



Malvern Wyche C of E Primary School

RE Education Document

1 Religious Education Vision

At the Wyche, our motto is 'Together we Soar', based on the verse from Isaiah: "they will soar on wings like eagles". In RE this means that we will inspire pupils' curiosity about their own, their community's and the world's religions and beliefs and the impact of these beliefs on human society and behaviour. Malvern has a wide range of belief and faith practice and as a core subject, RE is our chance to understand Christianity in depth, and explore other faiths, looking for greater unity, empathy and understanding. Our RE curriculum will develop knowledge and understanding of religious belief, faith practice and personal and community conviction, fostering empathy and allowing pupils to understand why some people find spiritual practice and belonging to a faith community so important and fulfilling, appreciating the good that can be done in people's lives and in society by religious faith.

1.1 RE at The Wyche will:

Our RE curriculum will give pupils a sound understanding of the place in which they live and a deep understanding of its similarities and differences to the UK and the rest of the world by:

1. Equipping pupils with the necessary RE knowledge and skills to prepare them for the next stages of education and employment.
2. Deepening understanding of how our own Christian vision and values are drawn from a faith perspective and have a positive impact on our lives.
3. Understanding Christianity and other leading faiths (including non-religious worldviews) and their impact on the behaviours and decisions of the people who make up the world.
4. Building knowledge and understanding of our local church and clergy and relating this to our learning about Christianity and other faiths.
5. Developing curiosity, knowledge and empathy about faith perspectives and worldviews which are not their own.
6. Revisiting and refreshing knowledge to allow concepts to deepen and connect with other areas of RE study.

1.2 Relevance of Christian Values in RE.

Safety

Trips, visits and visitors will be risk assessed and pupils will understand the risks and risk reduction measures and abide by these, based on good communication, good supervision and underpinned by a robust behaviour policy rooted in Christian values. In debates and discussions about religion and faith children will feel safe enough to take part due to a risk-taking climate so their ideas and progress can take flight.

Trust

Children will trust that trips, fieldwork and discussions are safe and necessary, and we'll gain and repay this trust from parents. Partner and group work will develop trust in others. Children will trust in a risk-taking environment to share views, accept challenge and both make, and learn from, learn from useful mistakes. We'll model and praise honesty and honour in self- and peer-marking.

Respect

We will be taught and use appropriate and inclusive language when discussing the beliefs, cultures, and practices of the human beings who share this world. We'll show and learn respect thoughtfully exploring using the most up to date language and showing sensitivity and balance as we explore political, moral and religious elements of religious study. We'll be aware that faith is a protected characteristic and show respect to the many faiths in our community, school and class.

Inspiration

We will be inspired by visitors, who discuss their beliefs, and visits to engaging and authentic locations, including places of worship. The teaching and learning styles will be well matched to bring RE, and the way theologians and people faith think, practice and debate, to life. Curriculum links will deepen and broaden and enhance substantive and disciplinary knowledge to make it memorable.

Value

Our study of the faith and belief of other humans will help us see realise that faith and belief itself is a precious thing and can be a force for enormous good when used or practiced in the right way. Religious views about creation and stewardship will inform an ongoing conversation about valuing planet earth and being courageous advocates in its sustainability and survival.

Engagement

We will become aware of how faith practice builds community, in schools, settlements and across nations and continents. We will also engage with the idea of courageous activity understanding that religious beliefs cause many believers to give to charity, work for others act selflessly and try to bring about change in the world.





2 RE Curriculum

RE Long Term Plan EYFS & KS1 National Curriculum (Hedgehog & Fox Class)

Reception, Year 1 & Year 2



Year A



Term **Substantive Knowledge: "I know that" (What we are learning about)** **Disciplinary Knowledge "I know how to" (What we are learning that people of faith and no faith do and believe.)**

Aut 1	 <p>Who do Christians say made the world? Harvest</p> <ul style="list-style-type: none"> I know that Christians believe God made the world. The story of Creation is found in genesis, in the Old Testament of the Christian Bible. Genesis tells how God made the world in six days and on the seventh he rested. Christians disagree over whether this story is true or not. Christians give thanks for Creation in Autumn time with a harvest festival. 	<p>R1 Making Sense of Belief Use religious vocabulary (Creation, genesis, story, thanksgiving) deliberately and accurately within a given piece of work to enhance the effectiveness of work.</p> <p>R2 Understanding the Impact Use evidence from the creation story and my knowledge of harvest festivals support my ideas and understanding.</p> <p>R3 Making Connections Evaluate and compare sources of authority (different biblical accounts, the church's teaching and suggest meaning and reasons for differences, thinking why some people think the story happened and some think it is a story to help us know God better.</p> 
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Aut 2	<p>1.3 Why does Christmas matter to Christians? Christmas</p> <ul style="list-style-type: none"> Christians celebrate the birth of Jesus on the 25th December each year. It is also a time of celebration for non-Christians all over the world. The word Christmas comes from "Christ Mass" meaning, "the festival of Christ." The story of Jesus' birth (nativity) is found in the Gospels (Matthew and Luke), in the New Testament of the Christian Bible. Christians believe that Jesus was God's son – God himself born in the body of a baby to live on Earth. This is called the Incarnation (in= inside, carnation = flesh). The Gospels say Jesus was born in a stable to Mary and Joseph and visited by shepherds and magi. 	 <p>R1 Making Sense of Belief Use religious vocabulary (Nativity, Gospel, Incarnation, Shepherd, Magi) deliberately and accurately within a given piece of work to enhance the effectiveness of their work.</p> <p>R2 Understanding the Impact Use evidence from the two Gospels (Matthew and Luke) and from a range of sacred artefacts (crib scenes, Christmas cards, etc.) to support their ideas and understanding.</p> <p>R3 Making Connections Evaluate and compare the two Gospels meaning and reasons for differences between the two accounts. Which details of the story we all know are from which Gospel?</p>
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Spr 1	<p>What do Christians believe God is like?</p> <ul style="list-style-type: none"> Christians ideas of what God is like are based on the Bible, on Jesus' stories and the teachings of the church. Faith is personal and different Christians think of God in different ways. The Parable of the Prodigal Son helps us understand about God as a Father, as loving and forgiving. The Lord's Prayer tells Christians what God is like. 	 <p>R1 Making Sense of Belief Use religious vocabulary (God, Forgiveness, Bible, Gospel) deliberately and accurately within a given piece of work to enhance the effectiveness of their work.</p> <p>R2 Understanding the Impact Use evidence from the new Testament teaching of Jesus about God the Father to support their ideas and understanding.</p> <p>R3 Making Connections Evaluate and compare sources of authority (The Gospels, Jesus' stories, The Lord's Prayer) and suggest meaning and reasons for differences.</p>
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Spr 2	<p>1.4 What is the 'good news' Christians believe. Easter</p> <ul style="list-style-type: none"> There are four Gospels (Old English = "good news") in the bible and they are the first four books of the New Testament of the Christian Bible. The Gospels tell the story of Jesus' life, death and resurrection. Christians believe that Jesus died to save human beings from being punished for the bad things they have done and do; Christians call this "salvation". <p>Christians believe that Jesus rose from the dead after three days (resurrection). They believe this means that after death there is another life with God (Afterlife)</p> 	<p>R1 Making Sense of Belief Use religious vocabulary (Resurrection, Crucifixion, Salvation, Gospel, Afterlife) deliberately and accurately within a given piece of work to enhance the effectiveness of their work.</p> <p>R2 Understanding the Impact Use evidence from the religious texts and artefacts to reason why the passion of Jesus is so important to Christians (crosses and crucifixes as symbols, precious objects and the idea of life after death) to support their ideas and understanding.</p> <p>R3 Making Connections Evaluate and compare sources of Jesus passion in the Gospels, suggesting meaning and reasons for differences.</p> 
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Sum 1	<p>Who is a Muslim and how do they live (A)?</p> <ul style="list-style-type: none"> Islam is one of the largest world faiths, its followers are called Muslims. The Shahada is important to Muslims; it says that Allah is their god and his prophet is Mohammed. Muslims have 99 names for god, including Allah, Muslims says "peace be upon him" after the names of Allah, Mohammed and other prophets as a sign of respect. Muslim worship takes place in a mosque, and the sacred text is called the Quran. 	<p>R1 Making Sense of Belief Use religious vocabulary (Muslim, Allah, Islam, Shahada, prophet, Quran) deliberately and accurately within a given piece of work to enhance the effectiveness of their work.</p> <p>R2 Understanding the Impact Use evidence from the Islam and Muslim lives (such as texts, artefacts, traditions) to support their ideas and understanding.</p> <p>R3 Making Connections Evaluate and compare sources of authority (Muslim accounts of faith, stories from the Quran) and suggest meaning and reasons for differences.</p> 
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Sum 2	<p>What stories do religions have in common and what does this tell us?</p> <ul style="list-style-type: none"> Islam and Christianity all share some stories and sacred texts. The Old Testament and parts of the Quran tell similar stories, with some differences. Noah's Ark, Joseph's Coat and Jonah & the Whale are important to Christians and Muslims There are slight differences between stories. Christians often illustrating sacred texts; Muslims believe this is not allowed.  	<p>R1 Making Sense of Belief Use religious vocabulary deliberately and accurately within a given piece of work to enhance the effectiveness of their work.</p> <p>R2 Understanding the Impact Use evidence from the religion (such as texts, artefacts, traditions) to support their ideas and understanding.</p> <p>R3 Making Connections Evaluate and compare sources of authority and suggest meaning and reasons for differences</p>
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Year B		
Term	Substantive Knowledge "I know that" (<i>What we are learning about</i>)	Disciplinary Knowledge "I know how to" (<i>What we are learning that people of faith and no faith do and believe.</i>)
Aut 1	<p>What does it mean to belong to a faith community? Harvest</p> <ul style="list-style-type: none"> In a church community there are services of thanksgiving which let Christians say thanks to God for things. Harvest Festival thanks God for the food we grow. A baptism thanks God for a new baby and asks him to look after it. Baptism is more than thanksgiving, it is welcoming a baby into a Christian community. Baptisms are very happy occasions where people go to church and wear their best cloths. Babies wear and are washed in water as signs of purity. Christians believe baptism started with John the Baptist [in Matt. 3, Mark 1 and Luke 3] and that they are continuing this tradition. 	<p>R1 Making Sense of Belief Use religious vocabulary (Baptism, Harvest, thanksgiving, faith community, purity, christening) deliberately and accurately within a given piece of work to enhance the effectiveness of work.</p> <p>R2 Understanding the Impact Use evidence from Matthew's Gospel to say why Christians baptise with water and why they think this is what God wants.</p> <p>R3 Making Connections Evaluate and compare sources of authority ([in Matt. 3, Mark 1 and Luke 3] and consider why some churches baptise infants and some adults • relate these ceremonies to own baptisms, attendance at baptisms or similar rites of passage.</p> 
Aut 2	<p>What makes some places sacred to believers? Christmas</p> <ul style="list-style-type: none"> Many faiths have a building where they gather, worship and think is sacred (Mosque, Temple, Church). Sacred means special to God and due respect. Christmas believe that Churches have been made holy by prayer (consecrated) Christians can pray and worship anywhere but they think church is the most special place. Churches are all very different but often have sacred parts like stained glass windows, an altar, a vestry, candles and prayer and hymn books. 	<p>R1 Making Sense of Belief Use religious vocabulary (Sacred, Holy, Altar, worship, service, clergy consecrated, stained glass) deliberately and accurately within a given piece of work to enhance the effectiveness of their work.</p> <p>R2 Understanding the Impact Give reasons for the parts of a church (cross-formation, stained glass windows with sacred stories, altar) and relate these to Christian worship and beliefs about God.</p> <p>R3 Making Connections Evaluate and compare other sacred places locally and consider why there may be so many • Relate their learning to their own experiences of church through school, ceremonies and celebrations and possibly their own faith.</p> 
Spr 1	<p>Who is a Muslim and how do they live (B)?</p> <ul style="list-style-type: none"> Muslims live their religious lives by five rules called the 5 pillars of Islam and They believe their religion was founded by the prophet Mohammed who wrote their holy book the Qur'an. A very special festival for Muslims is Ramadan, a month of prayer and fasting, where Muslims break their fast with a date. Ramadan ends in Eid-al-Fitr. (This is like Lent ending in Easter.) Muslims only eat food they God has said is ok to eat, and the way they are told to eat it (halal). 	<p>R1 Making Sense of Belief Use religious vocabulary (Muslim, Allah, Mohammed, Prophet, Qur'an,) deliberately and accurately within a given piece of work to enhance the effectiveness of their work.</p> <p>R2 Understanding the Impact State how the 5 pillars of Islam affect the actions and behaviours of Muslims in their everyday life. Describe what life is like for a Muslim in Worcestershire especially where they may worship and live typically.</p> <p>R3 Making Connections Relate Islam's prophets, stories and traditions to others we have studied (Christianity and Islam) understanding that these faiths are related and share stories and traditions (e.g. Kosher and Halal, Lent and Ramadan).</p> 
Spr 2	<p>Why does Easter matter to Christians? Easter</p> <ul style="list-style-type: none"> Christians believe that Easter celebrates Jesus' death on the cross (crucifixion) and his Resurrection (coming back to life) They believe that this was a sacrifice to pay for the sins of all of mankind and this shows God's love for them. Christians believe Jesus' returning from the dead means that they will live on after they die in heaven (eternal life, afterlife). <p>Lent and Easter is a special time in the church, involving different special days, services and traditions, such as Lent, Good Friday and Easter Sunday.</p> 	<p>R1 Making Sense of Belief Use religious vocabulary (Resurrection, Crucifixion, Salvation, Gospel, Afterlife) deliberately and accurately within a given piece of work to enhance the effectiveness of their work.</p> <p>R2 Understanding the Impact Use evidence from the religious texts and artefacts to reason why Christians' believe the Easter story means their sins are forgiven and they will have life after death (Jesus' words in the Gospel, the words of the liturgy, Easter Eggs,).</p> <p>R3 Making Connections Connect the services of the church to events on the gospels (Maundy Thursday: Last Supper, Good Friday: Crucifixion, Easter Vigil: Disciples in hiding, Easter Sunday Christ's Resurrection). Explore their own and other beliefs about life after death, relating it to Christian teaching.</p> 
Sum 1	<p>Who is Jewish and how do they live?</p> <ul style="list-style-type: none"> Jews believe they are a chosen people Their holy book is called the Torah or Scripture and stories in this book help them think about being chosen by God (Abram [Gen. 12 1-9], Samuel [1 Sam. 3], David [1 Sam 17]) They celebrate the Passover (Pesach) remembering deliverance out of slavery [Ex. 12] Passover meal is a very special meal, like Christmas dinner and has special Jewish food called kosher which means God says it is ok to eat, and how to eat it (kosher) At the Passover meal Jews will use special food and items (mezuzah, candlesticks, challah bread, challah board, challah cover, wine goblet, kosher food.) 	<p>R1 Making Sense of Belief Use religious vocabulary (Chosen People, Torah, Kosher, Passover, mezuzah, prophet, challah) deliberately and accurately within a given piece of work to enhance the effectiveness of their work.</p> <p>R2 Understanding the Impact Use evidence from the Torah and Hebrew scriptures to support Jewish beliefs about being chosen people • Describe why the Jews celebrate Passover and explain the significance of Passover food and artefacts.</p> <p>R3 Making Connections Relate that the stories in the Torah Jews say are special, are also special to Muslims and Jews, and have been special to other enslaved peoples.</p> 
Sum 2	<p>Why do Christians talk to God?</p> <ul style="list-style-type: none"> "The Lord's Prayer" or "Our Father" is a short prayer which is very important to Christians It is used across lots of different types of Christianity and in almost all church services. It is special to Christians as they believe it was given to them by Jesus himself who knew God and was God [Matt. 6 and Luke 11]. Christians believe they can talk to God and he will listen. In Christianity you can learn prayers (The Lord's Prayer) or just talk to God like a parent or friend. There are 4 main types of prayer: Praise, thanks, saying sorry, asking. 	<p>R1 Making Sense of Belief Use religious vocabulary (Prayer, Lord's Prayer, Our Father, Sermon, Gospel) deliberately and accurately within a given piece of work to enhance the effectiveness of their work.</p> <p>R2 Understanding the Impact Identify the source of the Lord's Prayer in the new testament and say why and how this prayer affects the lives and worship of Christians</p> <p>R3 Making Connections Evaluate and compare the origins of the Lord's [prayer in the gospels. Say what the relevance of the Lord's prayer might be in their own lives (What is their "daily bread" what are their "temptations".</p> 

Year C		
Term	Substantive Knowledge: "I know that" (<i>What we are learning about</i>)	Disciplinary Knowledge "I know how to" (<i>What we are learning that people of faith and no faith do and believe.</i>)
Aut 1	<p>PEOPLE OF GOD How should we care for others and the world and why does it matter? Harvest</p>  <ul style="list-style-type: none"> Many parts of the old and new testament help Christians believe people and the natural world are special and they give thanks at Harvest and in Christenings. Some Christians believe the biblical creation story and some think it is a story which helps us to know God. Christians believe in Stewardship and Charity – loving the world and its people. Some religious charities are CAFOD (Catholic), Christian Aid (C of E) and Tzedek (Jewish) Many people of faith believe that God put humans in charge of the natural world and that we must care for it as a duty. 	<p>R1 Making Sense of Belief Use religious vocabulary (Steward, stewardship, charity, Genesis, Gospel, blessed,) deliberately and accurately within a given piece of work to enhance the effectiveness of work.</p> <p>R2 Understanding the Impact Understand that there is charity – giving time, money or help to people out of love, and there are charities, organisations which raise money and offer help • Understand that some of these have a faith foundation and believe they are doing God's will because people are precious.</p> <p>R3 Making Connections Evaluate and compare sources of authority ([Gen. 1:21-22, Matt: 25:1-46, Matt 19:14]) to establish why people of God think that God wants them to help others and care for our world • Consider how many charities are started by people of faith and explain why • Consider the precious and unique aspects of myself and my friends.</p>
Aut 2	<p>INCARNATION What does it mean to belong to a faith community? Christmas</p>  <ul style="list-style-type: none"> Many faiths have festivals of light, e.g. Diwali, Hanukkah and Christmas. These festivals have interesting stories which are important to believers. Festivals of light happen at the dark time of the year and help people stay brave and keep their faith when it is cold and dark Festivals of light usually involve candles, fires and sometimes fireworks. There is always special food involved as people come together for services, meals and prayers. Through Advent and at Christmas, Christians celebrate God becoming a baby and being born on Earth as Jesus. One of the ways Jesus described himself is as "The Light of the World". 	<p>R1 Making Sense of Belief Use religious vocabulary (Festival, Diwali/Diwa, Hanukkah/Menorah, Advent Crown/Advent, candle, light, dark, faith) deliberately and accurately within a given piece of work to enhance the effectiveness of their work.</p> <p>R2 Understanding the Impact Give reasons why there are so many festivals in autumn and winter which use candles, lights and fire and involve special food and feasting. Suggest how this makes people of faith feel. for the parts of a church (cross-formation, stained glass windows with dared stories, altar) and relate these to Christian worship and beliefs about God.</p> <p>R3 Making Connections Describe the festivals of light I have attended and say how they made me feel • Understand the similarities and differences between different festivals of light • Understand the symbolism of light in darkness (hope, comfort, courage, etc.)</p>
Spr 1	<p>Who is Jewish and how do they live?</p>  <ul style="list-style-type: none"> Jewish people believe they are a chosen people and special to God A festival which celebrates this is called Sukkot, which celebrates the Israelites being fed in the wilderness. Jewish people worship in a Synagogue or Temple and recite scripture in Hebrew. The holy day for Jews is called Shabbat, which is a Saturday Shabbat starts at dusk on Friday and has special traditions and a special dinner with candles. Jewish believe they must only eat certain foods – this is called Kosher. 	<p>R1 Making Sense of Belief Use religious vocabulary (Jewish, Hebrew, Scripture, Shabbat, Synagogue, Temple, Rabbi, Kosher) deliberately and accurately within a given piece of work to enhance the effectiveness of their work.</p> <p>R2 Understanding the Impact State how Jewish laws affect the food Jewish people eat and how they eat it • Describe the importance of Shabbat as a religious ceremony and a family event Relate the Sukkot festival to the story in scripture (Exodus)</p> <p>R3 Making Connections Relate other special days of the week (Sunday for Christians, Friday prayers for Muslims) to Shabbat and consider what other traditions there are outside of faith communities which bind people together and are observed regularly (the match on Saturday, etc.)</p>
Spr 2	<p>SALVATION How do Christians prepare for Easter? Easter</p>  <ul style="list-style-type: none"> Christians believe that Easter remembers the death and Resurrection of Jesus. They believe that Jesus dies for their sins so that humans could be friends with God, no matter what they had done (salvation) Lent is six weeks of preparation for Easter; other faiths have times of preparation like Ramadan in Islam. Many Christians give up something they like to remember Jesus praying in the desert. Special Days in Lent are Ash Wednesday, Palm Sunday and Good Friday. 	<p>R1 Making Sense of Belief Use religious vocabulary (Lent, fast, preparation, salvation crucifixion, resurrection) deliberately and accurately within a given piece of work to enhance the effectiveness of their work.</p> <p>R2 Understanding the Impact Use evidence from the religious texts and artefacts to reason why Christians' spend time preparing (John the Baptist Mark 1 1:9, Jesus in the Wilderness Luke 4:2)</p> <p>R3 Making Connections Connect the special days in Lent to the Gospels, and to preparation (Shrove Tuesday –last treats before fasting, Ash Wednesday: we won't live forever, Palm Sunday: before people killed Jesus, they said he was a king, Maundy Thursday: Last Supper, Good Friday: Crucifixion, Easter Vigil: Disciples in hiding, Easter Sunday Christ's Resurrection) • Connect that other faiths, and other walks of life prepare for things – an athlete, an actor, Ramadan.</p>
Sum 1	<p>Why do people choose to get married in a sacred place?</p>  <ul style="list-style-type: none"> A wedding is where two people who love each other make a lifelong commitment. Different faiths have different traditions which involve clothes, colours and rituals. In Christianity, marriage is very important and symbolised God and the church united. When people get married in Church they ask God to be a part of their married life. There symbols involved in marriage like rings, the colour white, candles and flowers. 	<p>R1 Making Sense of Belief Use religious vocabulary (Engaged, marriage, ceremony, vows, symbols, bride, bridegroom) deliberately and accurately within a given piece of work to enhance the effectiveness of their work.</p> <p>R2 Understanding the Impact Use evidence from the bible and liturgy to suggest why some people get married in church and why it is important to them • Relate vows to the kind of life people hope to lead when they are married in church</p> <p>R3 Making Connections Compare and contrast the importance of marriage in other traditions and the various similarities and difference in tradition and practice. Explain the symbolism of rings, white and flowers.</p>
Sum 2	<p>Why did Jesus tell stories?</p>  <ul style="list-style-type: none"> In the bible Jesus told many stories; they can be found in the Gospels. Jesus' stories are called parables and they show us what God is like and how to behave. Many Christians believe that the Gospels are true, but Jesus made up the stories. Whilst parables may not be "true" their meaning is important. Many Christians base their behaviour and belief on Jesus' parables. 	<p>R1 Making Sense of Belief Use religious vocabulary (Gospel, parable, Kingdom of God, true, message, meaning) deliberately and accurately within a given piece of work to enhance the effectiveness of their work.</p> <p>R2 Understanding the Impact Discuss how Christians think they act and behave because of the parables • Understand that Jesus made difficult ideas easy to understand by telling stories • Identify the source of the parable in a children's bible.</p> <p>R3 Making Connections Articulate that many non-religious stories carry a message or teach us to be good • Understand that other faith figures tell stories (the Buddha for example).</p>


Year A

Substantive Knowledge: "I know that". (What we are learning about)

Disciplinary Knowledge "I know how to" (What we are learning that people of faith do?)

Aut 1

What kind of world did Jesus want? [Gospel]




- The four Gospels (Matthew, Mark, Luke & John) tell us about the life and teachings of Jesus.
- The way Jesus called his disciples is reflected in the way Christians try to spread the Gospel message as "fishers of people". Christians often wear an "Ichthus" fish as a symbol as it was a code in the early church.
- Jesus called the kind of world God wants "The Kingdom of God".
- Many Christians get involved in charity, fund-raising, service for others and self-sacrifice, to show love and care to each other.
- Many Christians try to show others about Jesus through their behaviour, by telling them about their faith.

R1 Making Sense of Belief Use religious vocabulary ("fishers of people", mission, charity, sacrifice, service, Gospel) deliberately and accurately within a given piece of work to enhance the effectiveness of their work. • Use evidence from the religion Gospel texts, prayers and liturgy, Ichthus sign). • Evaluate and compare Gospels, and the activities and groups of local churches, including Wyche's Gofu Juu work and suggest meaning and reasons for differences.


R2 Understanding the Impact Ask and answers a range of questions based on their knowledge and understanding of what has been studied. • Evaluate the impact of The Gospel and Jesus teaching on how churches and Christian communities act and behave (self-sacrifice, service, charity, outreach, preaching the gospel).

R3 Making Connections Compare and contrast beliefs and traditions from different viewpoints within a religion (charity in Islam and Judaism, do other religions invite people to join / convert?) • Make appropriate connections within and between religions giving clear reasons for their answers.



Aut 2

What is it like for someone to follow God?




- Christians believe there is a promise between God and themselves called a covenant.
- Christian belief in this covenant is based on the Story of Noah, in the Book of Genesis, in the Old Testament of the Christian Bible.
- Promises and vows are part of public life (brownies, cubs, emergency services, law courts etc).
- Christians make other promises too, for example, the vows at a Christian wedding.
- The rainbow remains a symbol of hope and promises for Jews and Christians.
- In our school we promise try to make the school better by living our Christian values.

R1 Making Sense of Belief Use religious vocabulary (promise, covenant, ceremony, vows) deliberately and accurately within a given piece of work to enhance the effectiveness of their work. • Use evidence from the religion (Noah in Genesis, promises and vows in society including written rules) to support their ideas and understanding. • Evaluate and compare different translations of the Noah story, Nuh in the Quran and the marriage and baptism rites of C of E.


R2 Understanding the Impact Ask and answer a range of questions based on their knowledge and understanding of what has been studied. • Evaluate the impact of festivals and core beliefs on a believer (promise keeping in a Christian context – trust in God in obedience and prayer).

R3 Making Connections Compare and contrast sacraments in Catholicism and Anglicanism; also, adult and child baptism in churches) • Show awareness that Judaism, Christianity and Islam tell the story of Noah and the covenant with God).



Spr 1

What does it mean if God is Holy and Loving?



- God's love and holiness is referred to throughout the bible in the Old and New testaments,
- We find these particularly in the Book of Psalms and the Book of the Prophet Isaiah in the OT and in St Paul's letters (epistles) in The NT.
- When we refer to biblical texts we cite book, chapter & verse, e.g. "they will soar on wings like eagles" is Book Isaiah, Chapter 40, verse 31 (Isaiah 40:31).
- Christians worship in very different ways to show they believe God is holy and loving, for example the way they dress, sing hymns and move around a church.

R1 Making Sense of Belief Use religious vocabulary (agape, holy, book, chapter, verse, prophet, epistle) deliberately and accurately within a given piece of work to enhance the effectiveness of their work. • Use old and new testament examples of God's love and holiness and parts of the Christian liturgy • Evaluate and compare old and new testament verses, C of E prayers, & liturgy using book, chapter and verse (e.g. Isaiah 40:31) making connections between OT and NT accounts of God.

R2 Understanding the Impact Ask and answers a range of questions based on their knowledge and understanding of what has been studied. • Evaluate the impact of festivals and core beliefs on a believer (the idea of God is Love, what do Christians do when they feel loved by God, what do they do when they believe he is holy?)

R3 Making Connections Compare and contrast how different Christian denominations react to God's love and holiness, for example, the way Christians sing and pray, the way they move in a church and service, traditions like candles and incense, dress codes. • Make the connections that Muslims and Jews also believe God is holy and loving and compare/contrast.


Spr 2

What do Christians believe Jesus did to save people? Easter [Salvation]

The Bible has a "big story" from the fall, via incarnation to salvation.

- Christians call Jesus' death a "sacrifice", which means it was offered to God as punishment for everyone's sins, so that they did not have to be punished.
- When Christians celebrate holy communion/the Lord's Supper they commemorate the last supper and remember Jesus' death and resurrection.
- Easter celebrates the Christian belief that Jesus dies on Good Friday, was in a tomb on Easter Saturday, and rose from the dead on Easter Sunday.

Sacrifice (giving things up) is part of Christian life, in lent, in fasting and in giving time and money to others.



R1 Making Sense of Belief Use religious vocabulary (Fall, Incarnation, Salvation, sacrifice, atonement) deliberately and accurately within a given piece of work to enhance the effectiveness of their work. • Use evidence from the religion (The Gospels, the Holy Communion rite, to support their ideas and understanding. • Evaluate and compare sources of authority (Gospels, church's teaching, prayer book) and suggest meaning and reasons for differences.


R2 Understanding the Impact Ask and answers a range of questions based on their knowledge and understanding of what has been studied. • Evaluate the impact of festivals and core beliefs on a believer (self-sacrifice and self-denial in Lent, preparation for the Lord's supper).

R3 Making Connections Express that different Christian traditions approach Holy Communion differently and have different beliefs about bread and wine. • Discussing that Judaism does not recognise Jesus as a messiah or prophet, Christianity as a saviour and messiah and Islam as a prophet, second only to Muhammed). Both have rites of atonement separate from Easter.

Sum 1

How do festivals and worship show what matters to a Muslim?

- Muslims live their lives by the 5 pillars of Islam.
- These are called Shahada, Salah, Zakat, Sawm, and Hajj.
- Key Muslim festivals are Eid and Ramadan.
- By looking at the Muslim festivals, we can see what Muslims believe Allah has asked of them, through the teachings of Prophet Muhammed in the Qur'an.




R1 Making Sense of Belief Use religious vocabulary (Islam, 5 pillars, Shahada, Salah, Zakat, Sawm, and Hajj, festival, Ramadan, Eid) deliberately and accurately within a given piece of work to enhance the effectiveness of their work. • Use evidence from Islam (such as texts, artefacts, traditions) to support their ideas and understanding. • Evaluate and compare sources of authority (Quran, teachings in mosque) and suggest meaning and reasons for differences.

R2 Understanding the Impact Ask and answers a range of questions based on their knowledge and understanding of what has been studied. • Evaluate the impact of festivals and core beliefs on a Muslim.

R3 Making Connections Compare and contrast beliefs and traditions from different viewpoints within Islam. • Make appropriate connections within and between Islam and other religions giving clear reasons for their answers.

Sum 2

How do people mark the significant events of life?



- People of faith have ceremonies which mark growing up
- Judaism and Christianity have rites of passage, to show that children are growing to maturity in the faith.
- Judaism has Bat and Bar Mitzvah.
- Christianity has holy communion and confirmation.
- Both need instructions from church elders and preparation.
- Both are half celebration, half sacred service and usually have presents and a party afterwards.

R1 Making Sense of Belief Use religious vocabulary deliberately (Bar and Bat Mitzvah, Holy Communion and Confirmation, rite of passage) and accurately within a given piece of work to enhance the effectiveness of their work. • Use evidence from the religion (such as texts, artefacts, traditions) to support their ideas and understanding. • Evaluate and compare sources of authority (gospels, bible, Torah) and suggest meaning and reasons for differences.


R2 Understanding the Impact Ask and answers a range of questions based on their knowledge and understanding of what has been studied. • Evaluate the impact of festivals and core beliefs on a believer.

R3 Making Connections Compare and contrast beliefs and traditions from different viewpoints within a religion (different approaches to confirmation and RC first communion) • Make appropriate connections within and between religions giving clear reasons for their answers (age of confirmation and Bar mitzvah for example around 13.)

Year B

Substantive Knowledge: "I know that". (What we are learning about)

Aut 1




What do Hindus believe God is like?

- The *aum* symbol represents God for Hindus who they call Brahman.
- God exists as three deities *Trimurti* Brahma (Creator), Vishu (preserver) and Shiva (destroyer).
- Hindus worship many Gods who are avatars of these three.
- Important Gods in Hindu faith are Ganesh (remover of obstacles), Krishna, who comes to protect the earth)
- Hindus believe that there is a "spark" of Brahman in all living things, which is why life is sacred.
- Hindus often have a shrine to a particular God or avatr in their house for prayer and worship.


Aut 2

GOD What is the Trinity and why is it important to Christians? **Christmas**

- Many Christian churches teach that God is one being, but acts as three people (Trinity = *made of three*)
- These are God the Father, God the Son and God the Holy Spirit.
- These aspects of God are in the Bible, such as the Nativity story, and Jesus' baptism.
- St Patrick explained the Trinity as a shamrock – a leaf in three parts.
- This means Christmas believe that whilst Jesus was God's son, he was also God.
- This concept is hard to understand and painters have tried to show it in religious art.



Spr 1



SALVATION Why do Christians call the day Jesus died 'Good Friday'? **Easter**


- Christians remember Jesus' death on Good Friday each year.
- They believe his death was a sacrifice to take away mankind's sins. This is called salvation. It is important too that he rose from the dead.
- Jesus' suffering as he was arrested, tried, tortured and executed at the hill of Calvary is called his "Passion".
- We read about Jesus' death in all four Gospels.

Christians believe that suffering and sacrifice are not always bad things, but can lead to greater strength and closeness with God.


Spr 2

Why is the Torah so important to Jewish people?

- The Torah is the Jewish sacred text which tells them about God and how to worship.
- They treat it with great respect as a sacred object, handling it with care, kissing it and keeping it safe.
- Like Christianity, there is a diversity in Jewish culture and belief.
- Jews believe that the Torah is God's word and was written by Prophets, holy men who heard and spoke to God.
- It is written in Hebrew, an ancient language still spoken by Jews.
- It is read in synagogue at regular worship and holy days by a rabbi, and sung by a cantor.
- The Torah has lots of rules for life which influences the behaviour and actions of Jews.




Sum 1



For Christians, what was the impact of Pentecost? **Pentecost**

- Pentecost is a Christian Festival which falls on the Sunday nearest the 50th Day of Easter, (and *Pente Coste* means 50th Day in Greek)
- Christians believe that after Jesus left his disciples God sent The Holy Spirit to comfort and empower his disciples to spread the Gospels.
- The Holy Spirit is one aspect of the Trinity, the three-person Christian God
- Acts 2 tells us that the disciples heard a mighty wind, had tongues of flame over their heads and were able to speak to people in many languages, leading them to ravel, preach and convert.

Sum 2



What matters most to Humanists and Christians?


- A humanist is someone who has no religious faith but lives morally with a code
- Humanists believe in the value of human beings.
- Humanists and Christians differ on their religious beliefs but share moral values.
- They use ceremonies to mark life's special events (birth, marriage and death)
- Both believe in helping other people, goodness and decency.
- Humanists believe you don't need God to be good; Christians believe human beings need a relationship with God to be good and base this on Jesus' teachings.

Disciplinary Knowledge "I know how to" (What we are learning that people of faith do?)

R1 Making Sense of Belief Identify some Hindu deities and say how they help Hindus describe God • Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God • Offer informed suggestions about what Hindu murtis express about God. *Trimurti, avatar, spark.*

R2 Understanding the Impact Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali) • Identify ways in which Hindus worship.

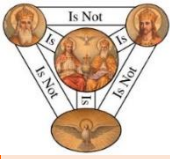
R3 Making Connections Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today • Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.



R1 Make sense of belief Recognise what a 'Gospel' is and give an example of the kinds of stories it contains • Offer suggestions about what texts about baptism and Trinity mean • Give examples of what these texts mean to some Christians today • Use religious language with authority and understanding (Trinity, Father, Son, Holy Spirit, aspects, one-in-three, mystery) Matt 3:13 and John 14 15-31, Acts 2.


R2 Understand the impact Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live

R3 Make connections Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like • Relate this belief to *Trimurti* in Hinduism. • Represent the Trinity, respectfully, in art.



R1 Making Sense of Belief Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live, understand and use *crucifixion, incarnation, resurrection* • Offer informed suggestions about what the events of Holy Week mean to Christians • Give examples of what Christians say about the importance of the events of Holy Week Use the language Passion, salvation, crucifixion, trial, Calvary. **R2 Understanding the Impact** Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities • Describe how Christians show their beliefs about Jesus in worship in different ways.


R3 Making Connections Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions how might other difficult things which involve sacrifice in their life be good in the end (studying for exams, caring for someone whilst they are sick etc.)



R1 Making Sense of Belief Identify and explain Jewish beliefs about God • Give examples of some texts that say what God is like and explain how Jewish people interpret them. Use vocab Torah, Hebrew, Prophet, Moses, Rabbi, Scripture, Scroll, Sacred, Cantor)

R2 Understanding the Impact Make clear connections between Jewish beliefs about the Torah and how they use and treat it • Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)


R3 Making Connections Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today • Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish • Relate the Torah to the Old Testament and Qur'an which are the holy texts of other faiths, but which share stories and laws.



R1 Make sense of belief Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth • Offer informed suggestions about what the events of Pentecost in Acts 2 might mean • Give examples of what Pentecost means to some Christians now.

R2 Understand the impact Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now • Describe how Christians show their beliefs about the Holy Spirit in worship.

R3 Make connections Make links between ideas about the kingdom of God in the Bible and what people believe about following God today giving good reasons for their ideas.



R1 Make sense of belief Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) • Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')

R2 Understand the impact Make clear connections between Christian and Humanist ideas about being good and how people live • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.

R3 Make connections Raise important questions and suggest answers about how and why people should be good • Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.


Year C

Substantive Knowledge: "I know that". (What we are learning about)


Aut 1

What do Christians learn from the creation story? Harvest

- Christians give thanks at this time of year for what they see as God's gifts through creation. They also say sorry for their sins, of which Adam and Eve's are seen as the first sin.
- The story tries to explain why things are wrong in a world created by God.
- Adam and Eve's disobedience is part of the big story of the bible which includes Jesus's birth, death, resurrection and Second Coming; it is the reason for Salvation.
- Jews have the creation account in the Torah and Muslims in the Qur'an (Ādaam & Hawwā.)
- Some Christians believe the creation story is true, some don't. Some believe God made the world, but not like this, but not all people believe God made the world.



Disciplinary Knowledge "I know how to" (What we are learning that people of faith do?)



R1 Making Sense of Belief Place the concepts of God and Creation on a timeline of the Bible's 'big story'

- Make clear links between Genesis 1 and what Christians believe about God and Creation
- Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world

R2 Understanding the Impact Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways)


- Describe how and why Christians might pray to God, say sorry and ask for forgiveness

R3 Making Connections Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.

Aut 2

INCARNATION Why do Christians believe that Jesus was the Messiah? Christmas

- The Messiah was the great king and leader expected by the Jewish people for thousands of years.
- The Jews thought the Messiah would be a military leader
- Jesus explained he is a very different sort of king but is God, born as a man.
- Messiah means "anointed one" – i.e. the one God has chosen.
- The Messiah's coming was predicted and foretold throughout Jewish scriptures (the Old Testament)
- This is called "prophecy" – when humans speak God's words and talk about what is to come.
- The book of Isaiah is full of prophecies about Jesus being the Messiah.
- Christians believe that Jesus is God's chosen one and his teachings are the way to be with God.



R1 Making Sense of Belief Explain the place of Incarnation and Messiah within the 'big story' of the Bible


- Identify Gospel and prophecy texts, using technical terms
- Explain connections between biblical texts, Incarnation and Messiah, using theological terms (Messiah, Prophecy, Anointed, Salvation, Incarnation)

R2 Understanding the Impact Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas

- Comment on how Jesus as the Messiah makes sense in the wider story of the Bible.

R3 Making Connections Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers


- Name and interpret stories where a "chosen one" fights evil, triumphs over death and leads people to a new life? (*Harry Potter, The Lion the Witch & The Wardrobe, The Lord of the Rings* etc.)



Spr 1

How do festivals and family life show what matters to Jewish people?

- Passover (Pesach) remembers the escape of the enslaved Jewish people from Egypt and related literally to the Angel of death "passing over" their homes during the 10th plague.
- At the Last Supper, Jesus was celebrating the Passover with his disciples.
- Yom Kippur is a festival about saying sorry and asking for forgiveness from God. It is called the Day of Atonement and is the 10th day of ten days of repentance and reflection.
- Like many faiths, Jewish festivals will be celebrated in the home and in the synagogue.
- Passover involves family gathering and feasting; Yom Kippur involves fasting and praying and is more solemn.



R1 Making Sense of Belief Use religious vocabulary (Yom Kippur, atonement, festival, celebrate, Passover) Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean


- Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people
- Offer informed suggestions about the meaning of the Exodus story for Jews today.

R2 Understanding the Impact Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)

- Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities.

R3 Making Connections Understand that many faiths have seasons of atonement: Christianity has Lent and to a lesser extent Advent, Islam has Ramadan and Judaism Yom Kippur. All involve sorrow, prayer, reflection and fasting and usually, charity to others

- Express how ritual is important in my own family – religious, sporting, family gatherings: daily, weekly, monthly, annually. Use the words, in my family, we always ... and consider the reasons and effects.




Spr 2

What does it mean to be a Hindu in Britain today?

- Hindus worship in temples (Mandir) and in the home.
- Hindu rituals involve *arti* (offerings of light) and *bhajans* (sacred singing)
- Hindus will have a home shrine called a *murti*, statues of Hindu deities and a *puja* a tray with incense bearing fruit, flowers, and the *Ahm*, or *Om* symbol, for God.
- Holi is an Indian festival of colours, celebrating Spring and New life.
- Hindus throw coloured powder and water at Holi festivals, they dance and make music.

Hinduism is considered not just a religion but a whole way of life (Dharma).




R1 Making Sense of Belief Describe how Hindus show their faith within their families in Britain today (e.g. home *puja*)

- Describe how Hindus show their faith within their faith communities in Britain today (e.g. *arti* and *bhajans* at the *mandir*; in festivals such as Holi)
- Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India).

R2 Understanding the Impact Identify the terms *dharma*, *Sanatan Dharma* and *Hinduism* and say what they mean

- Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (*dharma*).


R3 Making Connections Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.



Sum 1

How and why do people try to make the world a better place?

- Many people of faith believe it is their duty to help other people, giving money, possessions or time.
- There are sources for this in many sacred texts or faith teachings, including Christianity, Judaism, Islam and Hinduism (Christian parable of Sheep and Goats, Islamic Pillar of *Zakat*, *dana* in Hinduism)
- Many charities are faith based, such as CAFOD, Christian Aid and Tzedek, Islamic Relief.
- Many people without faith still feel it is their duty to make the world a better place and many charities are secular (e.g. Oxfam).



R1 Making Sense of Belief Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)

- Make links between religious belief and teaching and why people try to make the world a better place.

R2 Understanding the Impact Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. *tikkun olam* and the charity *Tzedek*)

- Describe some examples of how people try to live (e.g. individuals and organisations)
- Identify some differences in how people put their beliefs into action.

R3 Making Connections Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better


- Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas
- Express own ideas about making the world better linked to concepts studied, giving reasons and relating to school value "Engagement", Gofu Juu, Wychumvi and Malvern Food Bank.

Sum 2

Why do some people believe in God and some people not?

- Not everyone has a faith or believes in God.
- People who believe there is a God are called Theists (Gr. = God people)
- People who believe there is no God are called Atheists (Gr. = no God people)
- People who are unsure, are unconvinced or don't care are called Agnostic (Gr. Don't know)
- Many believers disagree about God's nature, and therefore how to worship him.

- Some Christians disagree about their faith, e.g. the creation of the world, the divinity of Jesus, infant vs adult baptism.



R1 Making Sense of Belief Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs


- Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from
- Give examples of reasons why people do or do not believe in God.

R2 Understanding the Impact Make clear connections between what people believe about God and the impact of this belief on how they live

- Give evidence and examples to show how Christians sometimes disagree about what God is like.

R3 Making Connections Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging


- Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not
- Make connections between belief and behaviour in their own lives, in the light of their learning.



Year A	Year B	Year C
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Substantive Knowledge: "I know that". (What we are learning about)	Disciplinary Knowledge "I know how to" (What we are learning that people of faith do?)
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Aut 1 & 2




Why do Hindus want to be good?

- Hindu beliefs are very diverse – it is hard to say “all Hindus believe...” but dharma, karma, samsara, moksha are very commonly believed ideas.
- Dharma** is religious duty,
- Karma** is the effect of one’s actions on the cycle of rebirth,
- Samsara** is the cycle of death, rebirth and reincarnation according to your actions,
- Moksha** is release from the cycle of rebirth based on karma.
- Hindus try to live so that they get good karma and are reincarnated in a higher form after each death and eventually reach moksha to be in unity with Brahma.
- This influences Hindus to make good choices and live morally as their choices influence their next life and the destiny of their **atman** (eternal self or soul).

R1 Making Sense of Belief Use religious vocabulary (dharma, karma, samsara, moksha, atman, Brahma,) deliberately and accurately within a given piece of work to enhance the effectiveness of their work. • Use evidence from the religion (the story of the man in the well) to support their ideas and understanding. • Evaluate and compare sources of authority (Mahabharata, Hindu teachings on this) and suggest meaning and reasons for differences.

R2 Understanding the Impact Ask and answers a range of questions based on their knowledge and understanding of what has been studied. • Evaluate the impact of festivals and core beliefs on a believer, especially on Hindu’s view goodness and morality.


R3 Making Connections Compare and contrast beliefs and traditions from different viewpoints within a religion. • Make appropriate connections within and between religions giving clear reasons for their answers, especially with Christian ideas of sin, salvation, redemption and life after death.



Spr 1

Creation & Science – Conflict or Complimentary?


- Science and faith are often seen as opposite views and many people disagree on how the world began.
- The account in Genesis 1 is disputed by Christians some think it is just story, some think it is the truth.
- Darwin’s theory and other scientific discoveries cast doubt on the genesis theory in the 19th Century.
- Some scientist have a Christian faith and believe God may have made the universe but we don’t know everything.
- The complexity of the world and its beauty is a persuasive argument for a benevolent creator for some Christians.
- The cruelty and randomness of the world is a persuasive argument against a creator.




R1 Making Sense of Belief Identify what type of text some Christians say Genesis 1 is, and its purpose • Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations

R2 Understanding the Impact Make clear connections between Genesis 1 and Christian belief about God as Creator • Show understanding of why many Christians find science and faith go together

R3 Making Connections • Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses • Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.



Spr 2



What does it mean to be a Muslim in Britain today?


ISLAM What does it mean to be a Muslim in Britain today?

- Muslims call God Allah and identify him as the only God (Tawhid). Muslims believe he is the God worshipped by Jews and Christians, but revealed completely by the Prophet Muhammed.
- Muslims believe that the prophet Mohammed is God’s messenger and subsequently wrote the Quran (the message).
- Muslims use the 5 pillars of Islam as a way to live their life, e.g., fasting, charitable giving and Hajj pilgrimage).
- The major festival at the end of Ramadan is Eid-ul-Adha, a time of feasting and togetherness in the Muslim community (Ummah).
- Minority citizens in another country can experience welcome and inclusion, but also prejudice and exclusion.
- Muslims follow their faith, festivals and calendar around a year arranged around Christian festivals and often need to adapt around this to live full lives in the UK. The faith year is based on Mosques in the middle east.

R1 Making Sense of Belief Use religious vocabulary (Tawid, message, messenger, Ummah Eid-ul-Adha,) deliberately and accurately within a given piece of work to enhance the effectiveness of their work. • Use evidence from the religion (such as texts, artefacts, traditions) to support their ideas and understanding. • Evaluate and compare sources of authority and suggest meaning and reasons for differences.

R2 Understanding the Impact Ask and answers a range of questions based on their knowledge and understanding of what has been studied. • Evaluate the impact of festivals and core beliefs on a Muslim believer especially Eid-ul-Adha.


R3 Making Connections Compare and contrast beliefs and traditions from different Islamic sects and countries of origin. • Make appropriate connections within and between religions giving clear reasons for their answers – how do Jews and other religions live in the UK?



Sum 2

How do Christians decide how to live their life? (‘What Would Jesus Do?’)


- Christians believe that Jesus teachings offer examples and rules for living a good life.
- Jesus’ parables are designed to show believers the right thing to do.
- Christians have core values such as peace, forgiveness, mercy and charity.
- Christian values can often be counter-cultural (against the world) like giving money away instead of making it our forgiving someone instead of taking revenge.
- Sermons in church interpret the bible and give Christians advice on how to live.




R1 Making Sense of Belief Identify features of Gospel texts (for example, teachings, parable, narrative) • Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts.

Understanding the impact Make clear connections between Gospel texts, Jesus’ ‘good news’, and how Christians live in the Christian community and in their individual lives.

Make connections Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives • Articulate their own responses to the issues studied, recognising different points of view.



Sum 2



How does faith help people when life gets hard?


- Many people find comfort in their faith when times get difficult.
- Beliefs about life after death can comfort people who are dying or who have lost a loved one.
- Jesus’ resurrection and healing miracles offer comforting beliefs that there is an afterlife and suffering can be healed through prayer.
- Hindus believe in the progress of the soul through Dharma and Karma towards union with Brahma in Moksha.

- Many people believe they can pray for strength, patience or wisdom and they can get help in life’s difficulties.
- In the gospels Jesus teaches his disciples to ask God for what they need.

R1 Making Sense of Belief Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life • Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences.

R2 Understanding the impact Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) • Give examples of ways in which beliefs about resurrection/ judgement/heaven/karma/reincarnation make a difference to how someone lives

R3 Making connections Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these • Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.



3 Pedagogy: Learning & Teaching Religious Education



With the help of Rev. Helen, Daniel and Flora take part in our "Wyche Wedding", allowing pupils a deeper understanding of liturgy, church rites and belief.

3.1 RE will be taught as a discrete subject, expressing the Worcestershire Agreed Syllabus aims and programmes of study in half termly units. We will teach and assess the curriculum mapped above (2 Curriculum) and the progression of subject specific skills outlined below (4 Assessment). RE learning will be recorded in its own RE exercise book.

3.2 In addition to being taught as a discrete subject, RE will form part of a rich, cross-curricular curriculum, and other subject disciplines will be strategically used to deepen understanding and widen the context of the subject, for example by painting propaganda posters by hand and using desktop publishing software to add lettering digitally, or by learning about the land use of present-day Great Malvern in geography as we explore its urban past in History.

3.3 Above all, our pedagogical approach to RE will, answering the question "what do people believe, why do they believe it and what effect does that have?" This question will help us to explore the key concepts of faith, belief & community, and how this can affect people's behaviour, actions and lives, including those of no faith.

3.4 Children will explore their own beliefs and communities and relate this to those of others, in the UK and around the world through, where appropriate, educational visits, research, analysis, debate, creative responses, roleplay and drama. They will also develop a growing sense that people and communities are driven and motivated by their beliefs, faiths and religious rites, even

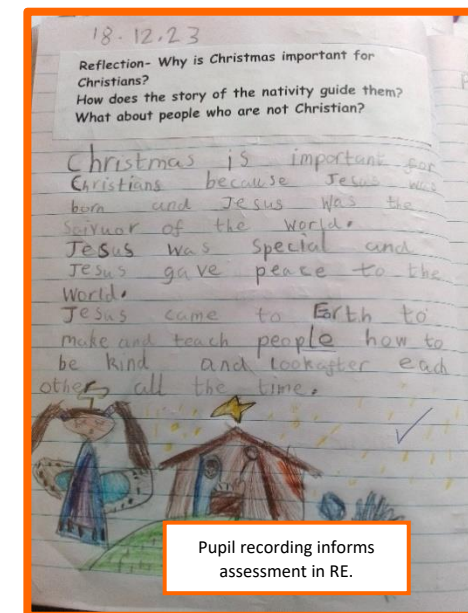
partaking in ceremonies where they have no faith, and realise how much UK and world culture is rooted in ritual and celebration. Above all they will develop empathy and respect for people who see the world differently and understand the oneness of the human race through its diversity.

4 Assessment

Assessment in RE will establish the extent to which children are gaining and retaining substantive knowledge about faith and belief and are developing and deepening RE disciplinary skills including religious literacy and theological rigour. This will be done through a range of approaches in line with our assessment policy, but which will include most, but not all of:




- Entry quizzes and assessment tasks.
- Exit quizzes and assessment tasks.
- Questioning in lessons, individual, group and class.
- Marking ongoing RE recording.
- Observing fieldwork and marking children's evaluations of practical geography.
- Assessment of related content in other subject domains (e.g. discussions about Henry VIII in History).
- Observation of role-play, drama, debates and presentations.

Judgements will be made as a secure fit, and records kept of pupils who are working **below**, **at** or **above** their chronological year.



Pupil recording informs assessment in RE.

✝ Malvern Wyche C of E Primary School *Religious Education* Progression of skills

Document	EYFS	KS1 National Curriculum		KS2 National Curriculum			
Phase	Reception, Year 1 & 2			Year 3, 4 & 5		Year 6	
Year	R	1	2	3	4	5	6
	<i>In an enabling environment</i>	<i>With support</i>	<i>Competently</i>	<i>With support</i>	<i>Competently</i>	<i>Reliably</i>	<i>Confidently</i>
R1 Making Sense of Belief 	Begin to use some vocabulary associated with a religion/non-religious worldview.	Understand religious vocabulary and begin to show this understanding in discussions and writing. Interpret sources of authority and suggest meaning.		Use religious vocabulary deliberately and accurately within a given piece of work to enhance the effectiveness of their work. Use evidence from the religion (such as texts, artefacts, traditions) to support their ideas and understanding. Evaluate and compare sources of authority and suggest meaning and reasons for differences.			
R2 Understanding the Impact 	Begin to ask and answer simple questions related to different religious and cultural communities and beliefs.	Ask and answer questions regarding the religious/non-religious worldview studied. Show some understanding of why festivals and practices are important to believers.		Ask and answers a range of questions based on their knowledge and understanding of what has been studied. Evaluate the impact of festivals and core beliefs on a believer.			
R3 Making Connections 	Make simple connections with what they learn religious and cultural communities and their own lives.	Make appropriate connections within and between religions. Begin to link knowledge and understanding of religious/non-religious worldviews to their own views.		Compare and contrast beliefs and traditions from different viewpoints within a religion. Make appropriate connections within and between religions giving clear reasons for their answers.			

By the end of...	Progress Statement	RE skills descriptor (pupils are successful when, by the end of the year ...)
Reception	In an enabling environment	Pupils develop skills, abilities and emergent awareness through formal and informal early learning. Pupils explore the world around them developing skills and abilities through trial and error. There are high levels of adult- and peer- interaction and exploratory and experiential learning.
Year 1	With Support	Pupils will demonstrate <i>many</i> of the end of Key Stage 1 RE skills and processes <i>with support</i> from adults. They make many mistakes and are supported to recognise them and learn from them. They need repetition, re-iteration and reminders to achieve reliable results.
Year 2	Competently	Pupils will <i>use & apply</i> end of KS1 RE skills and processes with <i>minimal support</i> . They make mistakes and are beginning to accept feedback and self-correct with support.
Year 3	With Support	Pupils demonstrate <i>some</i> KS1 & 2 RE skills and processes with frequent support and supervision. They make frequent mistakes and are beginning to accept and respond to feedback.
Year 4	Competently	Pupils demonstrate <i>many</i> KS1 & 2 RE skills and processes with occasional support and reminders. They are beginning to learn from their mistakes and accept and respond to feedback.
Year 5	Reliably	Pupils demonstrate <i>most</i> KS1 & 2 RE skills and processes with <i>occasional</i> support and supervision. They achieve mostly reliable results and self-correct, frequently learning from mistakes. They begin to instruct and advise others with adult oversight.
Year 6	Confidently	Pupils demonstrate <i>all</i> primary RE skills and processes with minimal support and supervision. They achieve consistent and predictable results, recognising and valuing their mistakes. They are confident to instruct and advise others.

5 Religious Education Glossary

Abrahamic Faiths Judaism, Christianity and Islam all count Abraham (Abram – Judaism or Ibraheem - Islam) as the founder of the faith's relationship with God and the establisher of the faith. As a result, these faiths have many traditions, stories and scriptures in common, revealed, expressed and translated differently with different interpretations and supposed origins.

Christianity The religion practiced by Christians. Christians follow the Jesus of the New Testament Gospels and try, through community, worship and prayer and try to live according to his teachings. There is a very wide range of Christian belief and denominations from Catholic and Anglican organised worship, to free churches such as Baptist and the silent worship of Quakers, and this varies across the UK and round the world. Their holy book is the Bible, consisting of the Old and New Testament.

Creation A word used for the world around us as perceived as God's will or God's handiwork. This is not necessarily a "creationist" view but supposes God (or gods) to be the author of the world we see and the world to be a gift to be appreciated and cared for.

Creationism The belief that God made the world in six days in line with the account in Genesis 1 in the Old Testament of the bible.

Creationism The belief that God made the world in six days in line with the account in Genesis 1 in the Old Testament of the bible, as opposed to scientific accounts of the world's origin.

Denomination A sub-division of a given faith with its own rules, practices and organisation, e.g. methodism and baptism are denominations of Christianity.

Exegesis The reading of a sacred text for meaning or explanation.

Hinduism The religion practiced by Hindus who worship God as Brahma, and who is present in many incarnations, avatars and aspects. Hinduism is a very ancient religion which originated in India in around 5000BC and has worshippers across the world.

Humanism The approach practiced by Humanists, who value human beings and human life. Whilst not a religion, humanists seek meaning and purpose through deep thought, ritual, the uniting power of community and a moral code in the way that many religions do.

Incarnation A deity being born as a human. Central to Christian belief is that God was born as a man and lived on earth as Jesus so that he could die for mankind's sins and rise again.

Islam The religion practiced by Muslims who worship Allah as revealed to them through the prophet Muhammed. It is an Abrahamic faith, which originated at Mecca in the 7th Century AD. Their holy book is the Qur'an.

Judaism The religion practiced by Jews who worship God as Yahweh or Jehovah and their holy book in the Torah and much of what Christians call the "Old Testament".

Liturgy The words and routines of religious services, particularly in organised religion expressed as missals, prayer books or orders of service. These are derived largely from holy books and traditions.

Religious literacy The ability to speak and write about religions and belief in an informed and nuanced way, using the correct vocabulary, the specific meanings of words in a religious context and considering viewpoints, traditions and sources of authority.

Salvation Means "saving". Crucial to Christian belief is that humans are sinful and that Jesus' death on the cross freed them from sin and from the consequences of sin.

Sacred Text The writing, book or books used by people of faith as a basis of their worship, liturgy and beliefs about their god or gods.

Sources of authority These are the origins of a religion's beliefs and practices. They may include sacred texts, commentaries on sacred texts, traditions, the rules of an organised religion, the pronouncements of religious leaders, personal interpretation and conscience.

Theology The study of God (or gods) and religious belief.

Theological Rigour A clear and sound understanding of theological concepts, for example knowing that trinitarian Christians believe that God is present as three persons (Father, Son & Holy Spirit) but also as a single eternal entity, and that this is a *mystery* – something which they believe to be true but almost impossible to fully comprehend.