



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



Design Revision July 2021



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.



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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 knowledgably 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



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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

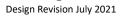
Year/	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Term						
Nursery & Reception	What makes people special?	What is Christmas?	How do people celebrate?	What is Easter?	What can we learn from stories?	What makes places special?
	-	Christianity	Hinduism	Christianity		
	Christianity & Judaism	Incarnation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





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behave towards nature and	We are learning to reflect	explore when Jesus may		Shabbat and why it is	what Rosh Hashanah and
the environment.	on the Christmas story and	have found it difficult.	Learning Objective	important to them.	Yom Kippur mean to them.
	decide what gifts would be		We are learning to know		
Working towards:	meaningful for Jesus.	Working towards:	that Jesus is special to	Working towards:	
I can tell you what I made.		I can tell you who is my	Christians and how His	I can tell you my favourite	Working towards:
I can say something about	Working towards:	friend.	welcome on Palm Sunday	day.	I can tell you a time I said
the Christian Creation	I can tell you about a	I can say something about	shows this.	I can tell you something on	sorry.
story.	present I have received.	one of Jesus' friends.		the special Shabbat table.	I can say something that
I can show some awareness	I can say something about	I can say how Jesus was	Working towards:	I can tell you what Joshua	Jews do at Rosh Hashanah
that Christians believe	the Christmas story.	nice to people.	I can tell you someone who	might do on a Friday after	or at Yom Kippur.
there is a God.	I can show some awareness	Working at:	is special to me.	school.	I can show some awareness
Working at:	that Jesus is special to	I can talk about my friends	I can tell you something	Working at:	of what is important about
I can say how it felt to	Christians.	and why I like them.	about Palm Sunday.	I can tell you which is my	Rosh Hashanah and Yom
make something.	Working at:	I can remember a story	I can show some awareness	favourite day of the week	Kippur.
I can remember the	I can talk about a gift that is	about Jesus showing	that Jesus is special to	and talk about food I would	Working at:
Christian Creation story	special to me	friendship and talk about it.	Christians.	like to share in a special	I can say how it feels to say
and talk about it.	I can remember some of	I can say how Jesus tried to	Working at:	meal.	sorry and what I have said
I can express an opinion	the Christmas story.	be a good friend.	I can talk about a person I	I can use the right names	sorry for.
about the Christian belief	I can suggest a gift I would	Working beyond:	admire.	for things that are special	I can tell you something
about creation.	give to Jesus.	I can talk about times when	I can recall parts of the	to Jewish people during	that either Rosh Hashanah
Working beyond:	Working beyond:	I have been a good friend.	Easter story. I can	Shabbat and explain why.	or Yom Kippur is about.
I can say how it felt to	I can talk about a gift that is	I can tell a story about	recognise some symbols in	I can start to make a	I can choose a picture and
make something and how I	special to me and explain	Jesus and His friends and	the story.	connection between being	give my thinking on why
think my creation should	how I felt when I received	say how He showed	I can start to show	Jewish and decisions about	this might be important to
be treated.	it.	friendship in that story.	understanding that Jesus is	behaviour.	Jewsih children at Rosh
I can re-tell the Christian	I can remember the	I can say how Christians	special to Christians and	Working beyond:	Hashanah or Yom Kippur.
Creation story and say	Christmas story, including	show friendship and how	say why.	I can explain why a	Working beyond:
some things that they	which gifts were given to	God helps them do this.	Working beyond:	particular day is my	I can tell you how it feels to
believe God created on	Jesus.		I can discuss how I might	favourite and why, and can	forgive someone.
different days.	I can think of a gift		treat a special person and	talk about when I would	I can tell you what I think is
I can start to talk about	Christians might choose for		say why.	share a special meal.	an important part of Rosh
how I think the world got	Jesus and start to explain		I can recall what happened	I can talk about some of	Hashanah or Yom Kippur.
here.	why He is special to them.		on Palm Sunday and can	the things that Jewish	I can give a reason why one
	(Incarnation).		say what some of the	people do to celebrate	of the pictures I chose is
			symbols in the Easter story	Shabbat.	important to Jewish
			mean.	I can start to explain how	children at Rosh Hashanah
			I can recognise that Jesus	certain beliefs affect	or Yom Kippur.
			must be special to	decision-making.	
			Christians to be welcomed		
			in this way and start to		

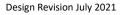






				explain their beliefs about Him.		
'ear 2	Is it possible to be kind to	Why do Christians believe	Does praying at regular	How important is it to	Does going to a mosque	Does completing Hajj make
	everyone all of the time?	God gave Jesus to the	intervals help a Muslim in	Christians that Jesus came	give Muslims a sense of	a person a better Muslim?
		world?	his/her everyday life?	back to life after His	belonging?	
	What did Jesus teach?			crucifixion?		Hajj
	Gospel	Christmas - Jesus as gift	Prayer at home		Community and Belonging	Islam
	Christianity	from God	Islam	Easter – Resurrection	Islam	
		Incarnation		Salvation		AT1 B
	AT1 A	Christianity	AT1 B	Christianity	AT1 B	Practices and ways of life
	Beliefs, teachings and		Practices and ways of life		Practices and ways of life	AT2 F
	sources	AT1 A	AT1 F	AT1 A	AT2 D	Values and commitments
	AT2 F	Beliefs, teachings and	Values and commitments	Beliefs, teachings and	Identity, diversity and	
	Values and commitments	sources		sources	belonging	Learning Objective
		AT2 E	Learning Objective	AT2 E		We are learning to
	Learning Objective	Meaning, purpose and	We are learning to explain	Meaning, purpose and	Learning Objective	understand what happens
	We are learning to re-tell	truth	what commitment means	truth	We are learning to	during Hijj and to explore
	Bible stories that show		to us and to Muslims by		understand why Muslims	the importance of this to
	kindness, and to explore	Learning Objective	knowing about how	Learning Objective	visit the mosque and to	Muslims.
	how this makes Christians	We are learning to reflect	Muslims pray 5 times a day.	We are learning to re-tell	explore whether this gives	
	behave towards other	on the Christmas story and		the Easter story and	them a sense of belonging.	
	people.	the reasons for Jesus' birth.	Working towards:	understand what Jesus'		Working towards:
			I can say how it feels to do	resurrection means for		I can tell you about a
	Working towards:	Working towards:	something lots of times in a	Christians.	Working towards:	special journey I have
	I can tell you when I was	I can tell you how I try to	day.		I can start to explain how it	made.
	kind.	show love in the world.	I can remember some	Working towards:	feels to belong.	I can use the right words t
	I can remember something	I can remember some of	things about Muslim	I can say how I remember	I can use the right words to	tell you about some parts
	Jesus said or did to be kind.	the Christmas story.	prayer.	people who are not here	describe what Muslims do	of the Hajj.
	I can say if I think Christians	I can start to say why	I can tell you one way	anymore.	and feel when they attend	I can start to imagine how
	can be kind.	Christians think God gave	praying 5 times a day may	I can recall parts of the	prayer at the mosque.	it might feel to be on the
	Working at:	Jesus to the world.	help a Muslim.	Easter story.	I can start to explain when	Hajj.
	I can tell you when I have	Working at:	Working at:	I can talk about what I think	Muslims might feel like	Working at:
	been kind to others even	I can say how I could help	I can explain how it felt to	happened to Jesus.	they belong.	I can tell you about a
	when it was difficult.	solve a problem by showing	have to stop doing	Working at:	Working at:	special journey and why it
	I can re-tell a story Jesus	love.	something to reach the	I can say what I believe	I can understand how	was special to me.
	told about being kind or	I can remember the	target we had set.	happens to you when you	meeting in a certain place	I can remember some of
	give an example of when	Christmas story and start to	I can use the right words to	die and tell you how I	could make me feel like I	the events that happen
	Jesus showed kindness.	explain that Christians	describe how Muslims pray	remember people close to	belong.	during Hajj and start to
		believe Jesus was a gift	and begin to explain why	me.		explain why these are
		from God.	they do this.			important to Muslims.







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



Identity, diversity and

Learning Objective

We are learning to

and whether the

Working towards:

investigate what happens

during the festival of Divali

celebrations bring a sense

of belonging to Hindus.

I can think of an action I

group I belong to. I can

what my special group

stands for.

Divali.

about Divali.

Working at:

design a symbol to show

I can describe some of the

things Hindus do at home

or at the temple during

I can start to empathise

important actions I could

take to support a group I

understanding of my

wavs Hindus celebrate

might feel at Divali.

might bring a sense of

belonging to Hindus.

group's symbol.

belong to. I can discuss my

I can describe some of the

Divali and start to explain

how I think Hindu children

I can start to say why Divali

with what Hindus feel

I can tell you three

could take to help a special

us.

God).

Christians.

the world.

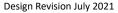
Working at:

belonging

RE at Wantage CE Primary









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Working beyond:	I can make the links	interpret one of Jesus'	I can reflect on whether I	I can reflect on Hindu	suggest why non-Hindus
I can describe ways in	between Christian beliefs	healing miracles.	agree with Christian beliefs	beliefs and express	might also want to visit this
which I could demonstrate	about Christmas and the	I can explain how Christians	about why Jesus died and	thoughts on these.	river.
that I belong to special	way they celebrate it.	may describe and explain	give my own	_	I can start to express my
group, and explain how	I can recognise that	Jesus' miracles.	thoughts/opinions.		understanding of the
doing these things brings	Christmas means different				religious significance of
me a sense of belonging.	things to different people.				visiting the River Ganges
I can describe some of the					for a Hindu and can reflect
ways Hindus celebrate					on how it might feel for a
Divali and start to					non-Hindu to go there (this
understand which of these					might be me if I am not
may bring the greatest					Hindu).
sense of belonging.					
					Do people need to go to
			possible for Christians?		church to show they are
God?	Christians today?	God asks them to do?		to God?	Christians?
					Judaism
Beliefs and practices		Passover	Salvation	Beliefs and practices	Prayer and worship
	Incarnation	171.5	171	1715	Gospel
	171.0				171.5
					AT1 B
					Practices and ways of life
					AT2 D
		truth			Identity, diversity and belonging
beioriging			truth		beionging
	tiutii			values and communent	Learning Objective
		_			We are learning to
			_		understand how important
	0	0			going to church is to show
-					someone is a Christian.
		value their special	forgiveness.	commitment to God,	
they make to each other	think about what the				
they make to each other.	think about what the different parts mean to		Torgiveness.		Working towards:
	different parts mean to	relationship with Him.		comparing their practices	Working towards: I can discuss my special
they make to each other. Working towards: I can explain why			Working towards:		Working towards: I can discuss my special place, tell you why it is
	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. How special is the relationship Jews have with God? Judaism Beliefs and practices AT1 A Beliefs, teachings and sources AT2 D Identity, diversity and belonging Learning Objective We are learning to understand the special relationship between Jews and God and the promises	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.between Christian beliefs about Christmas means different things to different people.How special is the relationship Jews have with God?What is the most significant part of the Nativity story for Christianity Christmas IncarnationAT1 A Beliefs, teachings and sources AT2 D Identity, diversity and belongingAT1 C Forms of expressing meaning AT2 E Meaning, purpose and truthLearning Objective We are learning to understand the special relationship between Jews and God and the promisesLearning Objective We are learning to understand the special in the Christmas story and	Working beyond: I can describe ways in which I could demonstrate that I belong to special group, and explain how doing these things brings I can describe some of the ways Hindus celebrate Divali with a Hindu family.I can recognise that Christmas means different things to different people.interpret one of Jesus' healing miracles.I can describe some of the ways Hindus celebrate Divali with a Hindu family.I can recognise that Christmas means different things to different people.I can explain how Christians may describe and explain Jesus' miracles.I can describe some of the ways Hindus celebrate Divali with a Hindu family.What is the most significant part of the Nativity story for Christians today?How important is it for Jewish people to do what God asks them to do?Judaism Beliefs and practicesChristianity Christianity Christmas IncarnationJudaism PassoverAT1 A Beliefs, teachings and sources AT2 D Identity, diversity and belongingAT1 C Forms of expressing meaning, purpose and truthAT1 B Practices and ways of life AT2 E Meaning, purpose and truthLearning Objective We are learning to understand the special relationship between Jews and God and the promisesLearning Objective We are learning to understand the symbolism in the Christmas story and he la purpose and truthLearning Objective We are learning to understand the symbolism in the Christmas story and help Jews show God they	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 escribe 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.between Christian beliefs about Christmas and the yrow on times to different people.healing miracles.agree with Christian beliefs about why Jesus died and give my own thoughts/opinions.How special is the relationship Jews have with God?What is the most significant part of the Nativity story for Christians today?How important is it for Judaism PassoverIs forgiveness always possible for Christians?Judaism Beliefs, teachings and sourcesChristianity Christians IncarnationJudaism Practices and ways of life AT1 A Beliefs, teachings and belongingAT1 C Forms of expressing meaning AT2 D Meaning, purpose and truthAT1 A Beliefs, teachings and sourcesAT1 A Beliefs, teachings and sourcesLearning Objective We are learning to understand the symbolism i felationship between Jews and God and the promisesAT2 E Meaning, purpose and truthAT1 A Beliefs, teachings and sourcesLearning Objective We are learning to understand the symbolism in the Christma story and in the Christma story and in the Christma story and in the Christma story andAT1 A Beliefs, teachings and bow celebrating Passover and keeping Kashrut (food laws) keeping Kashrut (food laws)AT1 A Beliefs, teachings and sources AT2 E Mea	Working beyond: L can describe ways in which I could demonstrate that I belong is special group, and explain how doing these things brings me a sense of belonging. L can stress some of the ways Hindus celebrate di L can stress of belonging. L can stress of belonging. L can stress of belonging. L can stress of the longing is the greatest sense of belonging. L can stress of the longing is the provide that is the most significant provide the links brings to different people.I can reflect on Hindu beliefs and express thoughts on these. thoughts on these.I can reflect on Hindu beliefs and express thoughts on these.I can start to understand which of these may bring the greatest sense of belonging. L can start to explain how I may bring the greatest sense of belonging. L can start to explain how I may bring the greatest sense of belonging. C christians today?What is the most significant port of the Nativity story for <i>Learning Objective</i> What is the most significant provide the Nativity story for <i>Christians today</i> ?How important is it for Judaism Bealefs, teachings and sourcesIs forgiveness always possible for Christians?What is the best way for a Jew to show commitment to God?Judaism Beliefs, teachings and sourcesAT1 C Forms of expressing meaning, purpose and truthAT18 Practices and ways of life AT2 E Meaning, purpose and truthAT18 Beliefs, teachings and belongingAT12 E Meaning, purpose and truthLearning Objective we are learning to understand the special relationship between laws and God and the promisesAT12 E Meaning, purpose and truthAT18 Beliefs, teachings and sourcesAT14 Belief





and why they should be	I can design a symbol to tell	I can discuss why I would	sometimes, or how difficult		special and how I feel when
kept.	you something about	choose to follow an	it might be.	Working towards:	I am there.
I can tell a Jewish story and	myself and explain it.	instruction not to eat	I can recall a Christian story	I can explain why I could do	I can talk about some of
say something Jewish	I can explain what some of	certain foods.	about forgiveness and say	certain things at certain	the things that are
people believe.	the symbols in the	I can tell you about some of	what it tells people about	ages. I can tell you what I	important to Christians
I can start to explain the	Christmas story mean to	the things Jews can and	how to treat each other.	am most committed to in	during worship and explain
significance of an aspect of	Christians.	can't eat if they keep	I can talk about when a	my life.	some of the symbolism,
Jews' relationship with	I can ask questions about	Kosher.	Christian may find it easy or	I can describe one of the	e.g. bread and wine in Holy
God.	something I find puzzling in	I can ask questions about	difficult to forgive	ways Jews show	Communion.
Working at:	the Christmas story.	aspects of the Seder meal	someone.	commitment to God.	I can respectfully question
I can give examples of	Working at:	or Kashrut laws to find out	Working at:	I can talk about something	whether Christians need
agreements and contracts	I can design a symbolic	why they are important.	I can talk about what sort	that is important to Jews	churches.
and explain how I would	object to show the	Working at:	of help I might need to	and can express	Working at:
feel if one was broken. I	significance of Christmas or	I can discuss why I would	show forgiveness.	understanding as to how it	I can explain some of the
can tell you an	the Christmas holiday to	choose to follow an	I can describe what a	might feel to do this if I	feelings my special place
affirmation/promise I	me.	instruction not to eat	Christian might learn about	were Jewish.	gives me and suggest why
would like to make.	I can describe one thing a	certain foods, who I would	forgiveness from a Biblical	Working at:	that is.
I can start to explain what	Christian might learn about	listen to and why.	text.	I can explain why I think	I can describe some of the
makes Jewish people	Jesus from a Christmas	I can describe some of the	I can show an	some things need to wait	ways Christians use
believe they have a special	symbol.	things Jews do to show	understanding of how	until you are a certain age.	churches to
relationship with God.	I can ask questions about	respect to God.	Christians believe God can	I can give you examples of	worship/celebrate Holy
I can tell you some of the	what Christmas means to	I can start to identify how it	help them show	things I am committed to	Communion or participate
ways Jewish people express	Christians and compare this	would feel to keep Kashrut.	forgiveness.	and explain which ones are	in baptism.
their special relationship	with what it means to me.	Working beyond:	Working beyond:	more or less important to	I can start to understand
with God and start to	Working beyond:	I can explain how I might	I can give my opinion as to	me.	the impact a Christian's
understand how that might	I can explain the symbolism	feel if I were not allowed to	why showing forgiveness	I can describe some of the	special place has on
feel.	of the object I have	eat certain foods. I can also	may be important.	ways that Jews choose to	him/her.
Working beyond:	designed and say how it	explain why I may choose	I can explain how Christians	show commitment to God	Working beyond:
I can explain that a promise	expresses the significant	to eat or not eat certain	might try to put into	and am starting to	I can reflect on a range of
can be an agreement or an	part of Christmas or the	foods.	practice Jesus' teachings	understand that they do	special places and identify
affirmation and can give	Christmas holiday for me.	I can identify and describe	about forgiveness.	this in different ways.	why they have the impact
examples of these. I can tell	I can start to explain which	some of the ways Jews try	I can give examples of	l can express an opinion on	on me that they do.
you an affirmation I would	Christmas symbols tell	to do as God asks and start	when Jesus showed	which ways I think might be	I can describe some ways
like to make and explain	Christians something about	to explain why they feel it is	forgiveness and explain	the best ways for Jews to	that Christians can show
why.	the incarnation (Jesus	important to do so.	why I think He asked	show their commitment to	their beliefs and recognise
I can make links between	being God on earth).	l can give you my opinion	people to follow His	God and start to give	that some may choose to
the Abraham and Moses	I can reflect on how I feel	as to whether these ways	example.	reasons.	show their faith publicly
stories and the Jewish	about Christian beliefs	are important to Jews.		Working beyond:	and others may keep this
belief that they are in a	about Christmas and the			I can discuss a range of	more private so some may
	Incarnation.			things I am committed to	





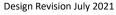
MARY SCHO						
	special relationship with				and rank them in priority	need churches more than
	God.				order. I can explain how I	others.
	I can start to relate to how				show commitment to these	I can say why I think the
	Jews feel about their				things.	church may or may not be
	special relationship with				I can describe how	important to Christians.
	God.				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.	
					I can start to explain which	
					ways might be the best	
					ways for Jews to show their	
					commitment to God and	
					offer a reason.	
Year 5	How far would a Sikh go for	Is the Christmas story true?	Are Sikh stories important	How significant is it for	What is the best way for a	What is the best way for a
	his/her religion?		today?	Christians to believe God	Sikh to show commitment	Christian to show
		Christianity		intended Jesus to die?	to God?	commitment to God?
	Sikhism	Christmas	Sikhism			
	Belief into action	Incarnation	Beliefs and moral values	Christianity	Sikhism	Christianity
				Easter	Prayer and worship	Beliefs and practices
	AT1 B	AT1A	AT1A	Salvation		Gospel
	Practices and ways of life	Beliefs, teachings and	Beliefs, teachings and		AT1B	
	AT1 C	sources	sources	AT1A	Practices and ways of life	AT1B
	Forms of expressing	AT2 E	AT1C	Beliefs, teachings and	AT2 F	Practices and ways of life
	meaning	Meaning, purpose and	Forms of expressing	sources	Values and commitments	AT2 F
	AT2 F	truth	meaning	AT2 E		Values and commitments
	Values and commitments		AT2 F	Meaning, purpose and	Learning Objective	
		Learning Objective	Values and commitments	truth	We are learning to	Learning Objective
	Learning Objective	We are learning to evaluate			understand how Sikhs	We are learning to
	We are learning to	different accounts of the	Learning Objective	Learning Objective	show their commitment to	understand how Christians
	compare the different ways	Christmas story and	We are learning to	We are learning to	God and to evaluate if	show their commitment to
	Sikhs put their religion into	understand that stories can	understand the relevance	question whether God	there is a best way.	God and to evaluate if
	practice.	be true in different ways.	of Sikh stories today.	intended Jesus to be		there is a best way.
				crucified or whether Jesus'	Working towards:	
	Working towards:	Working towards:	Working towards:	crucifixion was the	I can express why showing	Working towards:
	I can start to explain why		I can give an example of a	consequence of events	commitment to something	
	some things I do are more		story that teaches me how	during Holy Week.	may be a good thing.	





 important to me than other equals may be an event in proplem searce event in the makes. in a that to explain hwy searce event in the makes. is an event in the same way. is an any to explain here proplem same event in the same way. is an any to explain here proplem same event in the same way. is an any to explain here proplem same event in the same way. is an any to explain here proplem same event in the same way. is an any to explain here proplem same event in the same way. is an any to explain here proplem same event in the same way. is an any to explain here proplem same event in the same way. is an any to explain here proplem same event in different ways. is an any to explain here proplem same event in different ways. is an any to explain here proplem same event in the same way. is an any to explain here proplem same event in the same way. is an any to explain here proplem same event in the same way. is an any to explain here proplem same event in the same way. is an any to explain here proplem same event in the same way. is an any to explain here proplem same event in the same event integration to way. is an any to explain here proplem same event in the same event integration event integration in the same event integration event integration in the same event integr	H-						
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Sikhs show their religion is in the start to explain why not all start to explain why not all starts to explain how some starts to explain how some start de explain how some start to explain		I can use the right words to	I can describe what a	Sikh/non-Sikh might learn	goals and purpose I would	and am starting to	
Important to hem and start to explain why not all start to explain why not all sinks practise their religion in the same wey. I can start to explain how figs thinks some practices are more important to Sikks than others.I can start to explain they thinks some practices are true of could mean different things to different people about with tan start to explain how some strue in different ways. I can start to explain how some strue in different people about what is important.I can start to explain how some strue ould mean different ways. I can start to explain how some strue in different people about what is important.I can start to explain how some strue ould mean different ways. I can start to explain how some strue in different people about what is important.I can start to explain how some strue ould mean different ways. I can start to explain how some strue in different these strue in a strue explain how strue in different these strue in different these strue in different these strue in different these strue in a strue explain how strue in a strue explain how strue in a strue explain how strue strue in a strue explain how in the strue in different explain how in the strue in a strue explain how in the strue in a s		describe some of the ways	Christian learns from the	from a Sikh story and start	like for my life.	understand that they may	ways that Christians choose
start to explain why not all Sikhs paratise their religion in the same way.true can mean different things relating to the Christmas story. Working at: Lean identify the different they stores can be the down theirs story is can be the down theirs is and now stories can be and how stories can be an important to sikh show to different things and explain how stories can be the down their is and to explain how stories can be the down that is important to show to different things and explain the synches the stories can be an important to sikh than bow stories can be the down to different the stories can be the different the stories can be the down to behave.Lean understand how what show commitment to God an understanding of why people show commitment to God an understand that some of the ways Sikhs chose to commitment to God an understand that some of the ways Sikhs chose to the ways Sikhs chose to commitment to God an understand that some of the ways Sikhs chose to the ways Sikhs chose to committement to God ways the chose to down the servite a			Christmas story.	to explain why stories can			to show commitment to
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suggesting reasons for the differences in the ways Sikhs choose to commit to Sikhs choose to com						their commitment to God	may not be better than
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Sikhs choose to commit to consequence of events I can give my opinion on show their commitment to				important today.			
			think of my opinion.				
and express their religion. God and can describe					consequence of events		
		and express their religion.				what I think Sikhs should do	God and can describe







MARY SCHO			5 ,			ARYSC
	I can express my opinion			during Holy Week and find	to show commitment to	different ways they choose
	as to why Sikhs seem to			supporting evidence.	God and explain why.	to do this.
	show different levels of			I can give my opinion about		I can explain that
	commitment and comment			the importance for		individuals choose to show
	on this.			Christians of Jesus' death		different degrees of
				being part of God's plan.		commitment to their
						religion and can relate this
						to commitments I make in
						my life.
Year 6	What is the best way for a	How significant is it that	Is anything ever eternal?	Is Christianity still a strong	Does belief in Akhirah (life	Does belief in Akhirah (life
	Muslim to show	Mary was Jesus' mother?	, 3	religion 2000 years after	after death) help Muslims	after death) help Muslims
	commitment to God?		Christianity	Jesus was on Earth?	lead good lives?	lead good lives?
		Christianity	Belief and meaning		C C	<u> </u>
	Islam	Christmas	Salvation	Christianity	Islam	Islam
	Beliefs and practices	Incarnation		Easter	Beliefs and moral values	Beliefs and moral values
			AT1 A	Salvation		
	AT1 B	AT1 A	Beliefs, teachings and	Gospel	AT1 A	AT1 A
	Practices and ways of life	Beliefs, teachings and	sources		Beliefs, teachings and	Beliefs, teachings and
	AT2 F	sources	AT2 E	AT1 B	sources	sources
	Values and commitments	AT2 E	Meaning, purpose and	Practices and ways of life	AT2 D	AT2 E
		Meaning, purpose and	truth	AT2 D	Identity, diversity and	Meaning, purpose and
	Learning Objective	truth		Identity, diversity and	belonging.	truth
	We are learning to		Learning Objective	belonging		
	understand some of the	Learning Objective	We are learning to evaluate	AT2 F	Learning Objective	Learning Objective
	ways Muslims show	We are learning to analyse	different beliefs about	Values and commitments	We are learning to identify	We are learning to
	commitment to God and to	the Christian belief in the	eternity and to understand		ways in which Muslims try	challenge stereotyping
	evaluate whether there is a	Virgin Birth and to assess	the Christian perspective	Learning Objective	to lead good lives and how	through understanding
	best way.	the significance of this to	on this.	We are learning to examine	their belief in Akhirah	different Muslim
		Christians.		the influences Christianity	influences this.	interpretations of Jihad and
	Working towards:		Working towards:	still has in the world and		how this links to getting to
	I can express why showing	Working towards:	I can start to show an	evaluate whether it is still a	Working towards:	Heaven.
	commitment to something	I can identify some qualities	understanding of the	strong religion.	I can explain how knowing	
	may be a good thing.	that someone chosen for	concept of eternity.		that my actions have	Working towards:
	I can describe some of the	an important job would	I can describe what a	Working towards:	consequences makes a	I can explain how
	ways that Muslims choose	need.	Christian might learn about	I can describe how people	difference to the choices I	sometimes people
	to show commitment to	I can start to explain the	life after death from a Bible	have influenced me in	make.	see/interpret things in
	God.	significance of why Mary	story.	different ways and say why	I can describe some of the	different ways.
	I can explain why there	was chosen as Jesus'	I can ask important	I think this happened.	ways that Muslims try to	I can explain how Muslims
	might be different ways of	mother.	questions about eternity.		lead lives respectful to God	try to make an effort to
	showing commitment.		Working at:			lead good lives, and how





MARY SCH						
	Working at:	I can start to think through	I can express the feelings I	I can describe one way that	and start to say why this is	sometimes this leads to
	I can show an	why Mary being Jesus'	have when I think about	Christianity seems to be a	important to them.	fighting/Holy War.
	understanding of why	mother is important to	situations or things I would	strong religion today.	I can identify why leading a	I can start to express my
	people show commitment	Christians and what I think	like to last forever.	I can start to consider	good life might be a good	opinion on how Jihad is
	in different ways.	about this.	I can make links between	whether I think Christianity	idea and why people think	interpreted by some
	I can describe how	Working at:	different Christian beliefs	is a strong religion now.	this.	Muslims.
	different practices enable	I can explain the qualities	and their views on whether	Working at:	Working at:	Working at:
	Muslims to show their	needed in different people	anything is ever eternal.	I can explain how the	I can give examples of	I can give examples of
	commitment to God and	because of the important	I can reflect on my own	influence people have had	times my choices have	times when I
	understand that some of	jobs they are chosen to do.	beliefs about whether	on me has affected what I	been influenced and may	misinterpreted something.
	these will be more	I can make links between	anything is eternal.	see as important.	have changed when I	I can explain two different
	significant to some Muslims	the Virgin Birth and	Working beyond:	I can explain how one of	considered the	Muslim interpretations of
	than others.	Christian beliefs about	I can explain the difference	the reasons people use to	consequences that might	Jihad.
	I can think of some ways of	Jesus (Incarnation).	it would make to me to	suggest that Christianity is	follow.	I can recognise what
	showing commitment to	I can start to consider my	know that something was	a strong religion today can	I can explain how believing	motivates me or influences
	God that would be better	own response to the	eternal.	be counteracted.	in Akhirah influences	me to lead a good life and
	than others for Muslims.	Christian belief in the Virgin	I can explain why Christians	I can give my opinion as to	Muslims to do their best to	compare it with what
	Working beyond:	birth, showing respect to	believe some things are	whether Christianity is a	lead good lives.	motivates and influences
	I can explain why one way	Christian views.	eternal and the difference	strong religion now and say	I can recognise what	Muslims.
	of showing commitment	Working beyond:	this makes to them.	why I think this.	motivates or influences me	Working beyond:
	may not be better than	I can suggest who I would	I can give my own answer	Working beyond:	to lead a good life and	I can start to explain how
	another.	choose for important roles	to whether anything is	I can explain how I would	compare it with what	my beliefs about right and
	I can explore why Muslims	in my school and in the	eternal and give my	like to be a positive	motivates and influences	wrong make a difference to
	choose to show	country and identify the	reasons.	influence on others.	Muslims.	how I see things.
	commitment to God in the	qualities these people		I can explain a range of	Working beyond:	I can explain two different
	ways that they do and how	would need.		arguments to suggest	I can start to explain how	Muslim interpretations of
	this might impact on their	I can explain why it is		Christianity is a strong	my beliefs about right and	Jihad and explore their
	lives.	significant to Christians		religion today and also give	wrong, actions and	justifications for these.
	I can explain that	that Mary was Jesus'		you the opposing	consequences make a	I can explore my own and
	individuals choose to show	mother.		arguments.	difference to the choices I	other people's attitudes
	different degrees of	I can explain my own		I can express my opinion as	make.	towards interpretations of
	commitment to their	response to the Christian		to whether Christianity is a	I can explain how the belief	Jihad and recognise and
	religion and can relate this	belief in the Virgin birth.		strong religion now giving	in Akhirah influences	challenge stereotyping.
	to commitments I make in	0.5		reasoned arguments.	Muslim decisions and	
	my life, (partly assessed in	OR			choices as to how to	
	Lessons 1&6).	De Christman estatemeti			behave towards God and	
		Do Christmas celebrations			other people.	
		and traditions help			I can ask questions about	
		Christians understand who			life after death and explore	





MARY SCHO		2008		ARY SCA
	Jesus was and why he was		how what I believe about	
	born?		this might influence my life.	
			,	
	Christianity			
	Christmas			
	Incarnation			
	AT1 A			
	Beliefs, teachings and			
	sources			
	AT2 E			
	Meaning, purpose and			
	truth			
	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.			
	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.			
	Working at:			
	I can start to explain how			
	some of the ways I choose			
	to celebrate are directly			
	linked to the event I am			





MARY SCHO			
	celebrating, and how other		
	ways are not.		
	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.		
	I can explain that people		
	may celebrate Christmas in		
	different ways and say		
	whether or not I feel this		
	relates to Jesus.		
	Working beyond:		
	I can identify when I am		
	celebrating in a way that		
	reflects the meaning of the		
	event.		
	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.		
	I can explain my own		
	feelings on whether or not		
	it is important to follow		
	Christian beliefs in all		
	Christmas celebrations.		