs about whether anything is eternal.</p>			<p>I can make links between different Christian beliefs and their views on whether anything is every eternal.</p>	

RE Curriculum

Christianity: Easter		Term: Spring 2	Year: 5/6 Cycle B		
<p>Foundations of previous learning: To understand Christians believe Jesus to be God in human form. To know the importance of Jesus' crucifixion and resurrection within the Easter story. To be aware of some key stories from the bible teaching forgiveness. To know what Holy week is and to explain whether they believe God intended Jesus to be crucified or whether it was a result of his actions.</p>					
Unit Learning					
NC Objective - Coverage	Skills		Knowledge	Vocabulary	
<p>Is Christianity still a strong religion 2000 years after Jesus was on earth?</p> <ul style="list-style-type: none"> To examine the influences Christianity still has in the world To evaluate whether it is still a strong religion. 	<p>Year 5 Thinking about religion and belief Recognise and explain the impact of beliefs and ultimate questions on individuals and communities Explain how and why differences in belief are expressed. Enquiring, investigating and interpreting Suggest lines of enquiry to address questions raised by the study of religions and beliefs Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence Recognise and explain diversity within religious expression, using appropriate concepts. Beliefs and teachings (what people believe) Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities Practices and lifestyle (what people do) Explain how selected features of religious life and practice make a difference to the lives of individuals and communities Expression and language (how people express themselves) Explain how some forms of religious expression are used differently by individuals and communities Identity and experience (making sense of who we are) Make informed responses to questions of identity and experience in the light of their learning Meaning and purpose (making sense of life) Make informed responses to questions of meaning and purpose in the light of their learning Values and commitments (making sense of right and wrong) Make informed responses to people's values and commitments (including religious ones) in the light of their learning</p>	<p>Year 6 Thinking about religion and belief Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. Enquiring, investigating and interpreting Identify the influences on, and distinguish between, different viewpoints within religions and beliefs Interpret religions and beliefs from different perspectives Interpret the significance and impact of different forms of religious and spiritual expression Beliefs and teachings (what people believe) Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary. Practices and lifestyle (what people do) Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities. Expression and language (how people express themselves) Compare the different ways in which people of faith communities express their faith. Identity and experience (making sense of who we are) Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. Meaning and purpose (making sense of life) Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. Values and commitments (making sense of right and wrong) Make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply</p>	<p>To understand that Jesus is a highly influential figure within Christianity. To identify a range of different festivals which we celebrate. To understand that many non-Christians can also celebrate key Christian festivals. To know that Christianity as a religion influences peoples actions daily, such as charity work. To understand that some Christians are often mis-treated because of their religion. To understand that Christianity influences los of systems within society. To know that Christian buildings are still dominant within society.</p>	<p>Lent Ash Wednesday Shrove Tuesday Fish symbol CAFOD Ten commandments Cross Body and blood Society Influence Worship</p>	
	Assessment of Skills			Assessment of Knowledge	
	<p>I can explain how the influence people have had on me has affected what I see as important. I can give my opinion as to whether Christianity is a strong religion now and say why I think this.</p>			<p>I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.</p>	

RE Curriculum

Islam: Beliefs and Meaning		Term: Summer 1	Year: 5/6 Cycle B	
<p>Foundations of previous learning: To know how Muslims show their commitment to their faith – prayer. To understand that prayer forms a part of Muslims daily life. To understand why Muslims visit the Mosque and how this develops a sense of belonging. To know that Muslims perform pilgrimage (Hajj). To know who Muslims pray to.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>Does Belief in Akhirah (life after death) help Muslims lead better lives?</p> <ul style="list-style-type: none"> To know that the concept of Jihad can be interpreted differently leading to different actions and consequences. 	<p>Year 5 Thinking about religion and belief Recognise and explain the impact of beliefs and ultimate questions on individuals and communities Explain how and why differences in belief are expressed. Enquiring, investigating and interpreting Suggest lines of enquiry to address questions raised by the study of religions and beliefs Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence Recognise and explain diversity within religious expression, using appropriate concepts. Beliefs and teachings (what people believe) Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities Practices and lifestyle (what people do) Explain how selected features of religious life and practice make a difference to the lives of individuals and communities Expression and language (how people express themselves) Explain how some forms of religious expression are used differently by individuals and communities Identity and experience (making sense of who we are) Make informed responses to questions of identity and experience in the light of their learning Meaning and purpose (making sense of life) Make informed responses to questions of meaning and purpose in the light of their learning Values and commitments (making sense of right and wrong) Make informed responses to people's values and commitments (including religious ones) in the light of their learning</p>	<p>Year 6 Thinking about religion and belief Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. Enquiring, investigating and interpreting Identify the influences on, and distinguish between, different viewpoints within religions and beliefs Interpret religions and beliefs from different perspectives Interpret the significance and impact of different forms of religious and spiritual expression Beliefs and teachings (what people believe) Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary. Practices and lifestyle (what people do) Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities. Expression and language (how people express themselves) Compare the different ways in which people of faith communities express their faith. Identity and experience (making sense of who we are) Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. Meaning and purpose (making sense of life) Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. Values and commitments (making sense of right and wrong) Make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply</p>	<p>To understand how motivation can lead to differences in actions. To know that everyone has different interpretations of what a 'good' life is. To know that a Muslims interpretation of a good life is influenced by the five pillars. To know that Muslims believe Allah will judge them on the good and bad things they do. To know that Muslims, like Christians, believe in Akhirah (life after death). To know that Jihad means 'effort' or 'struggle'. To understand what being 'righteous' means to Muslims. To understand that their Greater Jihad is the effort Muslims put in to overcoming struggles.</p>	<p>Akhirah Muhammad Qu'ran Five Pillars Jihad Ummah War Allah Teachings Choice Surah Righteous</p>
	Assessment of Skills		Assessment of Knowledge	
	<p>I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.</p> <p>I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.</p>		<p>I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.</p>	

RE Curriculum

Islam: Beliefs and Meaning		Term: Summer 2		Year: 5/6 Cycle B		
<p>Foundations of previous learning:</p> <p>To know how Muslims show their commitment to their faith – prayer. To understand that prayer forms a part of Muslims daily life. To understand why Muslims visit the Mosque and how this develops a sense of belonging. To know that Muslims perform pilgrimage (Hajj). To know who Muslims pray to. To understand Akhirah and how this can influence some choices Muslims make.</p>						
Unit Learning						
NC Objective - Coverage	Skills			Knowledge	Vocabulary	
<p>Does Belief in Akhirah (life after death) help Muslims lead better lives?</p> <ul style="list-style-type: none"> To know that the concept of Jihad can be interpreted differently leading to different actions and consequences. 	<p>Year 5 Thinking about religion and belief Recognise and explain the impact of beliefs and ultimate questions on individuals and communities Explain how and why differences in belief are expressed. Enquiring, investigating and interpreting Suggest lines of enquiry to address questions raised by the study of religions and beliefs Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence Recognise and explain diversity within religious expression, using appropriate concepts. Beliefs and teachings (what people believe) Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities Practices and lifestyle (what people do) Explain how selected features of religious life and practice make a difference to the lives of individuals and communities Expression and language (how people express themselves) Explain how some forms of religious expression are used differently by individuals and communities Identity and experience (making sense of who we are) Make informed responses to questions of identity and experience in the light of their learning Meaning and purpose (making sense of life) Make informed responses to questions of meaning and purpose in the light of their learning Values and commitments (making sense of right and wrong) Make informed responses to people's values and commitments (including religious ones) in the light of their learning</p>	<p>Year 6 Thinking about religion and belief Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. Enquiring, investigating and interpreting Identify the influences on, and distinguish between, different viewpoints within religions and beliefs Interpret religions and beliefs from different perspectives Interpret the significance and impact of different forms of religious and spiritual expression Beliefs and teachings (what people believe) Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary. Practices and lifestyle (what people do) Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities. Expression and language (how people express themselves) Compare the different ways in which people of faith communities express their faith. Identity and experience (making sense of who we are) Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. Meaning and purpose (making sense of life) Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. Values and commitments (making sense of right and wrong) Make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply</p>	<p>To understand that some people who say they are Muslims can interpret key parts of the Qu'ran in different ways. To know that interpretations of the Qu'ran can influence their views of a 'good life'. To understand that some Muslims interpret the Prophet's words to influence them to fight. To understand that some Muslims believe that their interpretation of these words make their actions 'good'. To know the 5 rules/conditions of Just War. To understand that there are infact clear rules of when fighting may be considered as a Jihad. To know that Muslims believe that obeying teachings within the Qu'ran will lead to Akirah.</p>	<p>Akhirah Muhammad Qu'ran Five Pillars Jihad Ummah War Allah Teachings Choice Surah Righteous</p>		
	Assessment of Skills				Assessment of Knowledge	
	<p>I can give examples of times when I misinterpreted something. I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.</p>				<p>I can explain two different Muslim interpretations of Jihad.</p>	

SKILLS AND PROCESSES TO BE DEVELOPED THROUGH RELIGIOUS EDUCATION

Progression in RE depends upon the development of the following generic learning skills applied to RE. These skills should be used in developing a range of activities for pupils to demonstrate their capabilities in RE. **They ensure that teachers will move pupils on from knowledge accumulation and work that is merely descriptive to higher level thinking and more sophisticated skills.**

R Reflection – this includes:

- Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices

E Empathy – this includes:

- Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others
- Developing the ability to identify feelings such as love, wonder, forgiveness and sorrow
- Seeing the world through the eyes of others, and seeing issues from their point of view

Investigation – this includes:

- Asking relevant questions
- Knowing how to gather information from a variety of sources
- Knowing what may constitute evidence for justifying beliefs in religion

Interpretation – this includes:

- Drawing meaning from artefacts, works of art, music, poetry and symbolism
- Interpreting religious language
- Suggesting meanings of religious texts

Evaluation – this includes:

- Debating issues of religious significance with reference to evidence and argument

Analysis – this includes:

- Distinguishing between opinion and fact
- Distinguishing between the features of different religions

Synthesis – this includes:

- Linking significant features of religion together in a coherent pattern
- Connecting different aspects of life into a meaningful whole

Application – this includes:

- Making the association between religion and individual, community, national and international life

Expression – this includes:

- Explaining concepts, rituals and practices
- Expressing religious views, and responding to religious questions through a variety of media