

Religion and World Views Curriculum Progression
Peasedown St John School

“True knowledge is establishing a harmony between science and spirituality.”

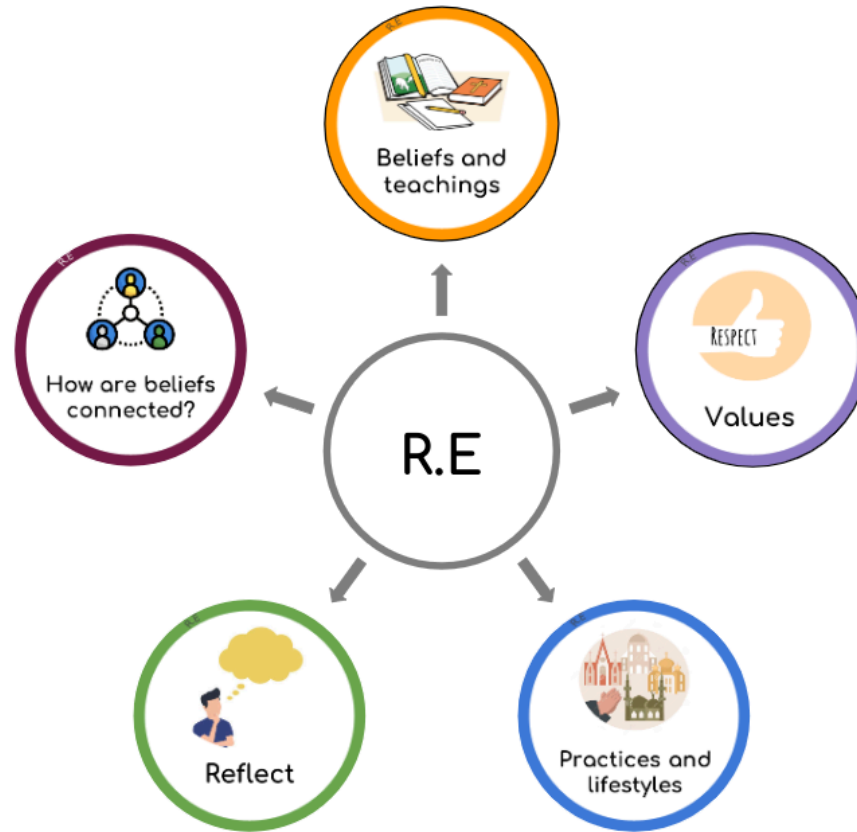
Sai Baba Hindu/Muslim teacher

At Peasedown St John, our curriculum intent for Religion and World Views is important to us as a school, as it ensures children are able to achieve the best learning outcomes possible. It reflects the purposes and aims taken from Somerset Awareness, Mystery and Values (our MAT agreed syllabus for Religion and World Views).

We inspire our pupils with knowledge of the religions and beliefs which form part of contemporary society. We aim to contribute to pupil's personal development by promoting mutual respect and tolerance, offering opportunities for personal reflection and group discussion. Religion and World Views contribute dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In Religion and World Views they learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. Ultimately children will learn to be respectful and reflective individuals when learning about different faiths, making comparisons between them and making connections with their own lives. Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

We have chosen 'big ideas' (also known as 'threshold concepts') that build throughout our Religion and World Views curriculum. These help children to develop conceptual understanding over time and to link old learning to new learning. The subject topics are mapped out to ensure coverage and to identify, logically and systematically, a clear progression in learning linked to these Big Ideas.

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Philosophy

National Curriculum Breadth of Study in Religion and World Views

	<i>EYFS</i>		<i>KS1</i>		<i>KS2</i>			
	<i>N</i>	<i>R</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
Skills / Disciplines	How learning builds from the Early Years : In Nursery and Reception children are given opportunities to explore different festivals in Talk Times and Continuous Provision such as Creative stations, Tuff spot explorations, messy play, investigation areas and role play. Nursery- Harvest, Diwali, Christmas, Chinese New Year, Ramadan and Easter. Reception- Harvest, Diwali, Christmas, Chinese New Year, Easter and Holi. Both Reception and Nursery provisions will incorporate the traditions of the children in their cohort into the setting through processes named above or by inviting in parents to share etc. This will ensure all children have a secure sense of self in the setting including EAL children .		Reflection Discussion Respect					
Knowledge			Learn: Every faith has a God, Messenger/messengers Holy book Holy building Festivals Rules, rituals and routines (Children use hand actions When recalling) Begin to make comparisons between faiths and connections with self. Understanding Humanism is not a faith but is a life practice with similar core values.		Show knowledge of faiths using the hand model Make comparisons between faiths Have developed a world view of faiths studied. Be able to take part in philosophical thinking by stopping to think more deeply in order to give more considered answers.			

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	In Reception children will be encouraged to think about how their own family traditions may link. Children will also begin to develop skills talking about an image or stimulus to practise noticing, thinking and feeling linked to a festival or tradition. Look, think, feel, thoughts. What can you see? How does it make you feel? What do you think? Is it like anything you know? Begin to remember facts about Christian/Hindu festivals Be exposed to appropriate videos showing how Christian and Hindu people may act and what they may do. Be exposed to experiences e.g Nativity plays and visiting Peasedown churches. Begin to talk about our Big Ideas in RE.	Be able to take part in philosophical thinking by stopping to think more deeply in order to give more considered answers.	
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Our Overview of Religion and World Views Teaching (How we have organised the agreed syllabus)

	<i>EYFS</i>		<i>KS1</i>		<i>LKS2</i>		<i>UKS2</i>	
	<i>N</i>	<i>R</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
Units	How learning builds from the Early Years : Christian festivals: Christmas and Easter Nativity play.	How learning builds from the Early Years : Festivals: Christian-Christmas and Easter. Hinduism-Diwali and Holi	Christianity, Judaism and Humanism		Christianity, Judaism, Islam, Hinduism and Humanism			

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	Hand actions relating to festivals. Comparisons begin to be made between the two faiths in Reception. Children begin to make connections with self and how people across the world may live in a different way.	Christianity (God and creation)	Judaism (Torah)	Christianity (God and incarnation)	Hinduism (Dharma, Deity and Atman)	Christianity (God and Incarnation)	Hinduism (Dharma / Deity / Atman)
		Christianity (Incarnation)	Christianity (Gospel and Salvation)	Judaism (God and the covenant)	Christianity (Salvation)	Judaism (God and the Covenant)	Christianity (Salvation)
		Judaism (God and the Covenant)	Humanism (What is Humanism?)	Judaism (Torah)	Christianity (Gospel)	Judaism (Torah)	Christianity (Gospel)
				Islam (Islam and Iman)	Humanism (what do Humanists believe)	Islam (Islam and Iman)	Humanism (What is a Humanist?)

Links to whole school curriculum drivers

We have adapted the purposes and aims to ensure that it reflects the context of our school and the community it serves, aiming to improve children's awareness of Fundamental British Values (FBV), Spiritual, Moral, Social and Cultural development by exploring the concepts of religion and belief to develop tolerance, respect, social awareness and the ability to ask questions about spiritual and moral issues. Therefore, when children are exposed to these aspects of the whole curriculum, it will motivate and encourage them, enabling them to improve their cultural capital and to become respectful and knowledgeable citizens.

The way that we have designed the curriculum engages pupils to read a wider breadth of fiction and non-fiction texts. We prioritise reading at PSJ by exploring different types of genres and texts to help children discover new information, both visually and through the written word. This enables us to put topics within subjects into a meaningful context, whilst building upon previous learning. As well as this, it helps children to recall important information and embed learnt knowledge from the short-term memory into the long-term memory. Through reading, we aim to expose children with differing needs to high-quality texts, with the aim of developing a wider range of vocabulary across all curriculum subjects, thereby building their cultural capital. In RE we aim to promote reading and vocabulary by exploring spiritual writings e.g. the bible, focussed research tasks, sharing religious stories and introducing and re-visiting subject specific vocabulary.

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<i>Open the book Assembly links</i>	EYFS		KS1		LKS2		UKS2	
	N	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Community links - local and global, diversity and commonality		Visit to Methodist Church	Harvest festival at The Methodist church	Harvest festival at The Methodist church	Harvest festival at church of England St Johns Christmas service/carols at St John's	Harvest festival at church of England St John's Christmas service/carols at St John's	Harvest festival at church of England St Johns Christmas service/carols at St John's	Harvest festival at church of England St Johns Christmas service/carols at St John's
Visits, opportunities and experiences	Nativity performance	Nativity performance	Nativity performance	Nativity performance Opportunity for Humanist Visitor - Matt Evans mattevens5@me.com	Visit to the local church	Visit to Hindu temple in Bristol or Hindu Visitor - Indira Mistry indira.mistry@ymail.com Opportunity for Humanist visitor - Matt Evans mattevens5@me.com		Opportunity for Hindu Visitor - Indira Mistry indira.mistry@ymail.com Opportunity for Humanist speaker in school - Matt Evans mattevens5@me.com
High quality books - fiction and non-fiction	Bibles in book corner First bible stories	Bibles in book corner First bible stories	Bibles in book corner Sammy Spider's First sukkot Sammy Spider's First Rosh Hashanah Sammy Spider's First Passover	Bibles in book corner Sammy Spider's First sukkot Sammy Spider's First Rosh Hashanah Sammy Spider's First Passover	Bibles in book corner The Garden, the curtain and the cross It's too crowded in here! (Jewish faith) The prophet's faithful friend (Islam)	Bibles in book corner The Garden, the curtain and the cross	Bibles in book corner The Garden, the curtain and the cross It's too crowded in here! (Jewish faith) The prophet's faithful friend (Islam)	Bibles in book corner Terry Pratchett - Truckers (Humanism) The Garden, the curtain and the cross

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					Inspiring Islamic stories Ka'b's decision The Young Man's plan		Inspiring Islamic stories Ka'b's decision The Young Man's plan	
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Summary of key knowledge, skills and vocabulary that we teach through our Big Ideas

	<i>EYFS</i>		<i>KS1</i>		<i>LKS2</i>		<i>UKS2</i>	
	<i>N</i>	<i>R</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>UNITS of LEARNING</i>	<i>Harvest Festival - Christian festival</i>	<i>Harvest Festival - Christian festival</i>	Christianity (God and creation)	Judaism (Torah) (recall Christianity and the Holy Trinity) (Recall the christmas story) Terms 1 and 2	Christianity (God and incarnation) (Recall Christmas story) Terms 1 and 2	Hinduism (Dharma, Deity and Atman) (Recall Christmas story) Terms 1 and 2	Christianity (God and Incarnation) (Recall Christmas Story) Terms 1 and 2	Hinduism (Dharma / Deity / Atman) (Recall Christmas story) (Terms 1 and 2)
	<i>Hinduism - Diwali festival</i>	<i>Hinduism - Diwali festival</i>	The christmas Story Terms 1 and 2					
	<i>Christianity - Nativity story</i>	<i>Christianity - Nativity story</i>	Christianity (Incarnation) (The Easter story) Terms 3 and 4	Christianity (Gospel) Term 3	Judaism (God and the Covenant) Judaism Term 3	Christianity (Gospel) Term 3	Judaism (God and the Covenant) Term 3	Christianity (Gospel) Term 3
	<i>Easter story</i>	<i>Easter story</i>						
	<i>Bible stories</i>	<i>Hinduism-Holi</i>	Judaism (God and the Covenant) Terms 5 and 6	Christianity (Salvation) Term 4	Judaism (Torah) (Recall the Easter story) Term 4	Christianity (Salvation) Term 4	Judaism (Torah) (Recall the Easter story) Term 4	Christianity (Salvation) Term 4
		<i>Bible stories</i>		Humanism		Humanism (What do Humanists believe)	Islam	Humanism (What is a Humanist?) Terms 5 and 6

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				(What is Humanism?) Terms 5 and 6	Islam (Islam and Iman) (Specific recall to Christianity) Terms 5 and 6	Terms 5 and 6	(Islam and Iman) Terms 5 and 6	
Beliefs and Teachings 			<u>Christianity (God and creation)</u> - Christians find out about what God is like and how he wants people to live from the Bible. - There is a story in the Bible which Christians believe expresses their key beliefs about creation: - God created the universe. - The story is called the six days of creation and describes what God did as the world was created.	<u>Christianity (Gospel)</u> - Jesus taught that people should be loving, kind and forgiving to everyone because this is what God is like. <u>Christianity (Salvation)</u> - Recall stories from the Bible associated with the last eight days of Jesus' life, including (a) his entry into Jerusalem, (b) the Last Supper, (c) his arrest, (d) crucifixion and (e) resurrection. - Recognise the order of the key events in the	<u>Christianity (God and Incarnation)</u> God - Christians believe the Bible talks about what God is like and his relationship with people who believe in Him. - Christians will describe one God as Father (parent), Son and Holy Spirit. The Trinity. Incarnation - Recall stories from the Bible of Jesus miracles – what do they say about Jesus? e.g. that Jesus calmed a storm – he had power over the forces of nature Mark	<u>Hinduism (Dharma, Deity and Atman)</u> Dharma Recall stories of the exile, return and reign of Rama from the Hindu book: The Ramayana and understand how they teach a) respect for Parents, b) keeping promises, c) doing the right thing even when it's hard, and from his reign d) using power with care and responsibility towards those with less power, know that Hindus think these are important guidelines for right-living. Deity	<u>Christianity (God and Incarnation)</u> God - Christians believe that "God is love" (1 John 4.8) – compassionate, all knowing (omniscient), everywhere at once (omnipresent), all powerful (almighty), pure, set apart (holy). - Christians believe that it matters what people do. When people treat others badly (sin) it makes God upset and angry. - Christians believe the Bible talks	<u>Hinduism (Dharma / Deity / Atman)</u> Dharma - Know that the term "Hinduism" is a Western term for people who lived in Northern India, who shared the Vedas and ancient Sanskrit writings of India. Followers prefer the term "Sanatana Dharma", which means 'eternal truths' (i.e. basic teachings which have always been true and always will be). - Know that the Hindu word for 'action' is 'karma which

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			– The last thing that God created was humans. <u>Christianity (Incarnation)</u> - Christians find out about what Jesus is like and how he wants people to live from the Bible. - Recall Bible stories associated with the birth of Jesus. Including (a) the meaning of his names Immanuel (God is with us) and Jesus (he saves), (b), the angel Gabriel's message to Mary – that her baby is God's son, (c) his humble birth, (d) visited by shepherds -ordinary	Biblical narrative. <u>Judaism (Torah)</u> - Know that the Torah means 'teaching' and is the most important part of Jewish scriptures. - Know that the Torah contains the first 5 books of the Hebrew Bible. - Know the Torah teaches Jews what God is like and how they should live their lives. <u>Humanism (What is Humanism?)</u> - Be familiar with the terms 'Humanist' and 'atheist'. - Know that of utmost importance for a Humanist is what human beings have	4.35-41, healing Jairus' daughter – that he had power over death (Luke 8. 40-56). - Understand what Christians believe this and other stories from the Bible say about who Jesus is – that only God can do things like this. Christians believe that Jesus is the Son of God. <u>Judaism (God and the Covenant)</u> - God first made his covenant agreement with Abraham. God promises he would be the father of a great nation, the Jewish people, who will live in the land of Canaan. - Recall the story of the giving of the 10	- Know that Hindu holy books describe Rama AND Krishna as special people called Avatars. These are believed by Hindus to be God, in human form and that God can choose to be born as an Avatar, in any time and place, when the world needs God's help or example. - Know that Hindus believe that they can also worship God in other divine forms (or deities) alongside the Avatars, such as a loving mother (Devi), Lakshmi, popularly worshipped at Divali. <u>Christianity (Gospel)</u> - Christians try to be like Jesus and obey his	about what God is like and his relationship with people who believe in him. Incarnation - Know that the nativity is found in two gospels: Matthew (ch 1-2) and Luke (ch 1-2) - Understand that the two accounts are told from different viewpoints (Mary and Joseph's). - The Bible account of the virgin birth supports the Christian belief that Jesus is both human and divine. - Some Christians understand this symbolically and others literally. - The nativity of Jesus concerns	means everything we do will have consequences. This is the 'Law of Karma'. Following the Dharma will produce beneficial results. Deity - Understand that thousands of years ago, Hindu books called the Vedas described many ways of thinking about God with special names, images and stories to help Hindus remember and understand about God. Hindus pray to God by any of these names and ways. - Recall the story of Shiva and the Ganges. Understand that Hindus
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			people – and the Magi. - Recognise the order of the key events in the Biblical narrative. <u>Judaism</u> <u>(God and the Covenant)</u> - Know that Jews believe in one God who created the universe. - Know basic elements of the story found in Genesis: - God made the world from nothing - God Makes everything in the world, including plants and animals - Man is the last to be made - Man is made last and is given	achieved and can achieve as individuals and together to improve life for everyone and look after the world.	commandment s to Moses: The people of Israel are enslaved in Egypt; God sends 10 plagues; the Pharaoh releases the Jews; this hasty departure is known as the exodus; the Jews spent 40 years as nomads; Moses went up Mt Sinai to receive from God the 10 commandment s and other commandment s which were the rules Jews had to live by. Understand that the Jews made an agreement or covenant with God: If Jews agree to obey His commandment s; the Jews would be His Chosen people.	teachings in the things that they think and do. - Recall the story of the Good Samaritan Luke 10.25-37. Man attacked on dangerous road; left without anything – even clothes; he is seen by a Priest and Levite (respected members of community); Samaritan stops and helps Jew; uses expensive oils; places man on donkey while he walks; taken to inn and pays for stay. - Know the context for the story: how the story came to be told – Jesus is asked how to inherit eternal life? Love God and your neighbour as yourself; Jesus is	the incarnation of Jesus: literally “become flesh”. Incarnation is the belief that Jesus Christ is fully human and fully God. <u>Judaism</u> <u>(God and the Covenant)</u> - Know that Abraham is called one of the fathers of Judaism - Know the story of Abraham who Jews believe was the first person to believe in one God: - Abraham was rich and lived in Ur; the people worshipped many gods - God speaks to Abraham and tells him to leave his home with 3 promises: a relationship with God,	believe that whilst the natural world is all from within God and so is to be treated as special, the Ganges is a holy river to visit and Shiva is a special and particularly powerful form of God to worship. - Hinduism teaches that there is one Supreme Being/Person, Brahman. Brahman is everywhere and everything that exists lives in Brahman all the time. Nothing would exist if Brahman was not in it. Atman - Hindus believe in Reincarnation: the belief that when a body dies their
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			responsibility to care for the world God has created Know that the Jewish name for God is Adonai which means 'Lord'. Jews use the name with great respect, never carelessly. Sometimes Jews write the words as God because of its sacredness.		<u>Judaism (Torah)</u> - Know that The Torah is written in Hebrew. <u>Islam (Islam and Iman)</u> Islam - Know that Islam means "Submission (to the will of Allah)" and the word Muslims means someone who has willingly submitted themselves to Allah. - Identify the two main beliefs of Islam as: - the belief in only one God, and - the belief that Muhammad is the Messenger of God Iman - Know that Muslims	asked who is my neighbour? - Understand background to the story; Samaritans and Jews are enemies (at the end of the story the person asking the question cannot even say the word 'Samaritan', the people who walked by had good reason (muggers still around; might be a trap; he might be dead anyway (cleansing process); road called 'red road' for good reason. <u>Christianity (Salvation)</u> - Explain the Christian Salvation story and that it makes four main claims: - God created a perfect world	numerous descendants and land – but Sara is barren – with no scriptures or traditions, he puts his faith in God - Understand that, for Jews, the covenant that began with Abraham is an important belief of a two-way relationship. Jews put their faith in God (not blind faith – Abraham often questions God) and God gives his blessings to Abraham and his descendants. <u>Judaism (Torah)</u> - Recall that Jewish scriptures are called the Tenakh, which are made up of	atman ("soul") may move onto another being. In the Bhagavad Gita this is likened to someone changing dirty clothes for clean ones. Similarly, the Atman casts off its worn-out body for a new one. (Bhagavad Gita 2:22). - The Atman persists and is reborn many times. This continual cycle is called Samsara. - The type of life an Atman moves onto depends on its previous one. This is determined by the Law of Karma. - The end of Samsara is called Moksha. The soul breaks out of
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					believe that Muhammad had many revelations over 22 years. • Understand that Islam teaches that Muhammad told many others what the revelations were. They wrote down the Words that had been revealed to Muhammad. What they wrote formed a book – the holy Qur'an. • Know that Muslims believe that the angel Gabriel was 'sent down' with God's holy book – the Mother of the Book. This was the book that was shown to Muhammad. So the Qur'an is a	– Humanity went wrong – To save humanity, God had a salvation plan – God enters into the world as Jesus Christ who saves humanity • Recall the key features of the story of Zacchaeus: – Understand the context of the story; Zacchaeus is an outcast because he is seen as a greedy, corrupt traitor. Now he is sorry. He wants to make up for his bad deeds and live a better life. – Understand the message of this and other stories from the Bible – that Christians believe Jesus came to forgive and rescue	3 sections: Torah, Nevi'im and Ketuvim. The word Tenakh, is made up of these 3 types of writing. • Know that the teachings in the Torah are summed up in the Shema, which is kept on the doorpost of Jewish homes. It says "Hear O Israel, the Lord our God, the Lord is one ..." • Understand that there is also a collection of writings called the Talmud. These contain the teaching of rabbis over many years. It gives more details about how to put the rules found in the Torah into practice. <u>Islam</u> <u>(Islam and Iman)</u> Islam	reincarnation and joins with Brahman <u>Christianity</u> <u>(Gospel)</u> • Recall what Jesus said about selfless, unconditional love in the Beatitudes (part of the Sermon on the Mount, Matthew 5.1-12 & 43-46). • Jesus told his followers, "As I have loved you, so you must love one another." John 13.35. <u>Christianity</u> <u>(Salvation)</u> • Identify the use of the word 'atonement' in Christianity as referring to the forgiving or pardoning of sin through the death and
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					copy of God's holy book. everyone. No one is too bad – or too good. - Recall the story of Jesus' death on the cross. Understand that Christians believe that because Jesus died, they can be forgiven by God. <u>Humanism</u> (What do Humanists believe) - Be familiar with the concepts 'material world' and 'secular'. Know that 'secular' means 'concerned with the material world' and 'not concerned with religion'. - Be able to tell another person what is meant by 'Humanist' and 'atheist'. - Know that Humanists look for truth as it is	- Understand that the Qur'an is the original and most basic source of God's Law, but Hadith provides Muslims with the practical interpretations of how to apply the Qur'an to everyday life. Muslims believe Muhammad received instructions from Gabriel and so these are as valid as those in the Qur'an. Iman - Know the Muslim belief that Muhammad is the final Prophet. - Know the Muslim belief that humans have a tendency to forget, ignore or tamper with God's clear message.	resurrection of Jesus. - Know that 'atonement' originally meant "at-one-ment", which means being "at one" or harmony with someone. - Know that Christians use a range of theories and metaphors to explain how reconciliation with God works. A common approach in Western Christianity is that: – Humans have not lived in the way God intended – they have sinned – Having broken God's Law, humans should have been punished. (Romans 6:23)
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						known and accessible through science, reason and the experience of human beings of the ever-changing material world.	• Understand that the Muslims believe the Qur'an is (a) the word of God not a human creation, (b) is the authentic version of the revelations to Muhammad in word, rhythm (it is poetic) and so must be read in Arabic, (c) the most comprehensive and final book of knowledge and instruction to believers. • Know that Islam means "Submission (to the will of Allah)" and the word Muslims means someone who has willingly submitted themselves to Allah. • Understand the Muslim belief that humans have not followed God's	– Jesus is without sin – He sacrifices himself in the place of humanity – Because Jesus is without sin, he 'pays the price' which should have been paid by humanity'. (Galatians 3.13) • Know that Christians believe that Jesus rose again and that faith in him will give eternal life to the believer. <u>Humanism</u> (What is a Humanist?) • Be familiar with the term 'agnostic' and its two related meanings – 1) a person who holds that nothing is known or can be known about anything
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							message in the past because of over self-confidence (hubris) and so they – forgot it – ignore it – tamper with it	beyond the material world and 2) a person who does not know whether a god, gods or anything beyond the material world exists. They should know that some Humanists are agnostic.
Practices and Lifestyles  Practices and lifestyles			<u>Christianity (God and creation)</u> • Christians believe that God expects humans to care for His world because it belongs to God. <u>Christianity (Incarnation)</u> • Understand that Advent is the time before Christmas when Christians get	<u>Christianity (Gospel)</u> • Recall the story of the Unmerciful Servant Matthew 18:23-34, linking it to forgiveness in the Lord's Prayer Matthew 6:5-15 including (a) Peter's question, "How many times should I forgive?" (b) the events of the parable, (c) understand that, just as Christians	<u>Christianity (God and Incarnation)</u> God • Recall what happens in both Infant Baptism and Believers' Baptism. Water is used. The person baptising usually says "I baptise you in the name of the Father, and the son, and the Holy spirit." The person is welcomed into	<u>Hinduism (Dharma, Deity and Atman)</u> Dharma • Understand when Hindus light lamps to celebrate Diwali they remember that God guides us in life the way lamps light up darkness, to help us see our way. Atman • Recognise a form of Hindu worship (called puja) using a special tray called 'a puja	<u>Christianity (God and Incarnation)</u> God • Humans have a duty to care for God's creation. They are the stewards of creation. Incarnation • Identify how the belief that Jesus is "God is with us" helps a Christian in daily life. Christians pray because they believe that Jesus is with	<u>Hinduism (Dharma / Deity / Atman)</u> Dharma • Know that the Holi festival celebrates Spring, community and equality, reminding Hindus to respect the natural world and its seasons. Also recall the Holika story, who died using her powers to try and kill Prahlad, a believer in God, and understand

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			ready for Jesus coming. <u>Judaism</u> (God and the Covenant) Be able to recognise the Star of David as a symbol of Judaism, which represents the 6 days of creation found in Genesis.	believe that God forgives them, Jesus wants them to forgive everyone (d) that Christians are reminded about these things every time they pray the Lord's prayer. <u>Christianity</u> (Salvation) - Understand that Christians believe that because Jesus died, they can be forgiven by God. - Understand that Christians believe that Jesus rose from the dead, giving hope of a new life. <u>Judaism</u> (Torah) - One day a week Jews observe the Sabbath: they rest, have a meal on	the Christian Church. <u>Judaism</u> (God and the Covenant) - Know that Jews celebrate the exodus at the week-long Passover festival; at the Seder meal Jews retell the story of the Exodus using symbolic food. The festival recalls this as a key event in their history because it shows: (a) God was at work in the events of history (b) they have been chosen to have a special relationship with God. <u>Judaism</u> (Torah) - On the Shabbat Jews attend the synagogue, where they worship God.	thali' with a small sacred flame, a bell, flower petals, incense and water to help them not be distracted by anything else they may see, hear, smell or touch around them, to make it a special time. - Know and be able to use the following terms accurately and confidently: Mandir, shrine, puja, murti, prasad and arti. - Know that Hindus have a special place at home for performing puja once a day. - Understand that Puja helps Hindus be quiet enough to 'hear' God guiding them from within and to know Hindus can perform	them to listen and to help. <u>Judaism</u> (God and the Covenant) - Know that Jews have coming of age ceremonies: Bar and Bat Mitzvah (for boys and girls, respectively). These are important because it marks the time when people become responsible for following the Torah. - Know that Yom Kippur is the holiest day in the Jewish calendar. This period starts with Rosh Hashanah and ends ten days later with Yom Kippur. It is during this time of fasting that Jews show how sorry they are, and attend the	how this reminds Hindus to use their gifts to help not hurt others, the principle of ahimsa. <u>Christianity</u> (Gospel) - Give examples of what Christians are doing today to live out the beliefs about selfless, unconditional love in the Beatitudes. - Give examples of the ways that the Christian Church shows the love of God both to its members and across society, in the UK and wider world today, e.g. visiting the sick, chaplains, hospices, food banks, rehabilitation of prisoners
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				Friday evening with their family. Jews believe that bringing the family together once a week when no one works is important. <u>Humanism</u> (What is Humanism?) Know how a Humanist family might celebrate the birth of a child and/or the naming of a baby.	Doing this develops a sense of community. - The reading of the Torah is central to the service: during the service there will be readings from the Torah. - In the synagogue the Torah (Sefer Torah) is written on parchment, which is written by hand with a special ink. The importance of the scrolls is shown by the way they are: - Never touched by human hands- a special pointer is used - Each scroll has a mantle (cover) - Once they have been used, they are	Puja at home or in a place of worship called a Mandir. <u>Christianity</u> (Gospel) - How does this (the parable of The Good Samaritan) and other teachings of Jesus display disinterested love (agape) being shown to all: freely given; generous; selfless; self-sacrificing? <u>Christianity</u> (Salvation) <u>Humanism</u> (What do Humanists believe) - Know that Humanists primarily make decisions about right and wrong based on what is perceived to bring justice, happiness and peace to individuals,	synagogue as often as they can, listening to the Torah; for asking for forgiveness from those who they have wronged, forgive those who have wronged them and ask G-d to forgive them; saying, "And for all these, God of forgiveness, forgive us, pardon us, and grant us atonement". - Understand how Jews celebrate the Shabbat and why it is considered the most important festival: - Timing of Shabbat, no work, but study, rest and leisure - Time to celebrate belief in one God as creator	and addicts, helping the homeless, street pastors, promoting fair trade, aid work, education and working with youth. <u>Christianity</u> (Salvation) <u>Humanism</u> (What is a Humanist?) - Know how secular Humanists regard life and death. They should know that the focus of their attention is on what can be achieved during this life in this world and that they hold that death is the end of life. - Know how Humanists might celebrate marriage or conduct an
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					returned to the Ark – There is an ever-burning lamp outside the Ark to show God is always present • Know that some Jews wear Tefillin (or phylacteries), which are two straps with boxes on and contain small pieces of parchment from Torah, on the forehead to remind Jews they must love God with their mind and on their arm facing the heart to remind Jews they must love God with all their heart. <u>Islam</u> (Islam and Iman) Islam • Understand that praying 5 times a day, which is	communities and societies. They should know that Humanists do not believe that knowledge of right and wrong comes from a deity or deities or that good deeds or wrong-doing will be judged and/or punished by a god or gods.	– Central rituals: Kiddush, lighting candles, wine shared, and bread cut – Attendance at Synagogue and opening of Ark – Dietary rules including kosher and trefah and separation of meat and milk. <u>Judaism</u> (Torah) • Understand the meaning of Simchat Torah: a ceremony at the end of Sukkot, when the final part of Deuteronomy and the first part of Genesis is read to show that the reading of the Torah never stops. It reminds Jews that it is important to study and obey the Law throughout their lives.	event to mark the death of someone close to them. Be able to say how these differ from a religious ceremony and why. • Be able to name two prominent Humanist scientists of the modern period and say something about their lives and contribution to our understanding of the world, e.g. Marie Curie, Albert Einstein, Helen Caldicott. • Know that the Humanist perspective informs music, song, poetry, literature and the visual arts and be able to refer to at least one example, e.g. John
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					prescribed in the Qur'an, is one way Muslims submit to the will of Allah. They do this by: – Being constantly reminded of Allah throughout the day, reminds them for what is important in their life and helps them straying from the path – The sujud position (prostration) reflects Muslim submission as a physical act. – Salah can take place anywhere, as God created everything Iman • Understand that the Qur'an is treated with great respect by Muslims, including that it		<u>Islam</u> (Islam and Iman) Islam • Know that humans have the role of Khalifah, trustees of Allah's creation. All things belong to Allah. Muslims have always studied nature for signs and wonders of Allah • Understand that the practices of Zakat (giving) and Saum (fasting during Ramadan) illustrate the concept of Khalifah: – Zakat (giving) is a duty (something you must do) not charity (something you might choose to do); it should be done anonymously, receiving no praise.	Lennon's Imagine. • Be aware of the work of Humanists UK in promoting understanding of Humanism.
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					is often kept in a stand, kept above all other books, is sometimes wrapped in a cloth, a Muslim will wash their hands before touching the book.		– Saum (fasting during Ramadan) is an act of learning to appreciate all that God has provided.	
How are beliefs conveyed?  How are beliefs connected?			<u>Christianity (God and creation)</u> <u>Christianity (Incarnation)</u> - Identify these stories with the religion of Christianity, whose members are collectively called Christians and know that these stories are from the Bible. <u>Judaism (God and the Covenant)</u> - Know that Jews live all over the	<u>Christianity (Gospel)</u> <u>Christianity (Salvation)</u> - Know that the Christian Holy book is called the Bible, and that it is divided into two parts – Old Testament (which Christians share with Judaism – Jesus was a Jew) and New Testament (<i>links with the Torah unit in Y2</i>). - Identify the stories about the last days of Jesus' life with the religion of	<u>Christianity (God and Incarnation)</u> <u>Judaism (God and the Covenant)</u> <u>Judaism (Torah)</u> <u>Islam (Islam and Iman)</u>	<u>Hinduism (Dharma, Deity and Atman)</u> <u>Christianity (Gospel)</u> <u>Christianity (Salvation)</u> <u>Humanism (What do Humanists believe)</u>	<u>Christianity (God and Incarnation)</u> God - Recognize that Christians use evidence to support their belief in God. <u>Judaism (God and the Covenant)</u> <u>Judaism (Torah)</u> - Know that the Torah is the most important because it tells Jews what God is like and how they should live. <u>Islam (Islam and Iman)</u>	<u>Hinduism (Dharma / Deity / Atman)</u> Atman Recall the Hindu greeting Namaste and its meaning: 'I respect you', because Hindus believe the same God is inside every heart and must be treated as one world-family. <u>Christianity (Gospel)</u> <u>Christianity (Salvation)</u>

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			world, but Israel is considered very special as it was promised to Abraham and his descendants by God.	Christianity, who are collectively called Christians and know that they are from the Bible. <u>Judaism</u> <u>(Torah)</u> <u>Humanism</u> <u>(What is Humanism?)</u> Know that many Humanists are 'atheists'; they do not believe in a deity or deities.			Iman Know the names of Prophets that lived before Muhammad who are named in the Qur'an, including: Adam, Abraham, Moses and Jesus. According to the Qur'an these prophets taught essentially the same religion (din) (from Adam to Muhammad). know that all the Prophets before Muhammad were given the same message. Muslims do not criticise the prophets of other religions, because of this. Muslims show great respect to these by adding the phrase, 'peace be upon them'. They also show great	<u>Humanism</u> <u>(What is a Humanist?)</u> Be able to say why Humanism is a life stance or worldview but not a religion.
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							respect to the sacred texts of other religions; such as gospels and Torah.	
Values 			<u>Christianity (God and creation)</u> <u>Christianity (Incarnation)</u> <u>Judaism (God and the Covenant)</u>	<u>Christianity (Gospel)</u> <u>Christianity (Salvation)</u> <u>Judaism (Torah)</u> - Understand how special the Torah is for Jews: the Torah is read every week in the synagogue, the end of one cycle is celebrated in Simchat Torah. <u>Humanism (What is Humanism?)</u> - Recognise the 'happy human' logo	<u>Christianity (God and Incarnation)</u> <u>Judaism (God and the Covenant)</u> - Understand that Jews believe there is one God who should be placed above all else. - The Shema, which expresses these key beliefs, is placed on the doorpost of Jewish houses in a Mezezah. <u>Judaism (Torah)</u> <u>Islam (Islam and Iman)</u> Iman - Know that God's message	<u>Hinduism (Dharma, Deity and Atman)</u> Dharma - Know Dharma means 'right-living' and that the Hindu faith is called the 'Hindu Dharma'. <u>Christianity (Gospel)</u> <u>Christianity (Salvation)</u> - Recognise that Christians refer to Jesus as 'the Saviour' or as 'my Saviour'. <u>Humanism (What do Humanists believe)</u> - Have had the opportunity to talk with members of a Humanist family.	<u>Christianity (God and Incarnation)</u> God - Understand God loves His creation, and everything is created in harmony. <u>Judaism (God and the Covenant)</u> <u>Judaism (Torah)</u> <u>Islam (Islam and Iman)</u> Islam - Know the story of Bilal and understand why this story is important to Muslims: Bilal is a black African slave; refuses to obey his master to attack one of Muhammad's	<u>Hinduism (Dharma / Deity / Atman)</u> Deity - Recognise the symbol often associated with Hinduism: Aum. The sound is sacred and is a way of describing Brahman. <u>Christianity (Gospel)</u> <u>Christianity (Salvation)</u> - Know that Christians emphasise that Jesus is the Saviour of the world and through his death the sins of humanity

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					is known as the 'Straight Path' or the Shariah.	• Be familiar with what the 'happy human' symbol means to Humanists.	followers who claimed that all people are equal; while imprisoned, waiting to be punished, he became a Muslim; close to death he was sold to Abu Bakr one of Muhammad's closest companions; Bilal was freed; Bilal became the first Muezzin (gave the first call to prayer at the first mosque in Medina and then at the Ka'aba). – Meaning: this story emphasises that people should be judged not by their position in society or race, but on their commitment to obey Allah's commands.	have been forgiven. <u>Humanism</u> <u>(What is a Humanist?)</u>
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							– That Allah alone is worthy of worship. – Bilal exemplified his dedication to Allah, even risking his own life. He is a role model to Muslims.	
Reflect 			<u>Christianity (God and creation)</u> ● Raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God. <u>Christianity (Incarnation)</u> ● Raise and suggest answers to relevant questions in response to their enquiry into the	<u>Christianity (Gospel)</u> ● Reflect on the implications of this story for Christians and for themselves today. ● Raise and suggest answers to relevant questions in response to their enquiry into this story, e.g. 'Why did Jesus tell this story and other parables?' <u>Christianity (Salvation)</u> ● Raise and suggest	<u>Christianity (God and Incarnation)</u> God ● Raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God. Incarnation ● Raise and suggest answers to relevant questions in response to their enquiry into the accounts of	<u>Hinduism (Dharma, Deity and Atman)</u> Dharma, Deity, Atman ● Raise and suggest answers to relevant questions in response to the Hindu belief in Dharma, deity and Atman. ● Attempt to support their answers using reasons and/or information. <u>Christianity (Gospel)</u> ● Support their attempt to answer the	<u>Christianity (God and Incarnation)</u> God ● Raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God. ● Raise and suggest answers to relevant questions in response to their enquiry into the evidence Christians use to support their belief in God	<u>Hinduism (Dharma / Deity / Atman)</u> Dharma, Deity, Atman ● Raise and suggest answers to relevant questions in response to the Hindu belief in Dharma, Deity and Atman. ● Attempt to support their answers using reasons and/or information. <u>Christianity (Gospel)</u> ● Raise and suggest answers to

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			Christmas story. <u>Judaism</u> <u>(God and the Covenant)</u> ● Raise and suggest answers to relevant questions in response to the story of creation. ● Attempt to support their answers using reasons and/or information.	answers to relevant questions in response to their enquiry into the Easter story. <u>Judaism</u> <u>(Torah)</u> ● Raise and suggest answers to relevant questions in response to the Jewish teachings on the Torah. ● Attempt to support their answers using reasons and/or information. <u>Humanism</u> <u>(What is Humanism?)</u> ● Raise and suggest answers to relevant questions in response to their enquiry into the existence or	these miracles and what Christians say about who Jesus is. <u>Judaism</u> <u>(God and the Covenant)</u> ● Raise and suggest answers to relevant questions in response to the story of Moses and the giving of the 10 commandments. ● Attempt to support their answers using reasons and/or information. <u>Judaism</u> <u>(Torah)</u> ● Raise and suggest answers to relevant questions in response to the importance and respect Jews give to the Torah.	relevant questions they raise in response to their enquiry into the Good Samaritan parable using reasons and information to support their views. <u>Christianity</u> <u>(Salvation)</u> <u>Humanism</u> <u>(What do Humanists believe)</u> ● Raise and suggest answers to relevant questions in response to meeting a Humanist.	and the concept of stewardship. Incarnation ● Reflect on why there may be different accounts (of The Nativity). <u>Judaism</u> <u>(God and the Covenant)</u> ● Raise and suggest answers to relevant questions in response to the concept of a covenant with God. ● Attempt to support their answers using reasons and/or information. <u>Judaism</u> <u>(Torah)</u> ● Raise and suggest answers to relevant questions in response to the idea of being able to put into practice the	relevant questions in response to their enquiry into how Christians put the commandment to love into practice. How do these things set an example and cut across expectations? <u>Christianity</u> <u>(Salvation)</u> ● Reflect on and appraise the view that Easter celebrates Jesus dying to take the punishment (atonement)/ pay the debt of sin (redemption)) so that people can be forgiven by God and live in relationship with Him. <u>Humanism</u> <u>(What is a Humanist?)</u>
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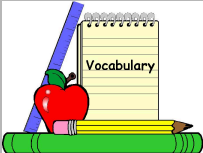
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				non-existence of God. - Attempt to support their answers using reasons and/or information. <u>Islam</u> (Islam and Iman) Islam - Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah and the practice of Salah. - Attempt to support their answers using reasons and/or information. Iman - Raise and suggest answers to relevant questions in response to what they have learnt about		teachings of the Torah. - Attempt to support their answers using reasons and/or information <u>Islam</u> (Islam and Iman) Islam - Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah. - Attempt to support their answers using reasons and/or information.	Raise and suggest answers to relevant questions in response to their enquiry into how the Humanist perspective informs music and art and how Humanists have contributed to our understanding of the world.
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					the Islamic belief in submitting to the will of Allah. Attempt to support their answers using reasons and/or information.			
Key Vocabulary  Terminology that supports our knowledge and understanding			<u>Christianity (God and creation)</u> God, Holy, Bible, Christian, Old Testament, New Testament, Creation, Adam, Eve, Garden of Eden, Harvest, Forgiveness, Psalm, King David, Prayer, Almighty, Elijah, Miracle <u>Christianity (Incarnation)</u> Jesus, Son of God, King, Immanuel, Christian, Christmas, Gabriel, Mary, Joseph, Shepherds, Magi, Baptism, Father, Son, Holy Spirit, Trinity,	<u>Judaism (Torah)</u> Law, Torah, Moses, Simchat Torah, Scroll, Tablets, Commandments, Mezuzah, Challah, Kippah, Tallit, Shabbat, Day of Rest, Yad, Synagogue, Chuppah, Ketubah, Mazel Tov <u>Christianity (Gospel)</u> Agape, Unconditional, Sacrificial, Disciples, Parable, Unmerciful, Unforgiving, Lord's Prayer, Miracle, Christ,	<u>Christianity (God and Incarnation)</u> God's Word, Christ, Old Testament, New Testament, Parable, Father, Son (of God), Holy Spirit, Trinity, Baptism (Believers and Infant), Christening, Dedication, Messiah, Transfiguration, Miracle, Baptist, Catholic, Anglican, Church of England, Methodist, <u>Judaism (God and the Covenant)</u> G-d, Abraham, Covenant, Chosen	<u>Hinduism (Dharma, Deity and Atman)</u> Dharma Dharma, Right Living, Honouring, Exile, Rama, Hindu, The Ramayana, Divali, Hindu Dharma, Hindi Deity Deity, Brahman, Deva/Devi, Avatar, Krishna, Lakshmi Atman Atman, The Divine Within, Puja/Puja Thali, Mandir, Shrine, Murti, Prasad, Arti <u>Christianity (Gospel)</u> Samaria, Samaritan,	<u>Christianity (God and Incarnation)</u> God Compassionate, Omniscient, Omnipresent, Almighty, Holy, All Powerful, Sin, Set Apart, Fair/Unfair, Judgement, Forgiveness, Creation, Steward/ Stewardship, Living Lightly Incarnation Gospel, Virgin, Incarnation, Nicene Creed, Miracles, Immanuel <u>Judaism (God and the Covenant)</u>	<u>Hinduism (Dharma / Deity / Atman)</u> Dharma Dharma, Right Living, Rama, Sita, Lakshmi, Hindu, The Ramayana, Divali, Hindu Dharma, Hindi Deity Deity, Brahman, Deva/Devi, Avatar, Rama, Krishna Atman Atman, The Divine Within, Puja, Puja Thali, Incense, Mandir, Shrine, Murti, Prasad, Arti <u>Christianity (Gospel)</u> Agape, Love, Selfless, Sacrificial,

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			Forgiveness, Incarnation <u>Judaism</u> (God and the Covenant) Rosh Hashanah, Yom Kippur, Fasting, Synagogue, Torah, Forgiveness, Atonement, Shofar, Sukkot, Lulav, Etrog, Bar Mitzvah, Bat Mitzvah, Star of David, Judaism, King Solomon, Wisdom, Proverbs	Lord, Messiah, Unselfish, Charity <u>Christianity</u> (Salvation) Bible, Christians, Faith, Belief, Verses, Chapter, Cross, New Life, Resurrection, Symbol, Good Friday, Easter, Palm Sunday, Crucifixion, Last Supper, Gethsemane, Betrayal, Holy Week <u>Humanism</u> (What is Humanism?) Atheist, Agnostic, Humanist, Church, Synagogue, Mosque, Wedding, Dedication, Baptism, Registry Office, Happy Human, Reciprocity	People, Jews, Jewish, Hebrew, Plagues, Exodus, Passover, Pesach, Seder Meal, Anti-Semitism, Ten Commandments, Matzah, Tanakh, Wailing Wall, Solomon <u>Judaism</u> (The Torah) Synagogue, Torah, Rabbi, Sefer Torah, Mantle, Ark, Hebrew, Scroll, Scribe, Shabbat, Tanakh, Navi, Ketuvim, Talmud, Mishnah, Aramaic, Scriptures, Shema <u>Islam</u> (Islam and Iman) Islam, Muslims, Quran, Kaaba, Qibla, Makkah/Mecca, Wudu, Allah, Mosque, Rakah, Sujud, Salat/Salah, Shahadah, Kalima, Muhammad, Arabesque, Iman, Shariah, Prophet,	Jewish, Israel, Jericho, Jerusalem, Priest, Levite, Agape, Gospel, Good News, Neighbour, Unconditional, Selfless, Sacrificial, Selfishness, Widow, Temple, Mean, Compassion, Miracle <u>Christianity</u> (Salvation) Christ, Forgiveness, Creation, Sin, Herod, Pilate, Crucifixion, Salvation, Fall, Humanity, Temptation, Lent, Shrove Tuesday, Ash Wednesday, Holy Week, Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday, Zacchaeus, Triumphal Entry, Unforgiving <u>Humanism</u> Atheist, Agnostic, Humanist, Humanism, Secular, Reason,	Covenant, Abraham, G-d, Barren, Descendants, Sacrifice, Circumcision, Brit Milah, Mohel, Ceremony, Initiation, Bar/Bat Mitzvah, Torah (Scroll), Kippah, Tallit, Yad, Synagogue, Aliyah, Shabbat, Challah Loaves, Mezuzah, Kosher, Parve, Pardon, Atonement, Rosh Hashanah, Yom Kippur, Shofar <u>Judaism</u> (The Torah) Scriptures, Tanakh/Tenakh, Torah, Nevi'im, Ketuvim, Talmud, Shema, Navi, Mishnah, Hebrew, Aramaic, Rabbi, Simchat Torah, Sukkot, Law, Synagogue, Mezuzah, Levaya, Shiva, Yahrzeit <u>Islam</u> (Islam and Iman) Sawm, Qur'an, Sunnah, Muslim,	Unconditional, Storge, Philia, Etos, Beatitudes, Blessed, Saviour, Revenge, Reconciliation, Sin, Forgiveness, Moral Choices, Talents, Secular <u>Christianity</u> (Salvation) Elicitation, Atonement, Pardoning, Resurrection, Son of God, Son of Man, Saviour, Redemption, Palm Sunday, Last Supper, Communion/Eucharist, Good Friday, Condemned, Trinity, Liturgy, Creed, Scripture, The Lord's Prayer, Baptism, Sacrament, Symbolism, Redeemed <u>Humanism</u> (What is a Humanist?) Atheist, Agnostic, Humanist, Humanism, Secular, Reason, Truth,
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					ArabicL	Truth, Right, Wrong, Wrongdoing, Material World, Religion, Justice, Reciprocity	Prophet Muhammad PBUH, Ramadan, Allah, Eid-ul-Fitr, Zakat, Zakah, Khalifah, Trustee, Hadith, Charity, Bilal, Mosque, Minaret, Umayya Ibn Khalaf, Abu Bakr, Muezzin, Arabic	Wrongdoing, Humanists UK, Religion, Worldview, Justice, Reciprocity, Registrar
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Disadvantaged and SEND Pupils

We recognise that all pupils are entitled to a quality of provision that will enable them to achieve their potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement, in order to close the gap. High quality teaching that is differentiated and personalised will meet the individual needs of the majority of our children. We establish and maintain a culture of high expectations that expects children with SEND and those who are disadvantaged to be included in all the opportunities available to other children so they can achieve well.

We ensure that children with any additional needs are supported through regular assessment and feedback, scaffolding, target setting, pre-teaching, overlearning, recall activities, targeted interventions, 1:1 support and regular reviews of progress. Some children access the curriculum through a personalised timetable, such as Geography being taught through outdoor learning, or PSHE being taught through Sunshine Circles. RE can be picked up in English and in 1:1 sessions when appropriate.

Greater Depth within Religious Education

It is important in RE that we create opportunities for all children to demonstrate high ability. In turn we can then identify those who can, or have the potential to, work at a deeper level within the subject. This will enable us to challenge and extend their learning further through purposeful planning, ensuring that the skills of these gifted and talented children are nurtured and developed.

A Greater depth learner in RE will:

- Recognise and express personal feelings but also empathise with others.
- Understand faiths at a deeper level: Analyse, reason, make comparisons and put forward an argument sensitively integrating ideas from a number of sources. Also to intervene appropriately and to continue an argument.
- Reflect upon and integrate different kinds of knowledge. Reflect personally internalising knowledge.

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- Can use intuition and personal experience as shared learning with others.

Assessment for and of learning

We recognise that the purpose of assessment is to identify where there is under or over provision for learners so that any problem can be addressed promptly. Therefore teachers have a clear understanding of the expectations for their year group and the relevant milestone; know what good learning looks like on a daily basis and over time; and know that it is their understanding of **how** a pupil completes a task or activity that enables the pupil to clearly demonstrate **what** they have learned and their **depth** of learning.

Teachers complete ongoing informal assessments on children's learning that help them to identify gaps in learning which can be addressed promptly. These may be in the form of careful questioning, recall quizzes, mind maps or other assessment for learning tasks, or through assessment of the child's exercise book.

End of phase expectations in the skills of Religious Education

Children are assessed for the knowledge that they have learnt and the skills they have developed and honed. We expect every child to reach the 'advancing' stage of development according to their milestone. A few children will reach deeper levels of understanding and some children will only attain a basic level of understanding.

EYFS expectations in religious study skills

The Early Learning Goal for People, Culture and Communities expects children who are working at the expected level of development will: -

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; -
- 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; -

Within our Peasedown EYFS Curriculum, we expect children to make progress towards the Early Learning Goal as follows:

Range 5 (Autumn)

- Shows interest in the lives of people who are familiar to them
- Enjoys joining in with family customs and routines
- Remembers and talks about significant events in their own experience
- Recognises and describes special times or events with family and friends

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- Shows interest in different occupations and ways of life indoors and outdoors
- Knows some of the things that makes them unique, and can talk about some of the similarities and differences in relation to friends or family

Range 6 (Spring)

- Enjoys joining in with family customs and routines
- Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.

ELG (Summer)

- I know why PSJ is special
- I have an awareness of other people's cultures and beliefs
- I ask questions to further my understanding
- I want to know why and how

Expectations in religious study skills: Milestone 1 (Years 1 and 2)

<u>Learning Objective</u>	<u>Key Indicators</u>	<u>Basic (WTS)</u>	<u>Advancing (EXS)</u>	<u>Deep (GDS)</u>
To understand beliefs and teachings	Describe some of the main beliefs and teachings of a religion or worldview.	With the support of a teacher, some of the main beliefs and teachings of a religion or worldview are explored.	Generally, some of the main beliefs and teachings of a religion or worldview are described.	The main beliefs and teachings of a religion are described and explained in detail.
	Name and explain the meaning of some religious and worldview symbols.	With the support of a teacher, the names and meanings of some religious and worldview symbols are explored.	Some religious and worldview symbols are selected, named and their meanings described.	Some religious and worldview symbols are named and described in detail.

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To understand practices and lifestyles (ritual) (daily life) (celebrations)	Recognise, name and describe some artefacts, places and practices from religions and worldviews. Describe some of the main festivals and celebrations of a religion or worldview.	During structured activities, some artefacts, places and practices from religions and worldviews are explored. With the support of a teacher, some of the main festivals and celebrations of a religion or worldview are explored.	_____ Generally, some of the main festivals and celebrations of a religion or worldview are described.	There is an in-depth understanding of some artefacts, places and practices from religions and worldviews which are described in detail. The main festivals and celebrations of a religion or worldview are described and explained in detail
To understand values	Understand what is important and valued by members of a religion or worldview. Identify how the student makes choices in life. Show an understanding of the term 'values' and/or 'morals'.	There is some awareness of what is important and valued by members of a religion or worldview. During structured discussions, there is some exploration of how the student makes choices in life During structured discussions the term 'values' or 'morals' is explored.	There is a growing understanding of what is important and valued by members of a religion or world view. There is a growing understanding of how the student makes choices in life and some good examples of this are described. There is a growing use of the term 'values' or 'morals' when discussing behaviour and decisions.	There is a good understanding of what is important and valued by different members of a religion or worldview. There is a good understanding of how the student makes choices in life, including some that are difficult. Good examples are provided. There is a good understanding of the term 'values' or 'morals' and good examples of how it can be applied to familiar situations are provided.
To reflect on how beliefs are connected	Identify the things that are important in one's own life and compare these to others' beliefs.	During structured discussions, important aspects of one's own life and how this compares to religious and other beliefs are explored.	There is a growing understanding and some good explanation of how important aspects of one's own life compares to religious or other beliefs.	Aspects of one's own life are chosen and compared to religious and other beliefs from a number of religions and worldviews.

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	Relate emotions to experiences of members of a religion or worldview.	With the support of a teacher, emotions are explored and links pointed out to the experiences of some members of a religion or worldview.	There is a growing ability to explain how emotions relate to some of the experiences of members of a religion or worldview.	Emotions are related very well to some of the experiences of members of a religion or worldview and described in detail.
	Demonstrate curiosity and explore life's big questions.	During structured discussions, some of life's big questions are explored.	During discussions, there is some curiosity and opinions given about some of life's big questions.	During discussions, there is curiosity and well-considered opinions given and justified about some of life's big questions.

Expectations in religious study skills: Milestone 2 (Years 3 and 4)

<u>Learning Objective</u>	<u>Key Indicators</u>	<u>Basic (WTS)</u>	<u>Advancing (EXS)</u>	<u>Deep (GDS)</u>
To understand beliefs and teachings	Present the key teachings and beliefs of a religion or worldview, including making reference to figures from religions or worldviews.	When encouraged, some good examples of the key teachings and beliefs of a religion or worldview are given.	Generally, some key teachings and beliefs are selected and presented with some reference to figures from that religion or worldview.	Key teachings, and how they relate to figures from a religion or worldview, are presented with detail and explanations. There is some awareness of diversity.
	Identify religious and worldview symbolism within literature, the arts and the world.	With support, religious and worldview symbolism is explored within literature, the arts and the world.	There is a growing recognition of, and some examples provided for, the use of religious or worldview symbolism in literature, the arts and the world.	Good, well-explained examples of religious and worldview symbolism in literature, the arts and the world are given in a wide range of contexts.

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To understand practices and lifestyles (ritual) (daily life) (celebrations)	Identify artefacts, and buildings from religions and worldviews and explain how and why they are used in everyday life. There is an awareness of diversity in ritual. Describe and explain some of the celebrations and festivals of religions and worldviews, with an awareness of diversity Explain some of the diverse practices of both leaders and individuals from religions and worldviews	There are some identification and naming of artefacts and buildings from religions and worldviews. With encouragement, there is some explanation of how and why they are used in everyday life. When encouraged, some good examples of explanations of the practices of leaders and individuals from religions and worldviews are given When encouraged, some good examples of celebrations and festivals are described and explained.	Generally, artefacts and buildings from religions and worldviews are identified and how and why they are used in everyday life are explained with some detail. There is an awareness of diversity in ritual. Generally, good explanations of the diverse practices of leaders and individuals from religions and worldviews are given with some detail. Generally, good examples of celebrations and festivals are described and explained, with an awareness of diversity.	Artefacts and buildings from religions and worldviews are identified rapidly and detailed explanations of how and why they are used are provided. Diversity in ritual is acknowledged and referenced. Well-thought out explanations along with telling examples of the diverse practices of leaders and individuals from religions and worldviews are given. Good examples of celebrations and festivals are described and explained in detail and diversity is referenced
To understand values	Understand what is valued by members of a religion or worldview. Comparisons are made with what is valued by themselves.	There is some awareness of what is valued by members of a religion or worldview and what is valued by themselves.	There is a growing understanding of what is valued by members of a religion or worldview, with some comparisons made with what they value.	There is a good understanding of what is valued by different members of a religion or worldview, with good comparisons made with what they value.

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	Explain how beliefs might affect people's behaviour.	There are some good explanations of how beliefs might affect people's behaviour.	Generally, good explanations are provided for how beliefs might affect people's behaviour in a range of contexts.	Well-considered and detailed explanations are provided for how beliefs might affect people's behaviour in a range of contexts.
	Discuss and give opinions on stories involving moral dilemmas.	The term 'moral dilemma' is experienced during discussions.	There is a growing understanding of, and examples provided for, instances where there has been a moral dilemma.	Apt, and very well-described instances provided for situations involving moral dilemmas.
To reflect on how beliefs are connected	Show an understanding that personal experiences and feelings influence attitudes and actions.	During structured discussions, there is some exploration of how personal experiences and feelings influence attitudes and actions.	There is a growing awareness of, and good examples provided for, personal experience and feelings and how they influence attitudes and actions.	Good, well-explained examples of personal experiences and feelings, and how they influence attitudes and actions, are given in a wide range of contexts.
	Give some reasons why leaders and members of a religion or worldview may have acted as they did.	When encouraged, some reasons why leaders and members of a religion or worldview may have acted as they did are given.	Generally, good attempts are made to explain why leaders and members of a religion or worldview may have acted as they did, relating reasons to some of the teachings or ideas of a religion or worldview.	Carefully reasoned and well-explained examples, that refer to the teachings or ideas of a religion or worldview, describe why leaders and members of a religion or worldview may have acted as they did.
	Ask questions that have no universally agreed answers (big questions).	When encouraged, some questions that have no universally agreed answers are explored.	Generally, some good questions that have no universally agreed answers are asked and explored well.	Some well-considered questions that have no universally agreed answers are asked and explored in depth.

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Expectations in religious study skills: Milestone 3 (Years 5 and 6)

<u>Learning Objective</u>	<u>Key Indicators</u>	<u>Basic (WTS)</u>	<u>Advancing (EXS)</u>	<u>Deep (GDS)</u>
To understand beliefs and teachings	Explain how some teachings and beliefs are shared between religions and worldviews.	With support, some good examples are provided for how beliefs are shared between religions and worldviews.	Generally, beliefs that are shared between religions and worldviews are identified and explained.	Beliefs that are shared between religions and worldviews are identified, analysed and explored.
	Recognise and explain variation and diversity within religions and worldviews in regards to beliefs.	With support, some examples of diversity in regards to beliefs are identified within religions and worldviews.	Variation and diversity in regards to beliefs are recognised and explained in some religions and worldviews.	Variation and diversity in regards to beliefs are recognised, analysed and explained across several different religions and worldviews.
	Explain how beliefs shape the lives of individuals and communities.	When encouraged, some examples are provided for how beliefs shape the lives of individuals and communities.	Good examples, with some interesting detail, are provided for how beliefs shape the lives of individuals and communities.	Well-chosen and very well-explained details are provided for how a wide range of beliefs, religious or otherwise, shape the lives of individuals and communities.

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To understand practices and lifestyles (ritual) (everyday life) (celebrations)	Compare and contrast the lifestyles of groups from different religions and worldviews and give reasons why some within the same group may adopt different lifestyles. Recognise diversity within ritual. Explain some of the different ways that individuals show their beliefs.	With support, the lifestyles of groups from different religions and worldviews are compared and contrasted and diversity within ritual is acknowledged. There is some awareness of the different ways that individuals show their beliefs. (festivals) There is some awareness of the role of a leader of a religion or worldview. When encouraged, some good examples of diversity within celebrations and festivals are described and explained	Good examples of similarities and differences in the lifestyles of groups from different religions and worldviews are identified and described and diversity within ritual is recognised. There is a growing awareness of, and some good examples provided for, the different ways that individuals show their beliefs. Generally, good examples of diversity within celebrations and festivals are described and explained.	Well-chosen and detailed examples are provided for similarities and differences in the lifestyles of groups from different religions and worldviews and are described in detail. Diversity within ritual is recognised and explained. There is a very good awareness of, and some excellent and detailed examples provided for, the different ways that individuals show their beliefs. There is a good understanding of, and excellent examples provided for, the wide and varied role of a leader of a religion or worldview. Good examples of diversity within celebrations and festivals are described and explained in detail.
	Show an understanding of the role of a leader of a religion or worldview. Describe and explain some of the diversity within celebrations and festivals of religions and worldviews.		There is some interesting exploration and recognition of aspects of the role of a leader of a religion or worldview.	

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To understand values	Understand the diversity of what is important and valued by the student and by the members of a religion or worldview.	There is some awareness of the diversity of what is important and valued by the student and by the members of a religion or worldview.	There is a growing understanding of the diversity of what is important and valued by the student and by the members of a religion or worldview.	There is a good understanding of the diversity of what is important and valued by the student and by the different members of a religion or worldview.
	Explain why communities and individuals from different religions or worldviews may have different views of what is right and wrong. Show an awareness of morals and right and wrong beyond rules.	There are some good examples that show some understanding that communities and individuals from different religions and worldviews may have different views of what is right and wrong. There is some exploration of the need to act according to a belief of right and wrong even in the absence of rules.	There is a growing understanding, demonstrated by good examples of, and explanations for, different views of what is right and wrong. There is a growing understanding of the need to act in a morally right way, even in the absence of rules or regulation.	There is an excellent understanding, demonstrated by well-chosen examples of, and detailed explanations for, different views of what is right and wrong. The word 'integrity' is understood and how this applies to one's own decisions is recognised.
	Express own values and remain respectful of those with different values.	With support, personal values are explored.	There are some good examples of articulation of personal values and a respect for those with different values.	Personal values are becoming well developed and explained. There is a high degree of respect for those with different values.

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To reflect on how beliefs are connected	Recognise and express feelings about one's own identities. Relate these to the beliefs and teachings of religions and worldviews.	In structured discussions the concept of identity is explored and related to the beliefs and teachings of religions and worldviews.	There are some good examples of explanations of the concept of identity. How this relates to the beliefs and teachings of religions and worldviews is identified.	Well-chosen and apt, detailed examples are provided for the concept of identity. How this relates to the beliefs and teachings of religions and worldviews is identified.
	Explain ideas about some answers to ultimate questions and why answers may differ between individuals.	There are good examples of some answers to ultimate questions being explored. Why answers may differ between individuals is also explored.	There is a growing understanding, demonstrated with well-explained descriptions, of answers to ultimate questions being explored. Why and how answers may differ between individuals is also explored.	Detailed, in-depth research provides excellent examples and detailed descriptions of different answers to ultimate questions between individuals. Why and how answers may differ between individuals is also explored and explained.