

Statement of Intent

“Faith is to believe what you do not see; the reward of this faith is to see what you believe.”

Saint Augustine

The intent of our RE offer is to **inspire** pupils to explore a broad range of religions and variations of worship. We endeavour that all our students develop a deeper understanding of religions other than their own beliefs, which in turn will enable them to **flourish** in life by being accepting and tolerant of others. Through an engaging curriculum and memorable experiences pupil will **enjoy** discovering more about themselves and appreciate the value of faith.

As a result of this they will:

- ❖ Increase and develop their understanding of different religious worship
- ❖ Increase their knowledge and attitude of different faiths
- ❖ Develop and use their skills in enquiry, analysis, evaluation, and argument
- ❖ Develop their interest in different religions and forms of worship, sparking their curiosity and motivation to **learn**
- ❖ Develop a sense of identity through learning about their own beliefs and the differences and similarities to others

Implementation

We teach the National Curriculum and the EYFS framework, supported by a clear skills and knowledge progression using Espresso Discovery planning. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that the children develop progressive skills and understanding of different religions throughout their time at Wantage CE primary School and do not just learn about Christianity. Through the following, we aim to provide a rich and broad experience in the study of RE.

Planning and Lesson

From the long-term overview, teachers use Espresso Discovery planning and adapt them to create a sequence of lessons. Teachers aim to provide a wider religious content for each topic covered, through exploring different religious worship, drawing on previous knowledge of religious celebrations and the current content. Lessons are planned using a sequence of lessons from Espresso Discovery and resources are adapted appropriately. Pupils are encouraged to use their own experiences and understanding alongside discussion to deepen their learning of how religions differ and worship is carried out in particular fashions. In developing religious enquiry, we present topics with a wider, curiosity-based question to engage pupils in their learning and developing questioning within them.

Enhancements

Pupils will experience a wider range of activities beyond the classroom. These are often linked to the religious topic which they are covering. For example, Year 1 + Year 4 pupils are visited by a Rabbi for a workshop and are shown how Jewish people worship in a Synagogue, what they wear and some of the food they eat for Shabbat. In addition to this, pupils can attend external visits where they are able to apply their religious experiences and knowledge to real life occasions. An example of this is in Year 5, where pupils lead collective worship in the form of a Passion Play in the church, with parents present.

Assessment: FS Pupils are assessed against the EYFS Framework. Pupils in years 1-6 are assessed against the criteria in our progression and skills document. Pupils are assessed using the following criteria: **T**= Working below but towards the age-related expectations; **A**= Working at age-related expectations and **B**= working beyond/at greater depth (above the age-related expectations)

Framework

2004 non-statutory national framework for RE

This framework, whilst non-statutory, offered guidance to SACREs on the structure, content and, to an extent, the pedagogical approach of their syllabi. It describes learning in RE in terms of two attainment targets:

Attainment Target 1: Learning **ABOUT** religion

Attainment Target 2: Learning **FROM** religion

This framework also suggests assessing according to a national 9 level descriptors, 1-8 plus EP (Exceptional Performance). Some agreed syllabi around the country still use these systems to structure and describe learning, so Discovery RE references the two attainment targets on the overview maps. It shows AT1 in **BLUE** and AT2 in **RED**. For those who still need it, Discovery RE also references the 9-level assessment system but alongside this provides a 'beyond levels' process comprising 3 age-related expectation attainment descriptors (working **TOWARDS**, **AT** and **BEYOND**) for each enquiry, as well as summary descriptors for the end of each key stage.

Framework cont.

2013 national curriculum framework for RE (NCfRE)

This framework, again non-statutory, reorganised RE learning under 3 strands:

- A. know about and understand a range of religions and world views
- B. express ideas and insights about the nature, significance and impact of religions and world views
- C. gain and deploy the skills needed to engage seriously with religions and world views.

It is assumed that aspects of all 3 strands will be contributed to in every enquiry, so the strands are not referred to on the overview mapping grid.

Impact

By the time the children at Wantage leave our school they should have developed:

- ❖ A secure knowledge and understanding of people, events and contexts from the religions covered
- ❖ The ability to think critically about RE and communicate confidently in discussion with adults and peers, and styles appropriate to a range of audiences.
- ❖ A passion for RE and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways
- ❖ A respect for religious worship across a range of religions and the ability to talk knowledgeably about differing types of religious worship
- ❖ A desire to embrace challenging questions regarding worship, including opportunities to undertake high-quality discussions across a range of RE topics

Skills Key:

Personal resonance with or reflection on

The concept / belief underlying the subject matter of the enquiry

Child's own thoughts, opinions, belief, empathy.

Knowledge and understanding of the subject matter of that enquiry (subject knowledge)

Skills of evaluation and critical thinking in relation to the big enquiry question

Year/ Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery & Reception	<p><i>What makes people special?</i></p> <p>Christianity & Judaism Special People</p>	<p><i>What is Christmas?</i></p> <p>Christianity Incarnation Christmas</p>	<p><i>How do people celebrate?</i></p> <p>Hinduism Celebrations</p>	<p><i>What is Easter?</i></p> <p>Christianity Salvation Easter</p>	<p><i>What can we learn from stories?</i></p> <p>Christianity, Islam, Hinduism, Sikhism Story Time</p>	<p><i>What makes places special?</i></p> <p>Christianity, Judaism, Islam Special Places</p>
Year 1	<p><i>Does God want Christians to look after the world?</i></p> <p>Christianity The Creation Story God/Creation</p> <p>AT1 A Beliefs, teachings and sources</p> <p>AT2 F Values and commitments</p> <p>Learning Objective We are learning to re-tell the Christian Creation story and to explore how this influences how Christians</p>	<p><i>What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</i></p> <p>Christianity Christmas Incarnation</p> <p>AT1 A Beliefs, teachings and sources</p> <p>AT2 D Identity, diversity and belonging</p> <p>Learning Objective</p>	<p><i>Was it always easy for Jesus to show friendship?</i></p> <p>Christianity Jesus as a Friend Incarnation</p> <p>AT1 A Beliefs, teachings and sources</p> <p>AT2 D Identity, diversity and belonging</p> <p>Learning Objective We are learning to identify when it is easy and difficult to show friendship and</p>	<p><i>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</i></p> <p>Christianity Easter – Palm Sunday Salvation</p> <p>AT1 A Beliefs, teachings and sources</p> <p>AT1 C Forms of expressing meaning</p> <p>AT2 E Meaning, purpose and truth</p>	<p><i>Is Shabbat important to Jewish children?</i></p> <p>Judaism Shabbat</p> <p>AT1 B Practices and ways of life</p> <p>AT2 D Identity, diversity and belonging</p> <p>Learning Objective We are learning to empathise with Jewish children by understanding what they do during</p>	<p><i>Are Rosh Hashanah and Yom Kippur important to Jewish children?</i></p> <p>Judaism Rosh Hashanah + Yom Kippur</p> <p>AT1 B Practices and ways of life</p> <p>AT2 D Identity, diversity and belonging</p> <p>Learning Objective We are learning to empathise with Jewish children by understanding</p>

	<p>behave towards nature and the environment.</p> <p>Working towards: I can tell you what I made. I can say something about the Christian Creation story. I can show some awareness that Christians believe there is a God.</p> <p>Working at: I can say how it felt to make something. I can remember the Christian Creation story and talk about it. I can express an opinion about the Christian belief about creation.</p> <p>Working beyond: I can say how it felt to make something and how I think my creation should be treated. I can re-tell the Christian Creation story and say some things that they believe God created on different days. I can start to talk about how I think the world got here.</p>	<p>We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus.</p> <p>Working towards: I can tell you about a present I have received. I can say something about the Christmas story. I can show some awareness that Jesus is special to Christians.</p> <p>Working at: I can talk about a gift that is special to me I can remember some of the Christmas story. I can suggest a gift I would give to Jesus.</p> <p>Working beyond: I can talk about a gift that is special to me and explain how I felt when I received it. I can remember the Christmas story, including which gifts were given to Jesus. I can think of a gift Christians might choose for Jesus and start to explain why He is special to them. (Incarnation).</p>	<p>explore when Jesus may have found it difficult.</p> <p>Working towards: I can tell you who is my friend. I can say something about one of Jesus' friends. I can say how Jesus was nice to people.</p> <p>Working at: I can talk about my friends and why I like them. I can remember a story about Jesus showing friendship and talk about it. I can say how Jesus tried to be a good friend.</p> <p>Working beyond: I can talk about times when I have been a good friend. I can tell a story about Jesus and His friends and say how He showed friendship in that story. I can say how Christians show friendship and how God helps them do this.</p>	<p>Learning Objective We are learning to know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.</p> <p>Working towards: I can tell you someone who is special to me. I can tell you something about Palm Sunday. I can show some awareness that Jesus is special to Christians.</p> <p>Working at: I can talk about a person I admire. I can recall parts of the Easter story. I can recognise some symbols in the story. I can start to show understanding that Jesus is special to Christians and say why.</p> <p>Working beyond: I can discuss how I might treat a special person and say why. I can recall what happened on Palm Sunday and can say what some of the symbols in the Easter story mean. I can recognise that Jesus must be special to Christians to be welcomed in this way and start to</p>	<p>Shabbat and why it is important to them.</p> <p>Working towards: I can tell you my favourite day. I can tell you something on the special Shabbat table. I can tell you what Joshua might do on a Friday after school.</p> <p>Working at: I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal. I can use the right names for things that are special to Jewish people during Shabbat and explain why. I can start to make a connection between being Jewish and decisions about behaviour.</p> <p>Working beyond: I can explain why a particular day is my favourite and why, and can talk about when I would share a special meal. I can talk about some of the things that Jewish people do to celebrate Shabbat. I can start to explain how certain beliefs affect decision-making.</p>	<p>what Rosh Hashanah and Yom Kippur mean to them.</p> <p>Working towards: I can tell you a time I said sorry. I can say something that Jews do at Rosh Hashanah or at Yom Kippur. I can show some awareness of what is important about Rosh Hashanah and Yom Kippur.</p> <p>Working at: I can say how it feels to say sorry and what I have said sorry for. I can tell you something that either Rosh Hashanah or Yom Kippur is about. I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.</p> <p>Working beyond: I can tell you how it feels to forgive someone. I can tell you what I think is an important part of Rosh Hashanah or Yom Kippur. I can give a reason why one of the pictures I chose is important to Jewish children at Rosh Hashanah or Yom Kippur.</p>
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				explain their beliefs about Him.		
Year 2	<p><i>Is it possible to be kind to everyone all of the time?</i></p> <p>What did Jesus teach? Gospel Christianity</p> <p>AT1 A Beliefs, teachings and sources AT2 F Values and commitments</p> <p>Learning Objective We are learning to re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people.</p> <p>Working towards: I can tell you when I was kind. I can remember something Jesus said or did to be kind. I can say if I think Christians can be kind.</p> <p>Working at: I can tell you when I have been kind to others even when it was difficult. I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.</p>	<p><i>Why do Christians believe God gave Jesus to the world?</i></p> <p>Christmas - Jesus as gift from God Incarnation Christianity</p> <p>AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth</p> <p>Learning Objective We are learning to reflect on the Christmas story and the reasons for Jesus' birth.</p> <p>Working towards: I can tell you how I try to show love in the world. I can remember some of the Christmas story. I can start to say why Christians think God gave Jesus to the world.</p> <p>Working at: I can say how I could help solve a problem by showing love. I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.</p>	<p><i>Does praying at regular intervals help a Muslim in his/her everyday life?</i></p> <p>Prayer at home Islam</p> <p>AT1 B Practices and ways of life AT1 F Values and commitments</p> <p>Learning Objective We are learning to explain what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day.</p> <p>Working towards: I can say how it feels to do something lots of times in a day. I can remember some things about Muslim prayer. I can tell you one way praying 5 times a day may help a Muslim.</p> <p>Working at: I can explain how it felt to have to stop doing something to reach the target we had set. I can use the right words to describe how Muslims pray and begin to explain why they do this.</p>	<p><i>How important is it to Christians that Jesus came back to life after His crucifixion?</i></p> <p>Easter – Resurrection Salvation Christianity</p> <p>AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth</p> <p>Learning Objective We are learning to re-tell the Easter story and understand what Jesus' resurrection means for Christians.</p> <p>Working towards: I can say how I remember people who are not here anymore. I can recall parts of the Easter story. I can talk about what I think happened to Jesus.</p> <p>Working at: I can say what I believe happens to you when you die and tell you how I remember people close to me.</p>	<p><i>Does going to a mosque give Muslims a sense of belonging?</i></p> <p>Community and Belonging Islam</p> <p>AT1 B Practices and ways of life AT2 D Identity, diversity and belonging</p> <p>Learning Objective We are learning to understand why Muslims visit the mosque and to explore whether this gives them a sense of belonging.</p> <p>Working towards: I can start to explain how it feels to belong. I can use the right words to describe what Muslims do and feel when they attend prayer at the mosque. I can start to explain when Muslims might feel like they belong.</p> <p>Working at: I can understand how meeting in a certain place could make me feel like I belong.</p>	<p><i>Does completing Hajj make a person a better Muslim?</i></p> <p>Hajj Islam</p> <p>AT1 B Practices and ways of life AT2 F Values and commitments</p> <p>Learning Objective We are learning to understand what happens during Hajj and to explore the importance of this to Muslims.</p> <p>Working towards: I can tell you about a special journey I have made. I can use the right words to tell you about some parts of the Hajj. I can start to imagine how it might feel to be on the Hajj.</p> <p>Working at: I can tell you about a special journey and why it was special to me. I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims.</p>

	<p>I can say if I think Christians should be kind and give a reason.</p> <p>Working beyond:</p> <p>I can say when and why it is easy or difficult to be kind.</p> <p>I can tell you some ways Christians try to follow Jesus' example of being kind.</p> <p>I can say why I think Christians should be kind and start to explain how they think they can do this (with God's help).</p>	<p>I can tell you why Christians think God gave Jesus to the world.</p> <p>Working beyond:</p> <p>I can say how I could help solve a problem in the world by showing love.</p> <p>I can explain how Jesus' coming to the world shows Christians how they could love/help people and the world.</p> <p>I can explain the Christian belief that God gave Jesus to the world to rescue/save it.</p>	<p>I can start to think through how praying 5 times a day might help in some ways more than others.</p> <p>Working beyond:</p> <p>I can explain how commitment can be hard and can describe how it would feel to reach a goal.</p> <p>I can describe the Muslim prayer routine and explain how they believe this could help them in their everyday lives.</p> <p>I can decide on 3 ways Muslims might be helped in their everyday lives by praying 5 times a day, and can explain my reason for one of these.</p>	<p>I can recall what Christians believe happened on Easter Sunday.</p> <p>I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.</p> <p>Working beyond:</p> <p>I can start to discuss my beliefs in life after death/what happens when someone dies.</p> <p>I can tell you about the Christian belief in Jesus' resurrection and start to explain why this is so important to them.</p> <p>I can start to explain what Christians believe about Jesus' resurrection, and to evaluate how important this is to them. I can say what I believe about life after death.</p>	<p>I can explain what happens when Muslims pray alone or at the mosque.</p> <p>I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.</p> <p>Working beyond:</p> <p>I can explain how carrying out actions that are important to my group helps to remind me that I belong.</p> <p>I can describe how a Muslim achieves a sense of belonging through praying.</p> <p>I can put myself in a Muslim's position and say if I would prefer to pray alone or with other Muslims at a mosque and give a reason why.</p>	<p>I can start to think about the significance of Hajj to a Muslim.</p> <p>Working beyond:</p> <p>I can explain why a journey was special to me and how I felt about it.</p> <p>I can start to explain how some of the events during Hajj could help Muslims feel a sense of commitment to God.</p> <p>I can start to express my opinion as to whether completing the Hajj makes someone a better Muslim, with a reason.</p>
Year 3	<p><i>Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</i></p> <p>Divali Hinduism</p> <p>AT1 B Practices and ways of life AT1 C Forms of expressing meaning AT2 D</p>	<p><i>Has Christmas lost its true meaning?</i></p> <p>Christmas Christianity</p> <p>AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth</p> <p>Learning Objective</p>	<p><i>Could Jesus heal people? Were these miracles or is there some other explanation?</i></p> <p>Jesus' Miracles Christianity</p> <p>AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth</p>	<p><i>What is 'good' about Good Friday?</i></p> <p>Easter – Forgiveness Christianity</p> <p>AT1 C Forms of expressing meaning AT2 E Meaning, purpose and truth</p> <p>Learning Objective</p>	<p><i>How can Brahman be everywhere and in everything?</i></p> <p>Hindu Beliefs Hinduism</p> <p>AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth</p> <p>Learning Objective</p>	<p><i>Would visiting the River Ganges feel special to a non-Hindu?</i></p> <p>Pilgrimage to the River Ganges Hinduism</p> <p>AT1 C Forms of expressing meaning AT2 F Values and commitments</p> <p>Learning Objective</p>

	<p>Identity, diversity and belonging</p> <p>Learning Objective We are learning to investigate what happens during the festival of Divali and whether the celebrations bring a sense of belonging to Hindus.</p> <p>Working towards: I can think of an action I could take to help a special group I belong to. I can design a symbol to show what my special group stands for. I can describe some of the things Hindus do at home or at the temple during Divali. I can start to empathise with what Hindus feel about Divali.</p> <p>Working at: I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group's symbol. I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali. I can start to say why Divali might bring a sense of belonging to Hindus.</p>	<p>We are learning to find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us.</p> <p>Working towards: I can explain what Christmas means to me. I can tell you what the nativity story tells Christians about Jesus (given to the world by God). I can talk about some of the different ways Christmas is celebrated by Christians and non-Christians.</p> <p>Working at: I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts. I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world. I can start to tell you what Christmas means to Christians and what it means to me.</p> <p>Working beyond: I can explain what gift I would like to give to the world and what difference it would make.</p>	<p>Learning Objective We are learning to retell Bible stories when miracles have happened and question whether Jesus really did perform miracles.</p> <p>Working towards: I can talk about what I think a miracle is. I can retell a story about Jesus healing someone and say one thing Christians might believe about Jesus. I can identify some of the questions people ask about Jesus' healing miracles.</p> <p>Working at: I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today. I can explain one Christian viewpoint about one of Jesus' healing miracles. I can start to say whether I believe Jesus actually healed people or not.</p> <p>Working beyond: I can explain why some people may describe something they see as a miracle when there may also be another explanation. I can explain two different ways Christians might</p>	<p>We are learning to recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.</p> <p>Working towards: I can explain that rescuing means helping a bad situation get better. I can say what some of these symbols represent e.g. cross: cross/bread/wine. I can ask questions about The Last Supper and Jesus' death.</p> <p>Working at: I can suggest how a person may rescue/help others who are in difficult situations. I can start to tell you why Christians believe Jesus' death is important. I can start to reflect on whether I agree with Christian beliefs about Jesus' death.</p> <p>Working beyond: I can talk about people who are special to me because they have rescued me from difficult situations and/or shown me how I could help others. I can start to explain why Christians see Jesus' death as 'good'.</p>	<p>We are learning to understand the Hindu belief that there is one God with many different aspects.</p> <p>Working towards: I can explain how I may be special in different ways to different people. I can tell you about some Hindu gods and start to explain their significance to Hindus. I can ask questions about what Hindus believe.</p> <p>Working at: I can explain some of the different roles I play whilst still being me. I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.</p> <p>Working beyond: I can describe some of the characteristics that make me me even when I am playing different roles. I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives.</p>	<p>We are learning to understand the significance of the River Ganges both for a Hindu and non-Hindu.</p> <p>Working towards: I can explain the effects of water on me. I can tell you about some of the things Hindus do at/in the River Ganges and start to explain why this river is important to them. I can tell you how I think it might feel for a Hindu to visit the River Ganges.</p> <p>Working at: I can explain why water is important. I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it. I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.</p> <p>Working beyond: I can describe some ways that people use water in groups and start to explain how that gives a sense of community. I can show an understanding of why the River Ganges is important to Hindus and also start to</p>
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	<p>Working beyond: I can describe ways in which I could demonstrate that I belong to special group, and explain how doing these things brings me a sense of belonging. I can describe some of the ways Hindus celebrate Divali and start to understand which of these may bring the greatest sense of belonging. I can start to explain how I might feel if I celebrated Divali with a Hindu family.</p>	<p>I can make the links between Christian beliefs about Christmas and the way they celebrate it. I can recognise that Christmas means different things to different people.</p>	<p>interpret one of Jesus' healing miracles. I can explain how Christians may describe and explain Jesus' miracles.</p>	<p>I can reflect on whether I agree with Christian beliefs about why Jesus died and give my own thoughts/opinions.</p>	<p>I can reflect on Hindu beliefs and express thoughts on these.</p>	<p>suggest why non-Hindus might also want to visit this river. I can start to express my understanding of the religious significance of visiting the River Ganges for a Hindu and can reflect on how it might feel for a non-Hindu to go there (this might be me if I am not Hindu).</p>
Year 4	<p>How special is the relationship Jews have with God?</p> <p>Judaism Beliefs and practices</p> <p>AT1 A Beliefs, teachings and sources AT2 D Identity, diversity and belonging</p> <p>Learning Objective We are learning to understand the special relationship between Jews and God and the promises they make to each other.</p> <p>Working towards: I can explain why agreements are important</p>	<p>What is the most significant part of the Nativity story for Christians today?</p> <p>Christianity Christmas Incarnation</p> <p>AT1 C Forms of expressing meaning AT2 E Meaning, purpose and truth</p> <p>Learning Objective We are learning to understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.</p> <p>Working towards:</p>	<p>How important is it for Jewish people to do what God asks them to do?</p> <p>Judaism Passover</p> <p>AT1 B Practices and ways of life AT2 E Meaning, purpose and truth</p> <p>Learning Objective We are learning to understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.</p> <p>Working towards:</p>	<p>Is forgiveness always possible for Christians?</p> <p>Christianity Easter Salvation</p> <p>AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth</p> <p>Learning Objective We are learning to understand how Jesus' life, death and resurrection teaches Christians about forgiveness.</p> <p>Working towards: I can talk about how easy it is to forgive some people</p>	<p>What is the best way for a Jew to show commitment to God?</p> <p>Judaism Beliefs and practices</p> <p>AT1B Practices and ways of life AT1 C Forms of expressing meaning AT2 F Values and commitment</p> <p>Learning Objective We are learning to understand different ways that Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment.</p>	<p>Do people need to go to church to show they are Christians?</p> <p>Judaism Prayer and worship Gospel</p> <p>AT1 B Practices and ways of life AT2 D Identity, diversity and belonging</p> <p>Learning Objective We are learning to understand how important going to church is to show someone is a Christian.</p> <p>Working towards: I can discuss my special place, tell you why it is</p>

	<p>and why they should be kept.</p> <p>I can tell a Jewish story and say something Jewish people believe.</p> <p>I can start to explain the significance of an aspect of Jews' relationship with God.</p> <p>Working at:</p> <p>I can give examples of agreements and contracts and explain how I would feel if one was broken. I can tell you an affirmation/promise I would like to make.</p> <p>I can start to explain what makes Jewish people believe they have a special relationship with God.</p> <p>I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.</p> <p>Working beyond:</p> <p>I can explain that a promise can be an agreement or an affirmation and can give examples of these. I can tell you an affirmation I would like to make and explain why.</p> <p>I can make links between the Abraham and Moses stories and the Jewish belief that they are in a</p>	<p>I can design a symbol to tell you something about myself and explain it.</p> <p>I can explain what some of the symbols in the Christmas story mean to Christians.</p> <p>I can ask questions about something I find puzzling in the Christmas story.</p> <p>Working at:</p> <p>I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me.</p> <p>I can describe one thing a Christian might learn about Jesus from a Christmas symbol.</p> <p>I can ask questions about what Christmas means to Christians and compare this with what it means to me.</p> <p>Working beyond:</p> <p>I can explain the symbolism of the object I have designed and say how it expresses the significant part of Christmas or the Christmas holiday for me.</p> <p>I can start to explain which Christmas symbols tell Christians something about the incarnation (Jesus being God on earth).</p> <p>I can reflect on how I feel about Christian beliefs about Christmas and the Incarnation.</p>	<p>I can discuss why I would choose to follow an instruction not to eat certain foods.</p> <p>I can tell you about some of the things Jews can and can't eat if they keep Kosher.</p> <p>I can ask questions about aspects of the Seder meal or Kashrut laws to find out why they are important.</p> <p>Working at:</p> <p>I can discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why.</p> <p>I can describe some of the things Jews do to show respect to God.</p> <p>I can start to identify how it would feel to keep Kashrut.</p> <p>Working beyond:</p> <p>I can explain how I might feel if I were not allowed to eat certain foods. I can also explain why I may choose to eat or not eat certain foods.</p> <p>I can identify and describe some of the ways Jews try to do as God asks and start to explain why they feel it is important to do so.</p> <p>I can give you my opinion as to whether these ways are important to Jews.</p>	<p>sometimes, or how difficult it might be.</p> <p>I can recall a Christian story about forgiveness and say what it tells people about how to treat each other.</p> <p>I can talk about when a Christian may find it easy or difficult to forgive someone.</p> <p>Working at:</p> <p>I can talk about what sort of help I might need to show forgiveness.</p> <p>I can describe what a Christian might learn about forgiveness from a Biblical text.</p> <p>I can show an understanding of how Christians believe God can help them show forgiveness.</p> <p>Working beyond:</p> <p>I can give my opinion as to why showing forgiveness may be important.</p> <p>I can explain how Christians might try to put into practice Jesus' teachings about forgiveness.</p> <p>I can give examples of when Jesus showed forgiveness and explain why I think He asked people to follow His example.</p>	<p>Working towards:</p> <p>I can explain why I could do certain things at certain ages. I can tell you what I am most committed to in my life.</p> <p>I can describe one of the ways Jews show commitment to God.</p> <p>I can talk about something that is important to Jews and can express understanding as to how it might feel to do this if I were Jewish.</p> <p>Working at:</p> <p>I can explain why I think some things need to wait until you are a certain age.</p> <p>I can give you examples of things I am committed to and explain which ones are more or less important to me.</p> <p>I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways.</p> <p>I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons.</p> <p>Working beyond:</p> <p>I can discuss a range of things I am committed to</p>	<p>special and how I feel when I am there.</p> <p>I can talk about some of the things that are important to Christians during worship and explain some of the symbolism, e.g. bread and wine in Holy Communion.</p> <p>I can respectfully question whether Christians need churches.</p> <p>Working at:</p> <p>I can explain some of the feelings my special place gives me and suggest why that is.</p> <p>I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism.</p> <p>I can start to understand the impact a Christian's special place has on him/her.</p> <p>Working beyond:</p> <p>I can reflect on a range of special places and identify why they have the impact on me that they do.</p> <p>I can describe some ways that Christians can show their beliefs and recognise that some may choose to show their faith publicly and others may keep this more private so some may</p>
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	<p>special relationship with God.</p> <p>I can start to relate to how Jews feel about their special relationship with God.</p>				<p>and rank them in priority order. I can explain how I show commitment to these things.</p> <p>I can describe how different practices enable Jews to show their commitment to God and understand that some of these will be more significant to some Jews than others.</p> <p>I can start to explain which ways might be the best ways for Jews to show their commitment to God and offer a reason.</p>	<p>need churches more than others.</p> <p>I can say why I think the church may or may not be important to Christians.</p>
Year 5	<p><i>How far would a Sikh go for his/her religion?</i></p> <p>Sikhism Belief into action</p> <p>AT1 B Practices and ways of life AT1 C Forms of expressing meaning AT2 F Values and commitments</p> <p>Learning Objective We are learning to compare the different ways Sikhs put their religion into practice.</p> <p>Working towards: I can start to explain why some things I do are more</p>	<p><i>Is the Christmas story true?</i></p> <p>Christianity Christmas Incarnation</p> <p>AT1A Beliefs, teachings and sources AT2 E Meaning, purpose and truth</p> <p>Learning Objective We are learning to evaluate different accounts of the Christmas story and understand that stories can be true in different ways.</p> <p>Working towards:</p>	<p><i>Are Sikh stories important today?</i></p> <p>Sikhism Beliefs and moral values</p> <p>AT1A Beliefs, teachings and sources AT1C Forms of expressing meaning AT2 F Values and commitments</p> <p>Learning Objective We are learning to understand the relevance of Sikh stories today.</p> <p>Working towards: I can give an example of a story that teaches me how</p>	<p><i>How significant is it for Christians to believe God intended Jesus to die?</i></p> <p>Christianity Easter Salvation</p> <p>AT1A Beliefs, teachings and sources AT2 E Meaning, purpose and truth</p> <p>Learning Objective We are learning to question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p>	<p><i>What is the best way for a Sikh to show commitment to God?</i></p> <p>Sikhism Prayer and worship</p> <p>AT1B Practices and ways of life AT2 F Values and commitments</p> <p>Learning Objective We are learning to understand how Sikhs show their commitment to God and to evaluate if there is a best way.</p> <p>Working towards: I can express why showing commitment to something may be a good thing.</p>	<p><i>What is the best way for a Christian to show commitment to God?</i></p> <p>Christianity Beliefs and practices Gospel</p> <p>AT1B Practices and ways of life AT2 F Values and commitments</p> <p>Learning Objective We are learning to understand how Christians show their commitment to God and to evaluate if there is a best way.</p> <p>Working towards:</p>

	<p>important to me than others and what difference that makes.</p> <p>I can use the right words to describe some of the ways Sikhs show their religion is important to them and start to explain why not all Sikhs practise their religion in the same way.</p> <p>I can start to explain why I think some practices are more important to Sikhs than others.</p> <p>Working at:</p> <p>I can identify the different levels of commitment I show to different things and explain these priorities.</p> <p>I can make links between how Sikhs practise their religion and the beliefs that underpin this.</p> <p>I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.</p> <p>Working beyond:</p> <p>I can explain some of the beliefs that are important to me and how I choose to show commitment to them.</p> <p>I can use a wide range of religious vocabulary in suggesting reasons for the differences in the ways Sikhs choose to commit to and express their religion.</p>	<p>I can start to explain why people may see an event in different ways.</p> <p>I can describe what a Christian learns from the Christmas story.</p> <p>I can start to explain that true can mean different things relating to the Christmas story.</p> <p>Working at:</p> <p>I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.</p> <p>I can start to explain the Christian belief that Jesus was the Incarnation of God.</p> <p>I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.</p> <p>Working beyond:</p> <p>I can give my opinion on whether a favourite story is 'true' and explain why.</p> <p>I can identify different sources of the Christmas story and explain the meaning of Christmas to Christians (Incarnation).</p> <p>I can explain my own opinion on whether the Christmas story is true and say what Christians might think of my opinion.</p>	<p>to behave towards other people.</p> <p>I can describe what a Sikh/non-Sikh might learn from a Sikh story and start to explain why stories can be important.</p> <p>I can understand how what Sikhs learn from stories can influence how they behave.</p> <p>Working at:</p> <p>I can explain how some stories can teach people about what is important and how to behave.</p> <p>I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.</p> <p>I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.</p> <p>Working beyond:</p> <p>I can give my opinion as to why stories may be important to people today.</p> <p>I can tell you several Sikh stories and explain why some of these are relevant to Sikhs and non-Sikhs.</p> <p>I can explain why Sikh stories could be considered important today.</p>	<p>Working towards:</p> <p>I can start to consider the goals and purpose I would like for my life.</p> <p>I can say how some events in Holy Week tell Christians about Jesus' purpose/destiny.</p> <p>I can consider important questions about whether Jesus knew He was going to be crucified.</p> <p>Working at:</p> <p>I can give an example of someone with a strong sense of purpose for their life and give my opinions on this.</p> <p>I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p> <p>I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.</p> <p>Working beyond:</p> <p>I can start to show an understanding of the difference between purpose and destiny.</p> <p>I can consider whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events</p>	<p>I can describe some of the ways that Sikhs choose to show commitment to God and am starting to understand that they may do this in different ways.</p> <p>I can start to show I understand that Sikhs make choices about how they show commitment to God.</p> <p>Working at:</p> <p>I can show an understanding of why people show commitment in different ways.</p> <p>I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others.</p> <p>I can start to express what I think about the best way a Sikh could show commitment to God.</p> <p>Working beyond:</p> <p>I can explain why one way of showing commitment may not be better than another.</p> <p>I can explain why it is important to Sikhs to show their commitment to God and can describe different ways they choose to do this.</p> <p>I can give my opinion on what I think Sikhs should do</p>	<p>I can express why showing commitment to something may be a good thing.</p> <p>I can describe some of the ways that Christians choose to show commitment to God and am starting to understand that they may do this in different ways.</p> <p>I can start to understand there are different degrees of commitment and that's up to individual Christians.</p> <p>Working at:</p> <p>I can show an understanding of why people show commitment in different ways.</p> <p>I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others.</p> <p>I can explain why I think some ways of showing commitment to God would be better than others for Christians.</p> <p>Working beyond:</p> <p>I can explain why one way of showing commitment may not be better than another.</p> <p>I can explain why it is important to Christians to show their commitment to God and can describe</p>
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	I can express my opinion as to why Sikhs seem to show different levels of commitment and comment on this.			during Holy Week and find supporting evidence. I can give my opinion about the importance for Christians of Jesus' death being part of God's plan.	to show commitment to God and explain why.	different ways they choose to do this. I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life.
Year 6	<p><i>What is the best way for a Muslim to show commitment to God?</i></p> <p>Islam Beliefs and practices</p> <p>AT1 B Practices and ways of life AT2 F Values and commitments</p> <p>Learning Objective We are learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.</p> <p>Working towards: I can express why showing commitment to something may be a good thing. I can describe some of the ways that Muslims choose to show commitment to God. I can explain why there might be different ways of showing commitment.</p>	<p><i>How significant is it that Mary was Jesus' mother?</i></p> <p>Christianity Christmas Incarnation</p> <p>AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth</p> <p>Learning Objective We are learning to analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians.</p> <p>Working towards: I can identify some qualities that someone chosen for an important job would need. I can start to explain the significance of why Mary was chosen as Jesus' mother.</p>	<p><i>Is anything ever eternal?</i></p> <p>Christianity Belief and meaning Salvation</p> <p>AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth</p> <p>Learning Objective We are learning to evaluate different beliefs about eternity and to understand the Christian perspective on this.</p> <p>Working towards: I can start to show an understanding of the concept of eternity. I can describe what a Christian might learn about life after death from a Bible story. I can ask important questions about eternity.</p> <p>Working at:</p>	<p><i>Is Christianity still a strong religion 2000 years after Jesus was on Earth?</i></p> <p>Christianity Easter Salvation Gospel</p> <p>AT1 B Practices and ways of life AT2 D Identity, diversity and belonging AT2 F Values and commitments</p> <p>Learning Objective We are learning to examine the influences Christianity still has in the world and evaluate whether it is still a strong religion.</p> <p>Working towards: I can describe how people have influenced me in different ways and say why I think this happened.</p>	<p><i>Does belief in Akhirah (life after death) help Muslims lead good lives?</i></p> <p>Islam Beliefs and moral values</p> <p>AT1 A Beliefs, teachings and sources AT2 D Identity, diversity and belonging.</p> <p>Learning Objective We are learning to identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this.</p> <p>Working towards: I can explain how knowing that my actions have consequences makes a difference to the choices I make. I can describe some of the ways that Muslims try to lead lives respectful to God</p>	<p><i>Does belief in Akhirah (life after death) help Muslims lead good lives?</i></p> <p>Islam Beliefs and moral values</p> <p>AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth</p> <p>Learning Objective We are learning to challenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to Heaven.</p> <p>Working towards: I can explain how sometimes people see/interpret things in different ways. I can explain how Muslims try to make an effort to lead good lives, and how</p>

	<p>Working at: I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. I can think of some ways of showing commitment to God that would be better than others for Muslims.</p> <p>Working beyond: I can explain why one way of showing commitment may not be better than another. I can explore why Muslims choose to show commitment to God in the ways that they do and how this might impact on their lives. I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life, (partly assessed in Lessons 1&6).</p>	<p>I can start to think through why Mary being Jesus' mother is important to Christians and what I think about this.</p> <p>Working at: I can explain the qualities needed in different people because of the important jobs they are chosen to do. I can make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation). I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views.</p> <p>Working beyond: I can suggest who I would choose for important roles in my school and in the country and identify the qualities these people would need. I can explain why it is significant to Christians that Mary was Jesus' mother. I can explain my own response to the Christian belief in the Virgin birth.</p> <p style="text-align: center;">OR</p> <p><i>Do Christmas celebrations and traditions help Christians understand who</i></p>	<p>I can express the feelings I have when I think about situations or things I would like to last forever. I can make links between different Christian beliefs and their views on whether anything is ever eternal. I can reflect on my own beliefs about whether anything is eternal.</p> <p>Working beyond: I can explain the difference it would make to me to know that something was eternal. I can explain why Christians believe some things are eternal and the difference this makes to them. I can give my own answer to whether anything is eternal and give my reasons.</p>	<p>I can describe one way that Christianity seems to be a strong religion today. I can start to consider whether I think Christianity is a strong religion now.</p> <p>Working at: I can explain how the influence people have had on me has affected what I see as important. I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted. I can give my opinion as to whether Christianity is a strong religion now and say why I think this.</p> <p>Working beyond: I can explain how I would like to be a positive influence on others. I can explain a range of arguments to suggest Christianity is a strong religion today and also give you the opposing arguments. I can express my opinion as to whether Christianity is a strong religion now giving reasoned arguments.</p>	<p>and start to say why this is important to them. I can identify why leading a good life might be a good idea and why people think this.</p> <p>Working at: I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. I can explain how believing in Akhirah influences Muslims to do their best to lead good lives. I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.</p> <p>Working beyond: I can start to explain how my beliefs about right and wrong, actions and consequences make a difference to the choices I make. I can explain how the belief in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people. I can ask questions about life after death and explore</p>	<p>sometimes this leads to fighting/Holy War. I can start to express my opinion on how Jihad is interpreted by some Muslims.</p> <p>Working at: I can give examples of times when I misinterpreted something. I can explain two different Muslim interpretations of Jihad. I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.</p> <p>Working beyond: I can start to explain how my beliefs about right and wrong make a difference to how I see things. I can explain two different Muslim interpretations of Jihad and explore their justifications for these. I can explore my own and other people's attitudes towards interpretations of Jihad and recognise and challenge stereotyping.</p>
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		<p>Jesus was and why he was born?</p> <p>Christianity Christmas Incarnation</p> <p>AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth</p> <p>Learning Objective We are learning to evaluate different Christmas traditions and celebrations in the light of their reference and relevance to Christian beliefs in Jesus.</p> <p>Working towards: I can talk about the variety of ways I celebrate different events or occasions and explain why I celebrate these in different ways. I can explain why Christmas is important to Christians. I can explain why Christians would find some celebrations remind them of Jesus' birth and life.</p> <p>Working at: I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am</p>			<p>how what I believe about this might influence my life.</p>	
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		<p>celebrating, and how other ways are not.</p> <p>I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born.</p> <p>I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus.</p> <p>Working beyond:</p> <p>I can identify when I am celebrating in a way that reflects the meaning of the event.</p> <p>I can explain how Christians use Christmas celebrations and traditions to remind themselves of Jesus' birth and life and can explain which activities do this.</p> <p>I can explain my own feelings on whether or not it is important to follow Christian beliefs in all Christmas celebrations.</p>				
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