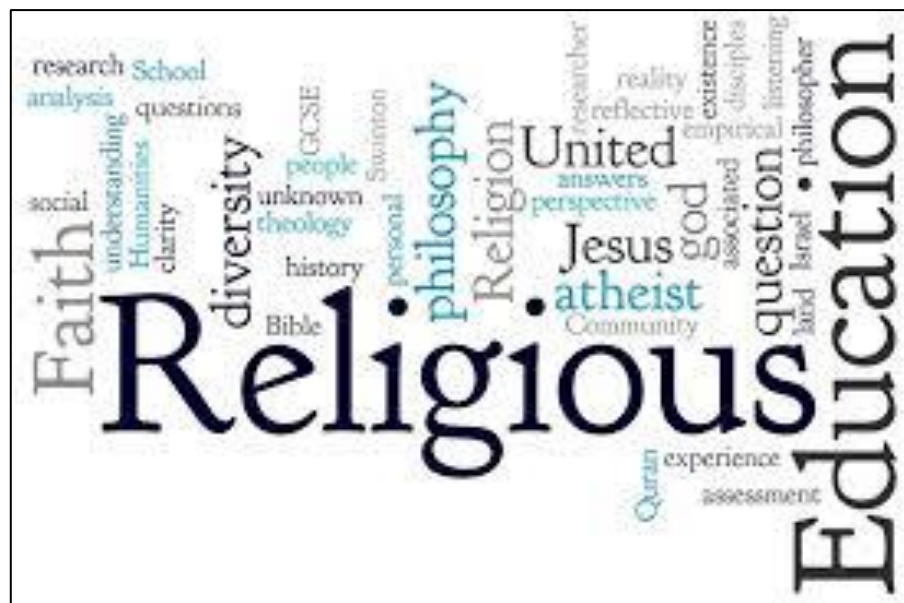




Waddington All Saints Academy
A L.E.A.D. Academy

Religious Education Curriculum

Year 1 to Year 6



Overarching Principles

- To develop an understanding of how people around them live.
- To identify why people live their lives differently to others.
- To develop pupils knowledge and understanding of Christianity as well as other principle religions and world views.
- To take into account those who have non-religious beliefs and identities.
- To identify and understand their own personal reflection on worldwide views.
- Help prepare pupils for adult life, enabling them to develop respect, sensitivity, tolerance and acceptance towards others.

Subject Intent

The aims of this RE syllabus 2018/23 are supported by non-statutory guidance including progression documents on individual religions and world views.

As a school we plan our Religious Education (RE) curriculum with consideration of all our school pupils.

The aims of the syllabus are for pupils to develop:

- their skills through investigation and enquiry
- critical thinking and reflection
- empathy
- interpretation
- analysis
- evaluation

It allows pupils to -

- ask 'Big Questions' and used as the focus of an enquiry
- use experiential and creative activities where they can develop their insight into the 'experience' of religion
- use reasoned argument and debate where they can explore controversial issues
- using investigative and interpretative skills where pupils need to gather, analyse and present information
- plan sequence enquiries to make sure pupils build effectively on prior learning and can see the relevance of their investigations
- the enquiry process allows pupils' to progress in RE and this progression is defined and assessed

Substantive Knowledge

This is knowledge about various religious and non-religious traditions can be taught.
This is seen as content.

Disciplinary Knowledge

This is the different “ways of knowing” that enables pupils to understand and use some of the methods and techniques associated with studying religious and non-religious traditions.

Personal Knowledge

This enables pupils to better understand and interrogate their own position, pre-suppositions and values.

Religious Education Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	What do Christians do to express their beliefs in relation to belonging and important celebrations?	What do Christians do to celebrate birth?	Islam – How is Allah described in the Qur'an?	<p>People, Culture and Community Knows there are locations beyond their own and that these are represented in different ways.</p> <p>Knows that there are different and significant celebrations.</p>	Places of worship – Judaism, Islam and Christianity	
	<p>What is belonging? How the children belong linking into how Christians belong to the faith. Look at Christians express their beliefs through their church and community. What are the Christian Celebrations and Festivals? Baptism, Easter, Harvest and Christmas. How might Christmas look around the world for Christians?</p>		<p>Who is Allah? Why is he important to Muslim's? How Muslim's learn about Allah in the Qur'an? What do Muslim's believe about Allah? What artefacts help Muslim's within their faith? What is Qur'an and how does this play an important role in a Muslim's everyday life? How do Muslim's believe the world was created?</p>	<p>What is the Mosque and how is it so important? How do the symbols and artefacts in a Mosque support a Muslim's belief? What does prayer mean to a Muslim and how do they express this? What is respect to a Muslim and how do Muslim's express this.</p>	<p>What are special places? Why are special places important? What are places of worship and how the link to special places. Why do Muslim's, Christians and Jewish people go to these special buildings? What happens in a Mosque, Church and Synagogue?</p>	<p>Leaflet including information about each place of worship.</p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 2	Thankfulness - Judaism, Islam and Christianity.		Islam – What does the Qur’an say about how Muslims should treat others and live their lives?	Islam – What do Muslims do to celebrate birth?	What do Christians learn/understand about God through Old testament Bible stories?	What does the Bible say about how Christians should treat others/live their lives?
	<p>What is being thankful mean? What they are thankful for? Why is this important in their everyday life? How do they show this? Linking this to Christians, Muslims, and Jewish people.</p> <p>What is Harvest? What did Harvest in the past look like? How has it changed and has the importance changed?</p> <p>How is Harvest today celebrated? Does this look the same around the world? Do the festivals of Islam and Judaism celebrated differently around the world? Look at the following festivals though Islam Eid, Ramadan and the Jewish festival of Sukkot. Compare the Differences and similarities and identify the importance of how the past links to festivals of today.</p>	<p>Who is the Imam? How does the Imam support Muslim’s within the community and the Mosque?</p> <p>What are the 5 pillars of Islam and why are they vital in how Muslim’s live their lives every day?</p> <p>How must a Muslim follow the 5 pillars of Islam?</p>	<p>What is a sense of belonging to a Muslim?</p> <p>How do Muslim’s express belonging ?</p> <p>How do Muslim’s welcome their baby in to their faith?</p> <p>Look at what festivals and celebrations such as Aquiqah, Ramadan, Eid al Adha allow Muslims’s to follow their beliefs.</p> <p>Group poster about Eid al Adha</p>	<p>Explain how Christians read the bible for God’s big plan.</p> <p>How God protects and guides Christians?</p> <p>What are the commandments and How do they support Christian’s to express their beliefs?</p> <p>How do they support Christian’s to express their beliefs?</p> <p>How are parables from the bible important? How do Christians learn from them?</p>	<p>How they should treat others?</p> <p>What does this mean?</p> <p>What are the commandments and How do they support Christian’s to express their beliefs?</p> <p>What is the Golden Rule?</p> <p>How do these beliefs link to how God created the world?</p> <p>How do Christians learn from Adam and Eve?</p>	

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	Hinduism – How are deities and key figures described in Hindu sacred texts and stories?	Hinduism – How is Hindu worship expressed personally and collectively?	How do symbols in the Bible help a Christian relate to God?	What do the symbols in the story of the baptism of Jesus reveal about the nature of God?	Islam – How is Muslim worship expressed collectively?	Pilgrimage – Judaism and Islam
	<p>What is Hinduism? What and who do Muslim's believe in?</p> <p>What is the Trimurti and how do they play the role in the Hindu creation story?</p> <p>Who is Brahman and how do Muslim's believe?</p> <p>How many deities do Hindu's believe in and how do they allow the Hindu to express themselves?</p> <p>What are the sacred scriptures of Hinduism and how do stories link to their values in life?</p>	<p>What does worship look like for a Hindu? Comparing worship at home and in the Mandir.</p> <p>How does the River Ganges play a vital role in their worship?</p> <p>How does Diwali link to the stories of the past and how is it celebrated at home and around the world?</p>	<p>What is the Trinity? Why do Christians believe in the three persons?</p> <p>Who is God the Father, God the Son, God the Holy spirit. Why is each person of the Trinity important to the Christian?</p>	<p>Who are significant people in Christianity such as John the Baptist? How is he inspirational to the Christians?</p> <p>How is Baptism so important to the Christian today – Linking back to the role John the Baptist played.</p> <p>What symbols are important to Baptism and linking back to the Trinity.</p>	<p>What is Ummah and Why Muslims go to the Mosque for a sense of community?</p> <p>Re capping the 5 pillars of Islam – Why is Prayer so important and how is it such a significant way of their life?</p> <p>What other roles does the Mosque play?</p> <p>Looking at the Mosque, Mecca in a way that allows Muslim's to express themselves collectively.</p>	<p>What is a special place that allows you to feel safe? What does this mean and how does this look for the non-religious people.</p> <p>Linking to Islam and Judaism.</p> <p>What is a pilgrimage and how does this look for both religions?</p> <p>Where do the go and why?</p> <p>How does this make them feel?</p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4	<p>Pilgrimage – Hinduism and Christianity What is a special place that allows you to feel safe? What does this mean and how does this look for the non-religious people. Linking to Islam and Judaism. What is a pilgrimage and how does this look for both religions? Where do they go and why? How does this make them feel?</p> <p>Assessment. What are the differences and similarities</p>	<p>In what way does the Bible teach Christians to treat each other?</p>	<p>How is Christian belief expressed collectively?</p>	<p>Islam – What does the Qur'an teach Muslims about the way they should treat each other?</p>	<p>Islam – What do the main concepts of Islam reveal about Allah?</p>	<p>Forgiveness - Judaism</p>
	<p><i>Recall about each religion and how pilgrimages link within them.</i></p>	<p>What are the Ten Commandments and how these help Christians to express themselves? What are the beatitudes and how did Jesus teach them? How do the beatitudes allow</p>	<p>What are denominations in religion? What denominations are there in Christianity? How do different denominations worship and how</p>	<p>What did Allah say to Prophet Muhammad in the cave? What is a revelation? How are these messages seen today by Muslims?</p>	<p>How do the 5 pillars of Islam and the Sharia Law alongside the Qur'an play a vital role in the rules of Islam?</p> <p>–</p>	<p>What is forgiveness? Who shows it and how can this be seen? Why are the festivals of Rosh Hossannah and Yom Kippur important to Jews</p>

Christians to identify the importance of their daily lives?

does this look different in the sacred buildings?

What are the 5 pillars of Islam? How do Muslim's incorporate these into their daily to day life?

when linked to forgiveness? How can the festivals of Easter and Eid link to these in relation to the Christian and Muslim person? How do stories from the sacred texts teach about forgiveness?

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5	Religion study - Judaism	Belonging - Judaism, Christianity, Islam and Hinduism.		Christianity – How does worship and celebration build a sense of community?	Spirituality and New Religious Movements	
	<p>To consolidate what is Judaism? How might different denominations fit in within their religion? What is the Torah and how does this play a vital role in a Jews life? Do all Jews read the Torah the same way? Do stories from the Torah teach Jews and if so how? How do the morals from stories affect the behaviours in relation to God? How does their behaviours affect how they treat others? How do stories link to Religious celebrations and how are important are these ?</p>	<p>What does belonging mean? How does this for them and others around them and linked within each religion? How do ceremonies such as Aquiqah, Naming ceremonies and baptism support this in religion? How does the Mandir, church, synagogue and Mosque encourage people to belong in their community? How do stories and celebrations allow people to express how they belong? How might belonging help by a symbol? A necklace cross? Comparisons looking at similarities and differences between the religions and link to themselves.</p>		<p>What is a sense of community and how does this look for everyone? How does this look for a Christian and within their denominations? Link last terms earning – Symbols – how do they help?</p>	<p>Newspaper report looking at how it effects people. Writing about their thoughts on spirituality and how it can affect people’s lives.</p>	

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 6	How do Christians show in practice what the Bible teaches them?	Creations stories - Judaism, Christianity, Islam and Hinduism – Non believers?		How does Dharma affect a Hindu's behaviour?	How might a Hindu seek to achieve moksha?	What is my World View?
	<p>What is the Impact of Inspirational people?</p> <p>How might these people influence people from their own faith?</p> <p>What are the teachings of Jesus?</p> <p>How did he inspire others?</p> <p>Where do people learn from him?</p> <p>Where will this be found today and how do they learn from these teachings?</p> <p>What is the last Supper and the Holy week?</p> <p>How might these stories and events inspire others today?</p> <p>How are events from the past linked to events today for a Christian?</p>	<p>What are creation stories?</p> <p>Why are they important?</p> <p>Who are they important to?</p> <p>What do Creation stories look like for the Hindu, Christian, Jew and Muslim?</p> <p>What do these creation stories teach them?</p> <p>Why do they believe in these stories?</p> <p>Do all denominations from the religions believe the same stories?</p> <p>What do they believe?</p> <p>Why do they believe this? How does their belief affect the way they express themselves?</p> <p>What about non-believers? What theories might they believe?</p>		<p>What is Dharma?</p> <p>What atman, Karma and how do they link?</p> <p>What is the Samsara?</p> <p>Consolidate Brahman (the tri-murti)</p> <p>How does stories like Rama and Sita and Arjuna teach a Hindu about Dharma?</p>	<p>What is Moksha?</p> <p>What is Liberation?</p> <p>How does a Hindu's atman, karma and Dharma affect Moksha?</p> <p>How do the yoga paths link to Moksha?</p> <p>What is the importance of reaching Liberation for a Hindu?</p>	<p>What are World Views?</p> <p>Recap World Views for each religion taught.</p> <p>What have we found out?</p> <p>What are our World Views?</p>

Key Subject Teaching Approach at All Saints

It is designed to give teachers a clear overview of the learning that will be taught and why. It contains an RE overview, key knowledge and skills that are required to be taught over the unit. By following the syllabus, children will progress through the school, topping up their knowledge and deepening their understanding through using transferable skills and retrieval techniques.

Assessment

Pre – assessment

We use a varied selection of strategies to ensure any misconceptions of a unit which allows the teacher to adapt/change short term planning as required.

Strategies include –

- Discussion
- Debates
- Retrieval activities
- Kahoot games
- Low state answer/question rounds
- End of unit assessment
- Knowledge capture activities.
- Use of Questioning
- Speaking and Listening through Human Social Science/Philosophical/Theological questioning.

Ongoing and Formative Assessment

Ongoing Verbal and written feedback is given during session time. Questioning to develop and promote a deeper thinking for mastery. Children are encouraged to use their knowledge organisers, key vocabulary, Religion infographs and front covers. Continuous pupil observations identifies pupil's progress which allows pupils to correct any misconceptions and be challenged to deepen their learning. Written assessments are given to teachers yearly.

Retrieval Practise

To promote metacognition evidence based classroom activities are used. These are carefully planned activities to promote short term memory knowledge based information which in turn promote long term memory understanding. This includes:

- Infographs
- Retrieval information sheets
- Retrieval Games
- Flash cards
- Cops and Robbers

End of Unit Assessment

Progress is captured by -

- Kahoot Quizzes
- Fun Quiz
- Class Projects
- Group Discussions
- Group Presentations
- Non Fiction Reports
- Discussions

Monitored by key questions –

Do pupils know what I think they should know? (Are they confident in their **substantive knowledge**)

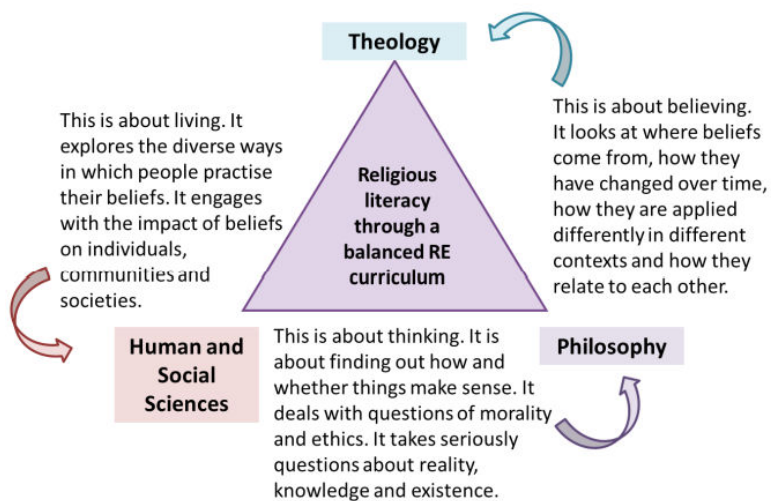
Have pupils developed in confidence – handling their knowledge appropriately? (Are they developing **disciplinary knowledge?**)

Have pupils developed their own skills of textual interpretation.

Ways to Analysis of data/reasoning choices.

Have pupils developed their beliefs and how actions define life

Ways to reason about God and the Human world.



Assessment will not just be a straight dichotomy between knowledge (substantive) and skills (disciplinary). Instead, we are looking at what the substantive knowledge (content) is taught through the curriculum and disciplinary (specialised knowledge and skills)

Knowledge and Understanding breakdown for KS1 Religious Education

By the end of Key Stage 1:

Know about and understand	Express and communicate	Gain and deploy skills
<ul style="list-style-type: none"> I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life. I can explain the meanings behind different beliefs and practices. 	<ul style="list-style-type: none"> I can ask and respond to questions about what communities do. I can ask and respond to questions about why communities do different things. I can identify what difference belonging to a community might make. 	<ul style="list-style-type: none"> I can explore questions about belonging, meaning and truth. I can express my own ideas and opinions in response using words, art or writing.
<ul style="list-style-type: none"> I can retell and suggest meanings to some religious and moral stories. I can explore and discuss sacred writings and sources of wisdom. I recognise the communities from which stories come. 	<ul style="list-style-type: none"> I can recount different ways of expressing identity and belonging. I can respond sensitively. 	<ul style="list-style-type: none"> I can find out about and respond with ideas to examples of co-operation between people who are different.
<ul style="list-style-type: none"> I recognise some different symbols and actions which express a community's way of life. I can explain some similarities between communities. 	<ul style="list-style-type: none"> I can respond sensitively to some similarities between different religions and worldviews. 	<ul style="list-style-type: none"> I can find out about questions of right or wrong. I can begin to express their ideas and opinions.

Knowledge and Understanding breakdown for KS2 Religious Education

By the end of Key Stage 2:

Know about and understand	Express and communicate	Gain and deploy skills
<ul style="list-style-type: none"> I can describe different features of religions and worldviews. I can make connections between different religions and worldviews. I can explain more about celebrations, worships, pilgrimages and the rituals which mark important points in life. I can reflect on my ideas. 	<ul style="list-style-type: none"> I can observe and describe varied examples of religions and worldviews. I can explain, with reasons, the meanings and significance to individuals and communities. 	<ul style="list-style-type: none"> I can discuss and represent my own views on challenging questions about belonging, meaning, purpose and truth. I can represent the views of others about belonging, meaning, purpose and truth. I can apply my own ideas thoughtfully in different forms including, e.g. reasoning, music, art and poetry.
<ul style="list-style-type: none"> I can describe and understand links between stories and other aspects of the communities I am investigating. I can respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from different communities. 	<ul style="list-style-type: none"> I understand the challenges of commitment to a community of faith or belief. I can suggest why belonging to a community may be valuable. 	<ul style="list-style-type: none"> I can consider and apply ideas about ways in which diverse communities can live together for the well-being of all. I can respond thoughtfully to ideas about community, values and respect.
<ul style="list-style-type: none"> I can explore and describe a range of beliefs, symbols and actions. I understand different ways of life and ways of expressing meaning. 	<ul style="list-style-type: none"> I can observe and consider different dimensions of religion. I can explore and show understanding of similarities and differences between different religions and worldviews. 	<ul style="list-style-type: none"> I can discuss and apply my own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair. I can express my own ideas clearly in response.

Progression in Key RE Skills

EYFS	Y1/2	Y3/4	Y5/6
Christianity			
<ul style="list-style-type: none"> • I know who God is • I know that Jesus is a special person to Christians • I know Christians have a special book called the Bible • I am aware that Christians believe in the creation of the world. • I know that Christians worship God • I know some Bible stories • I know Christians learn from these stories • I know Christians follow rules from the Bible • I know Christians celebrate Christmas, Easter and Harvest • I am aware how Christians treat each other 	<ul style="list-style-type: none"> • I know Christians believe in one God • I am aware that Christians show a sense of community and belonging • I know that Christians believe God created the world in 7 days – that He created Adam and Eve • I know God wants Christians to make the right choices • I know that Christians believe that they should care and protect the world they live in • I know that Christians read the Bible and these have messages • I know that the Bible tells stories to teach Christians how to behave • I know some of the parables in the Bible • I know that these parables give messages • I know that Christians worship God in Church • I know Christians worship/pray in Church • I know Christians show dedication to God • I know what happens in a Christening • I know that Christians try to live the way that God wants them to 	<ul style="list-style-type: none"> • I know Christians believe in the Trinity • I know the Trinity is – God the Father, God the Son and God the Holy Spirit • I know that Christians believe that the Holy Spirit is God's power at work in the world around them • I know that Christians believe that Jesus is God the Son • I know he is God in the flesh • I know that Jesus shared his teachings, performed miracle and had followers • I know that Christians see faith and belief in inspirational Christians e.g. Noah • I know why Christians celebrate Christmas and Easter • I know the symbols in the story of the baptism of Jesus • I know the way the Bible teaches Christians how to treat others e.g. the beatitudes • I know how Christians beliefs are expressed collectively • I know that confirmation/christening is a Christian celebration of someone who wants to dedicate their life to God and the Christian community 	<ul style="list-style-type: none"> • I know the visual symbols and symbolic acts within the Christian Church e.g. Holy Communion • I know how Christians express their beliefs in their practice e.g. CAFOD • I know that Christians aspire to be like other inspirational Christians e.g. Mother Theresa • I know how Christians worship to celebrate a sense of community e.g. Communal celebration • I know how Christians express a sense of belonging • I know that Christians believe that Jesus' birth/life/death/resurrection were part of the bigger plan by God to restore the relationship between humans and God • I know it was the Pentecost festival when Jesus went to Heaven • I know that the Old Testament talks about a “rescuer” or “anointed one” – a Messiah. Some texts talk about what this “Messiah” would be like • I know that there is much debate around the relationship

- I know that through **Bible** stories, Christians believe that **God** is the protector, carer, faithful and guides them
- I know that Christians believe that **God** has a plan
- I know that the **Bible** teaches Christians about the 10 Commandments
- I know when **Jesus** was born and when he died
- I know **Jesus'** teachings taught Christians to treat each other equally
- I know that Christians celebrate Christmas, Easter and Harvest
- I know the story of Christmas and Easter
- I know the meaning of Christmas and Easter, to Christians
- I know that the Easter story plays an important part in the **Bible**
- I know that **Jesus** died on the cross and rose again at Easter
- I know that **Jesus** was born at Christmas
- I know what advent means
- I know that Christians believed that **Jesus** was worshipped as a king
- I know that Christians are thankful to **God** for what he provides in the natural world during Harvest
- I know that Christians celebrate Christmas differently around the world

- I know the practices associated with the Christian confirmation/christening
- I know that Christians believe that **God** created the world and cares for all his creations and the human beings that live in it
- I know that Christians believe that the **Bible** shows that **God** wants them to be close to him. He keeps them in a relationship and gives them guidelines by which to live by (the 10 Commandments)

- between creation, **God** and scientific accounts
- I know that there are debates and interpretation about the creation of the world
 - I know that there are discoveries in science that make Christians wonder about the creation of the world

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| | <ul style="list-style-type: none">• I know of the significance of the Church, the key features (such as candles, font and altar)• I know the difference between Churches, synagogues and Mosques• I know that Christians show that they are thankful• I know that they hold celebrations to show that they are thankful• I know the that there are festivals that show how they celebrate being thankful | | |
|--|--|--|--|

EYFS	Y1/2	Y3/4	Y5/6
Islam			
<ul style="list-style-type: none"> • I know that Muslims call their god Allah • I know that the Prophet Muhammad (pbuh) is a special person to Muslims • I know that the Qur'an is a special book for Muslims • I know at least one special story from the Qur'an • I know that Muslims believe that the world was created by Allah • I know that Muslims follow the Five Pillars of Islam 	<ul style="list-style-type: none"> • I know that the Qur'an is the holy book of Islam and that it contains the words of Allah and his guidance on how to belong • I know that Muslims believe in the oneness of Allah (Tawhid) • I know that Allah has 99 names • I know that Muslims believe that Allah provided the Five Pillars of Islam and the Straight Path • I know that Muslims believe that Allah created humans with special rights and responsibilities • I know that the Five Pillars of Islam has a statement of faith and that these Pillars teach Muslims how to behave and how to be charitable • I know that Muslims learn from different stories from the Qur'an and these leave messages • I know that Muslims pray at home, the Mosque and Mecca • I know that Muslims use objects of significance when they pray • I know that Muslims worship and celebrate festivals such as Ramadan, Eid-UI-Fitr, Eid-UI-Adha • I know that Muslims show a sense of belonging when a baby is born through an Aqiqah ceremony • I know some of the practices of this ceremony • I know that the Prophet Muhammad (pbuh) sent 	<ul style="list-style-type: none"> • I know the main concepts in Islam and what it reveals about the nature of Allah – oneness of Allah (Tawhid), faith (Iman), worship/belief (Ibadah) • I know what each of the Five Pillars of Islam are • I know that the Five Pillars of Islam are expressed in different ways • I know Allah's attributes in the Qur'an • I know the signs of Allah's creations • I know Allah guides Muslims through messengers and holy books • I know the Qur'an teaches Muslims how to treat each other • I know that Allah intends Muslims to be a global community (Ummah) • I know that Muslims must follow the Five Pillars of Islam and the straight path (Shariah) • I know how Muslims put their faith and belief into action • I know how Muslims must worship and express this collectively • I know the role of the Mosque – eg social/religious/ educational and welfare centre • I know the significance of Ramadan (Eid-UI-Fitr) 	<ul style="list-style-type: none"> • I know the purpose of visual symbols inside a Mosque • I know the features of a Mosque • I know how Muslims teach and are guided in the world by the Hadith, Sunnah and the Qur'an • I know that Muslims work personally and cooperatively in their actions • I know that Muslims work in agencies and charities – Islamic Aid • I know that Muslims worship and celebrate to build a sense of community • I know the role of the Madrasah and the Hafez • I know that some teachings from the Hadith (examples of Prophet Muhammad [pbuh]) help Muslims to follow the straight path • I know that part of belonging to this Ummah is to take part in certain rites of passage • I know that there are rites of passage associated with birth, marriage and death

messages to **Muslims** from the **Qur'an**

- I know that the **Prophet Muhammad** (pbuh) helps **Muslims** to understand the power of **Allah**
- I know that **Muslims** celebrating festivals show a sense of belonging to a **Muslim** community
- I know that **Muslims** have special ways to say thank you to **Allah** for what they have
- I know of some similarities and differences between how **Muslims** and Christians worship
- I know that **Muslims** show that they are thankful
- I know that they hold celebrations to show that they are thankful
- I know the that there are festivals that show how they celebrate being thankful

- I understand the significance of the journey to **Mecca** (Hajj/Umrah)
- I know that **Muslim** perform symbolic actions inside the **Mosque**
- I know that **Muslims** express a sense of belonging through a ceremony called Aqiqah, allowing them to choose specific names to show and appreciate the child's qualities
- I know that **Muslims** believe in **Allah** and is a very important idea in **Muslim** world views
- I know that **Allah** created the universe and that he created this in **harmony**/submission to his will
- I know that **Muslims** believe **Allah** has provided has humans with 3 types of guidance to help them – to stay on the straight path, the **Qur'an** and the Prophets
- I know that the **Five Pillars of Islam** and that **Muslims** are able to describe them and connect them with the idea of **harmony**
- I know that the festival of Eid-UL-Fitr makes the end of the month of Ramadan and when they fast
- I know that the festivals that they celebrate link to the **Five Pillars of Islam**

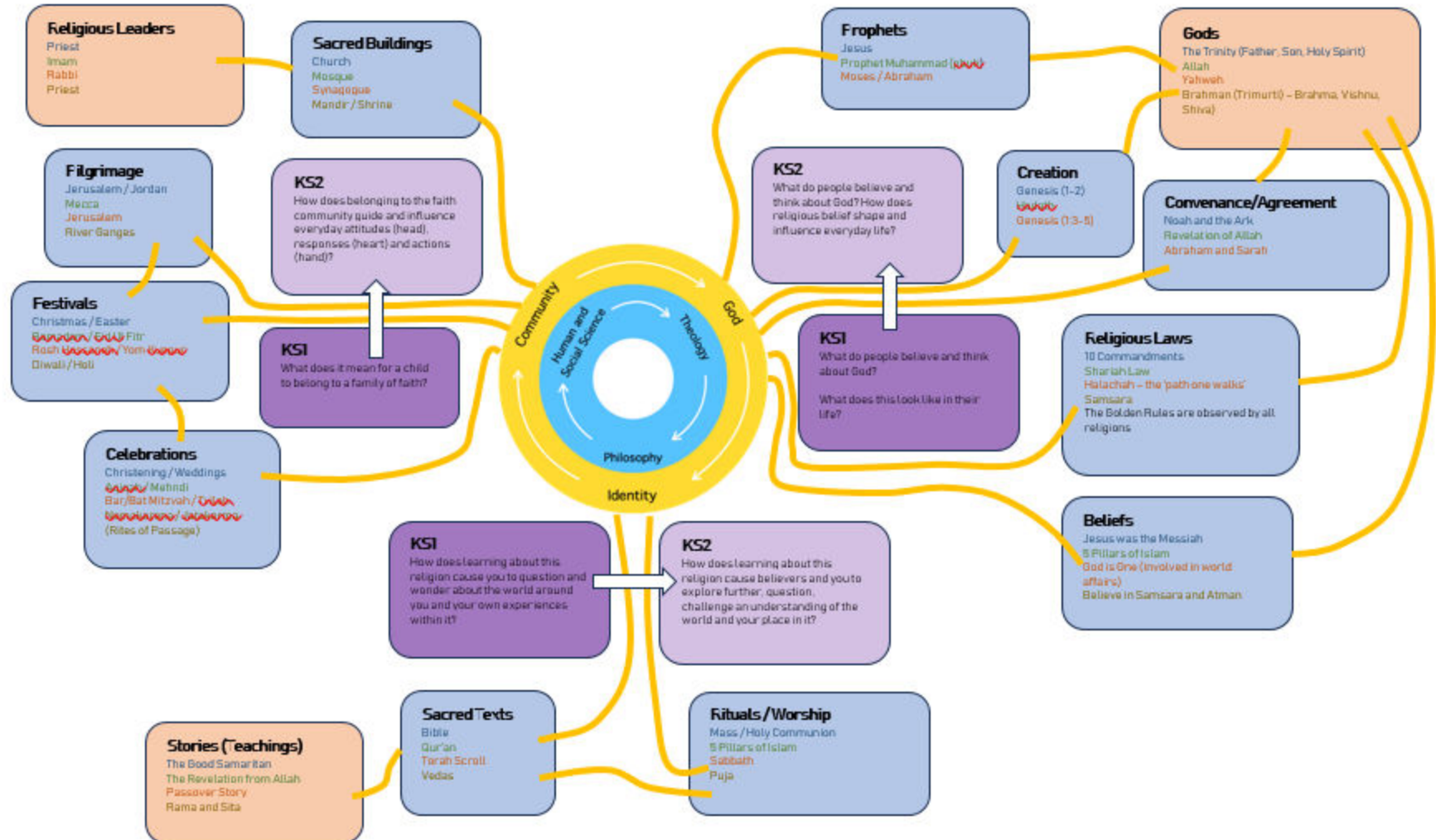
EYFS	Y1/2	Y3/4	Y5/6
Hinduism			
<ul style="list-style-type: none"> • I know some stories from the <u>Vedas</u> • I know that a Hindu believes in Hinduism • I know that a Hindu worships <u>gods and goddesses</u> • I know they celebrate Diwali and Holi 	<ul style="list-style-type: none"> • Not taught 	<ul style="list-style-type: none"> • I know that Hindus believe in one Supreme God called <u>Brahman</u> • I know that Hindus believe in the <u>Trimurti</u> • I know that the <u>Trimurti</u> consists of <u>Brahma</u>, <u>Vishnu</u> and <u>Shiva</u> • I know that there is also the Trivedi • I know that there are thousands of Hindu gods that Hindus worship • I know that these many gods are all aspects of <u>Brahman</u> • I know that their sacred book is called the <u>Vedas</u> • I know they have other scriptures such as the Bhagavad Gita, Ramayana and the Mahabharata • I know that Hindus are guided by these books • I know the sacred texts help Hindus to make the right and ethical choices • I know that the <u>Creation</u> and other stories are about deities and other key figures • I can identify the difference between a Hindu collective and personal worship • I can identify the difference between the <u>Mandir</u> and a home shrine • I know the rituals that take place within the <u>Mandir</u> 	<ul style="list-style-type: none"> • I know how Hindus express their belonging to their religion • I know of the naming ceremony (Namkama), welcoming of the baby (Jatakarma) • I know there are other ceremonies that express a Hindu belonging • I know Hindus worship and celebrate to build a sense of community • I know that Hindus believe that the <u>Atman</u> (soul) travels through the <u>Samsara</u> (cycle of birth/life/death/rebirth) and that this is the ultimate goal to achieve <u>Moksha</u> • I know that Hindus that the way to achieve <u>Moksha</u> is for the <u>Atman</u> to fulfil its <u>Dharma</u> (duty) • I know that there are different ways that Hindus will seek to fulfil their <u>Dharma</u> • I know some of the key practices associated with the <u>Samskara</u> (rites of passage) • I know that the <u>Samskaras</u> are associated with birth, initiation, marriage and death

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| | | <ul style="list-style-type: none">• I know the importance of the artefacts used in worship – eg Murtis, Pujatray• I know the importance of family and <i>Puja</i> in the home• I know the importance of the celebrations – eg Diwali• I know the importance of the stories related to Diwali• I know how celebrations are celebrated differently around the world• I know the sacred places for a Hindu – eg River Ganges | |
|--|--|---|--|

EYFS	Y1/2	Y3/4	Y5/6
Judaism			
<ul style="list-style-type: none"> • I know who God is • I know that Jesus is a special person to Jewish • I know Jewish have a special book called the Torah Scroll • I am aware that Jewish believe in the creation of the world. • I know that Jewish worship God • I know some Torah Scroll stories • I know Jewish learn from these stories • I know Jewish follow the rules from the Torah Scroll • I know Jewish celebrate Hanukkah and Passover • I am aware how Jewish treat each other 	<ul style="list-style-type: none"> • I know that Jewish have a special place of worship called a Synagogue • I know that the Synagogue plays an important role in the Jewish life • I know the importance of some artefacts and the symbol Star of David • I know that a Rabbi is the spiritual leader of a Synagogue • I know that Jewish show that they are thankful • I know that they hold celebrations to show that they are thankful • I know the that there are festivals that show how they celebrate being thankful 	<ul style="list-style-type: none"> • I know that Jewish worship one god • I know that Abraham and Moses play a significant role within their religion • I know that Jewish go to Jerusalem on a special pilgrimage • I know the Jewish worship in a Synagogue and have more understanding of the different artefacts and symbols • I know that Jewish show forgiveness in many ways • I know that Jewish celebrate festivals to show forgiveness • I know how they celebrate these festivals – eg Rosh Hosanna and Yom Kippur 	<ul style="list-style-type: none"> • I know the importance of World War II in relation to the Jewish religion • I know the importance of the Torah Scroll and relevant facts regarding it • I know the importance of their sacred building and the Ark • I know the importance of how Jewish express belonging to their religion • I know that their relationship with Jesus is different to that of a Christian • I know that the Torah Scroll stories play a vital part in today's life for a Jewish person eg – David and Goliath • I know the significance of the symbol of the Star of David • I know the Jewish believe in the creation story • I know That Jesus was born into the Jewish religion.

Golden Threads are common threads that weave through all the world religions.

They are the study of our R.E. and will help us to build the study of religions and beliefs. These will provide a safe, open but guided environment in which we can challenge ourselves, reflect, discuss and ask questions about world faiths but can still link back to our own context of a multicultural society.



Legend: Christianity † Islam ☾ Judaism ⬠ Hinduism ॐ

■ Substantive knowledge (concrete)
■ Disciplinary knowledge (interpretation)
 Link to own personal knowledge

Key Learning to Remember (Endpoints)

Year 1	
Term	Endpoint
1	<ul style="list-style-type: none"> To understand the importance of the Church to a Christian. To understand the role that Jesus plays in Christian beliefs.
2	<ul style="list-style-type: none"> To understand the importance of belonging to a Christian. To identify the many ways that a Christian can feel a sense of belonging to their faith.
3	<ul style="list-style-type: none"> To identify that Allah is the Muslim god and the importance of his role. To understand that Muslims learn about Allah from the Qur'an.
4	<ul style="list-style-type: none"> To identify and understand the significant areas and objects Muslims require to express themselves during worship. To identify how Muslims also express their belief showing respect.
5 & 6	<ul style="list-style-type: none"> To understand what worship means to all 3 religions. To identify the similarities and differences of worship between the 3 religions.

Year 2	
Term	Endpoint
1 & 2	<ul style="list-style-type: none"> To understand the importance of how the 3 religions express how they are thankful for what they have. To create a link of the similarities and differences in the way that thankfulness is expressed, between all 3 religions.
3	<ul style="list-style-type: none"> To show an understanding of how Muslims should behave. To show an awareness of why Muslims should show a good moral conduct.
4	<ul style="list-style-type: none"> To understand the importance of the Aqiqah ceremony. To identify that the ceremony has significant rituals.
5	<ul style="list-style-type: none"> To have an awareness of what God has planned for Christians. To identify the significant figures that God makes a contract with.
6	<ul style="list-style-type: none"> To understand how Christians show respect to each other and the world around them. To understand that parables in the Bible show them how to do that.

Year 3	
Term	Endpoint
1	<ul style="list-style-type: none"> To identify the key deities in Hinduism and the role they play in the Creation story. To understand how Hindus relate to their scriptures and the importance.
2	<ul style="list-style-type: none"> To understand the rituals of worshipping at home and at the Mandir. To understand the importance and significance of the rituals they must follow.
3	<ul style="list-style-type: none"> To identify the symbols and the persons of the Trinity. To understand the importance of this to a Christian in relating to God.
4	<ul style="list-style-type: none"> To identify the importance of the baptism symbols. To make links between the symbols of Baptism and the Bible.
5	<ul style="list-style-type: none"> To identify how the Mosques play an integral part of a Muslims worship. To understand that Muslims express their beliefs collectively through the 5 Pillars of Islam
6	<ul style="list-style-type: none"> To understand the importance of the Pilgrimage to each religion. To identify the similarities and differences between Pilgrimages of each religion.

Year 4	
Term	Endpoint
1	<ul style="list-style-type: none"> To understand the importance of the Pilgrimage to each religion. To identify the similarities and differences between Pilgrimages of each religion.
2	<ul style="list-style-type: none"> To understand the importance of Jesus and his teachings along with the Commandments. To express their learning through the medium of image and song.
3	<ul style="list-style-type: none"> To show awareness that Christianity has different denominations. To develop an understanding how Christians express their rituals in the different ways around the world.
4	<ul style="list-style-type: none"> To identify the importance of Muslims' family life and how those fit with their rules and laws. To develop an understanding that this also links into and relates to all religions.
5	<ul style="list-style-type: none"> To identify how Muslims show faith in Allah and the Prophet Muhammad (PBUH). To understand the importance of the Sharia and the 5 Pillars of Islam.
6	<ul style="list-style-type: none"> To develop an awareness of how Jewish people forgive others. To understand the relevance of festivals and stories that teach Jewish people about forgiveness.

Year 5	
Term	Endpoint
1	<ul style="list-style-type: none"> To identify that Jewish people, rely on their faith in God. To understand that significant stories play a big part in the Jewish faith.
2 & 3	<ul style="list-style-type: none"> To develop an awareness of the importance of belonging linked to all 4 religions. To show an understanding of the similarities and differences of how they are shown across the 4 religions.
4	<ul style="list-style-type: none"> To show awareness that Jesus was Jewish and how Christianity began with Him. To develop an understanding how Christians build a sense of community.
5 & 6	<ul style="list-style-type: none"> To understand that you can experience spirituality regardless of faith. To show awareness that, through spirituality, you can reflect on your own personal experiences and views.

Year 6	
Term	Endpoint
1	<ul style="list-style-type: none"> To understand that the teachings of Jesus has impacted on society and Christians today. To identify the many ways that Christians have acted on their faith and beliefs to support their society/wider community.
2 & 3	<ul style="list-style-type: none"> To show an understanding to the various theories of how the world was created through both religious and other views. To identify how these theories play an integral view to each of the different religions and theorists.
4	<ul style="list-style-type: none"> To show an understanding of how the Atman, Karma and Dharma shape a Hindu's life. To understand Re-incarnation and Samsara is affected by a Hindu's Dharma.
5	<ul style="list-style-type: none"> To understand the importance of Moksha and liberation to a Hindu. To identify the journey and the path they must take to achieve this.
6	<ul style="list-style-type: none"> To understand that my role and my place are important. To understand that I can express my own worldviews on topics and show an acceptance and tolerance of others' worldviews.