

St Michael's C.E Primary School

RE Curriculum 2024-2025

Our Curriculum -

At St Michael's, our RE curriculum is underpinned by values and purposes, guided by the Sandwell Syllabus and Understanding Christianity. Along with the other subjects of the curriculum, RE aims: to provide opportunities for all pupils to learn and to achieve and to promote pupils' spiritual, moral, social, cultural and spiritual development and to prepare all pupils for the opportunities, responsibilities and experiences of the present and the future.

Intent -

Religious Education is concerned with the deep meaning that individuals and groups make of their experiences and how this helps them give purpose to their lives. It provides opportunities to explore, make and respond to the meanings of those experiences in relation to the beliefs and experiences of others as well as to one's own experiences.

Theology -

A theologian is someone who studies the nature of God and religious belief.

Spirituality Across the Curriculum

Our definition of spirituality at St Michael's CE Primary School:

To talk about spirituality is to talk about something which is beyond words.

Spirituality is linked to big questions about the meaning and purpose of life; it includes ideas relating to oneself, others, the natural world and the transcendent.

We refer to this as:

The stillness of the mind

The settling of the soul

The uplifting of the spirit

Being at one in the world and finding meaning and purpose in life.

For some, but not all, this will be experienced, expressed or explained through faith or belief.

When discussing this with our pupils, we refer to spirituality as:

The way WOWS, OWS and NOWS shape me into the person that I am and will become.

Spiritual development contains many facets and it is concerned with a number of areas of an individual's life. Therefore, when developing spirituality in pupils and adults, we, in line with our distinctively Christian vision and our school's definition for spirituality, look at four key areas: self, others, transcendence (beyond), and nature.



Spirituality Opportunities

Self

Opportunities

- Learning about their faith.
- Exploring their culture, background and religious festivals.
- Comparisons to non-religious people.
- Always opportunities to make connections to their own lives.
- Learning about their religion.
- Opportunities to reflect in school: multi-faith prayer corner, prayer tables, calm time (PSHE), space makers, mindfulness time, prayer garden.
- Activities where students reflect on their spiritual beliefs, values, and personal experiences related to the topics discussed in class.
- Conduct activities where students explore their sense of self and purpose, such as creating "All About Me" posters that include their values and what makes them unique, linked to lessons on personal identity.

Potential Question Prompts

- What do you believe about God or a higher power? How did you come to hold these beliefs?
- What values are most important to you (e.g., kindness, honesty, respect)? How do these values influence your actions and decisions in everyday life?
- How do you feel when you learn about beliefs that are different from your own? What can you learn from these differences?
- What questions do you have about life, purpose, or the universe? How do these questions relate to what you are learning in RE?
- Think about a story from a religious tradition that resonates with you (e.g., a parable, myth, or teaching). What lessons can you take from this story, and how do they apply to your life?

Others

Opportunities

- Learning about the religion of other people in their community.
- Creating a respectful environment to discuss and appreciate each other's differences.
- Celebrate other religions in Inter-Faith Week.
- Celebration of all major religious festivals in CW.
- Worship leaders (representative of the whole school community) being role models.
- Organize simple service projects, like making cards for a local nursing home or collecting food for a food bank, to teach students about compassion and helping others.
- Guest speakers from different religious backgrounds to visit the class and share their traditions and beliefs.
- Use role-playing games to teach students how to resolve conflicts peacefully, based on teachings from various religions about kindness and forgiveness.

Potential Question Prompts

- When visiting a different place of worship to your own, how can we show respect?
- Why is it important to respect different beliefs and traditions? How can understanding others' perspectives enrich your own life?
- What values do you think many religions share (e.g., love, compassion, forgiveness)? How can these shared values help bring people together?
- What do you know about the rituals or practises of other religions? How do these rituals help individuals connect with their faith and community?
- How do you think a person's culture influences their religious beliefs? Can you give an example of how culture and religion are connected?



Transcendence

Opportunities

- Theological side of the RE curriculum: learning about the 6 main religions of the world.
- Visiting places of worship and learning about other Gods.
- Exploring artefacts.
- Introduce students to simple stories from sacred texts of different religions, focusing on themes of the divine and transcendence.
- Plan short, reflective activities or quiet time in a peaceful part of the school grounds where students can think about big questions and connect with something greater than themselves.

Potential Question Prompts

- I wonder...
- Big questions linked to the RE curriculum.
- What does the concept of the divine or a higher power mean to you?
- How do different religions and spiritual traditions describe the experience of transcendence?
- What practices or rituals help you feel connected to something greater than yourself?

Nature

Opportunities

- Prayer garden.
- Exploring creation and the natural world.
- Space makers - links to nature, appreciating the natural world around them and how to look after it.
- Links to Art across the year groups.
- EYFS - understanding the world.
- Develop activities that explore the spiritual significance of nature, such as nature walks where students observe and reflect on the beauty of the natural world.
- Engagement in simple environmental projects, like planting a school garden or participating in a recycling program, inspired by religious teachings on caring for the Earth.
- Celebrate religious festivals and rituals connected to the natural world, such as harvest festivals or Earth Day, with activities that include storytelling, crafts, and reflections on the importance of nature.

Potential Question Prompts

- How would God want us to look after our world?
- What is so special about our world? Why?
- What spiritual lessons can we learn from observing nature?
- How can we take care of the environment as an expression of our spiritual beliefs?
- How do you feel a sense of connection to the natural world?



St Michael's CE Primary RE Curriculum 2024-2025

	Autumn 1	Autumn 2	Spring 1 <i>In preparation for inter-faith week</i>	Spring 2	Summer 1	Summer 2
Year 1	I. 1. What do Christians believe God is like? UC	I.2. UC Who made the world? UC	<u>Inter-Faith</u> I.4. Beginning to learn about Sikhism: Stories of the Sikh Gurus Sikhism	I. 6. Why does Easter matter to Christians? UC	I.5. Holy places: Where do Sikhs worship? Explore Gurdwaras	I. 11. Questions that puzzle us: Why might people believe in God or someone/thing special?
Year 2	I.3. Celebrations that matter in Birmingham (Christian, Muslim and Sikh beliefs) (Sandwell on the Sandwell syllabus)	I. 2. Why does Christmas matter to Christians? How + why do we celebrate special times?	<u>Inter-Faith</u> I.7/8 Beginning to learn about Islam: Stories of the Prophet. Islam	I.4. What is the 'good news' Christians believe Jesus brings? UC	I. 9. Holy places: where and how do Christians, Muslims and Sikhs worship?	I.10. How and why are some books 'Holy'? Sacred texts for Christians, Muslims and Sikhs.
Year 3	L2. 3. What do Christians learn from the Creation story? UC	L2. 1. What are the deeper meanings of the festivals? + Christmas (What might Jesus think of Christmas today?)	<u>Inter-Faith</u> L2. 9. What is it like to be Jewish? Family, Synagogue and Torah Judaism	L2. 8. Why do Christians call the day Jesus died 'Good Friday'? UC	L2. 7. What kind of world did Jesus want? UC	Islam: exploring the five pillars of Islam Islam
Year 4	L2. 5. What is the 'Trinity' and why is it important for Christians? UC	L2. 2. What is it like to be a Hindu? Community, Worship, Celebration (Hindus) + Christmas (How can artists help us to understand Christmas?)	<u>Inter-Faith</u> L2. 4. What is it like to be Sikh in Bham? Sikh beliefs and the way of living Sikhism	L2. 12. Why does the Prophet matter to Muslims? (Islam)	L2. 6. Values: What matters most? Christians and Humanists	L2. 10. For Christians, when Jesus left, what was the impact of Pentecost? UC
Year 5	U2. 1. What does it mean if Christians believe God is holy and loving? UC	Was Jesus the Messiah? UC KS2: Incarnation	<u>Inter-Faith</u> U2. 2. An Enquiry into visiting places of worship Buddhism	U2. 4. What do Christians believe Jesus did to save human beings? UC	U2. 3. Can religions help people when times get hard? (Christian, Hindu, non-religious)	U2. 5 Hindu, Jewish and Islamic prayer: What, where, how, when and why?
Year 6	U2. 9. What will make Birmingham a more respectful community? (Many religions)	U2. 8. Christians and how to live: 'What would Jesus do?' UC + Christmas (What do the Gospels say about the birth of Jesus?)	<u>Inter-Faith</u> U2. 11. Why do Hindus want to be good? Hinduism	U2. 7. For Christians, what kind of king, was Jesus. UC	U2. 6. What can we learn from religion about temptation? (Christians, Muslims)	U2. 12. What impact do people's beliefs have on their lives? (transition unit) <i>Expressing the spiritual.</i>



Understanding Christianity

Information taken from: Religious education in English schools: Non-statutory guidance 2010.

Making Sense of the Text	Understanding the Impact	Making Connections
<p>Exploring the context: Where does this fit in in the 'big story'?</p> <p>Exploring interpretations: Pupils' views and a variety of Christian readings.</p> <p>Exploring purposes: How do Christians use this text?</p> <p>Exploring significance: Why does it matter?</p> <p>Unveiling the concepts: How does this contribute to understanding key Christian ideas?</p>	<p>How, then, do Christians live...? ...in the Christian community? Examining ways in which Church living grows out of biblical teaching.</p> <p>...in their everyday living? Examining ways in which Christians apply the bible day-to-day.</p> <p>What impact does Christianity have on the world? Examining ways in which Christian belief and practice make a difference in the world and how has this had a impact on how people see the world?</p>	<p>Connecting texts, concepts and Christian living: Developing understanding of the bigger picture.</p> <p>Connecting ideas studied and pupils' own ideas: Using ideas studied to reflect on matters of personal concern.</p> <p>Personal and impersonal evaluation: Allowing pupils to challenge ideas studied and the ideas studied to challenge pupils' thinking.</p> <p>Examining implications for pupils' understanding of self, worth and others: Discerning where there might or might not be value to be gained from ideas studied.</p>



Early Years Foundation Stage - Educational Programmes

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically, and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Guidance - Aims and Purpose

Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these. RE also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others - individually, communally and cross-culturally.

Guidance - KS1/KS2

Building on the statutory requirements, it is recommended that there should be a wide ranging study of religion and belief across the key stages as a whole. Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression. Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values.

The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions, and, where appropriate other religious traditions and worldviews, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions.

The breadth of study should take account of the four levels of community cohesion which all maintained schools are now obliged to promote. Decisions by SACREs and ASCs about the religions, other than Christianity, to be studied should take account of the balance of religion within:

- the school community



St Michael's
C.E. Primary School

- the community within which the school is located
- the UK community
- the global community.



Milestones for RE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>1.1. What do Christians believe God is like? UC</p> <p>Knowledge</p> <p>Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father. Give at least two examples of a way in which Christians show their belief in God as loving and forgiving, (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)</p> <p>Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)</p> <p>Skills: Identify what a parable is. Give clear, simple accounts of what the story means to Christians Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas Give a reason for the ideas they have and the connections they make.</p>	<p>1.2. UC Who made the world? UC</p> <p>Knowledge</p> <p>Recognise that stories of Jesus' life come from the Gospels. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. Decide what they personally have to be thankful for, giving a reason for their ideas.</p> <p>Skills: Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. Think, talk and ask questions about Christmas for people who are Christians and for people who are not.</p>	<p>Inter-Faith 1.4 Beginning to learn about Sikhism: Stories of the Sikh Gurus Sikhism</p> <p>Knowledge</p> <p>Give examples of how the stories used in Sikh life and worship (e.g. does the story have a hidden message about what God is like, or about how we live?) Give examples of how and why Sikhs retell the stories of Guru Nanak and the other Gurus Give a good reason for their ideas about whether any of these things are good for them too.</p> <p>Skills: Re-tell simply some stories of Guru Nanak. Make links between Sikh ideas of God found in the stories and how people live Ask some questions about Sikh stories using the questioning words 'Who? How? Why? What if?' Talk about what they think is good about the Sikh stories and the ideas they noticed inside the stories.</p>	<p>1.6. Why does Easter matter to Christians? UC</p> <p>Knowledge</p> <p>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave.</p> <p>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p> <p>Skills: Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven; exploring different ideas and giving a good reason for their ideas</p>	<p>1.5. Holy places: Where do Sikhs worship? Explore Gurdwaras.</p> <p>Knowledge</p> <p>Give examples of how the stories used in Sikh life and worship (e.g. does the story have a hidden message about what God is like, or about how we live?) Give examples of how and why Sikhs retell the stories of Guru Nanak and the other Gurus Talk about what they think is good about the Sikh stories and the ideas they noticed inside the stories.</p> <p>Skills: Re-tell simply some stories of Guru Nanak. Make links between Sikh ideas of God found in the stories and how people live. Ask some questions about Sikh stories using the questioning words 'Who? How? Why? What if?' Give a good reason for their ideas about whether any of these things are good for them too.</p>	<p>1.11. Questions that puzzle us: Why might people believe in God or someone/thing special?</p> <p>Knowledge</p> <p>Identify a religious story that answers a big question, for example, Jesus healing the Lepers answers the question: is it wrong for people to be left out?' Recognise that people's beliefs about God or life make a difference to what they do.</p> <p>Skills: Give simple examples of 'hidden messages' in faith stories or wise sayings Talk about what they like in the stories from sacred texts that they hear Think, talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people Ask and suggest answers to questions arising from their learning about religions. Identify two or more big questions about religions and beliefs, and match them to two or more possible answers</p>



Year 2	Celebrations that matter in Birmingham.	Why does Christmas matter to Christians and why do we celebrate special times?	Beginning to learn about Islam: Stories of the Prophet.	What is the good news Christians believe Jesus Brings?	Holy places: where and how do Christians, Muslims and Sikhs worship?	How and why are some books 'Holy'? Sacred texts for Christians, Muslims and Sikhs.
	<p>Knowledge:</p> <p>Recognise a special time pupils celebrate and explain simply what celebration means Identify and name at least three different religious festivals, giving two facts about each one Identify a belief that connects to a festival, e.g. 'they do it because they believe...' Talk about links between how people celebrate today and old stories</p> <p>Skills:</p> <p>Give simple examples of the ways a festival makes a difference e.g. to emotions, to families. Talk about features in festival stories that made people feel happy or sad and compare them with pupils' own experiences. Notice and suggest a meaning for some symbols used in the celebrations they learn about e.g. light, water, signs of togetherness</p> <p>Think, talk and ask good questions about big days in different religions. To find out about simple similarities: special or sacred food, music, stories, gatherings prayers or gifts</p>	<p>Knowledge:</p> <p>Recognise that stories of Jesus' life come from the Gospels</p> <p>Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p> <p>Skills:</p> <p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians</p> <p>Think, talk and ask questions about Christmas for people who are Christians and for people who are not Decide what they personally have to be thankful for, giving a reason for their ideas.</p>	<p>Knowledge:</p> <p>Recognise the words of the Shahadah and that it is very important for Muslims Identify some of the key Muslim beliefs expressed in the 5 Pillars of Islam</p> <p>Skills:</p> <p>Give examples of how Muslims use the Shahadah to show what matters to them Give examples of how Muslims put their beliefs about prayer and about Allah into action (eg by daily prayer, fasting or pilgrimage).</p> <p>Think, talk about and ask questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p>	<p>Knowledge:</p> <p>To understand Jesus' promise to his disciples John 14:27. Retell simply Jesus' life stories. To think about four kinds of peace: in our own heart, with other people, peace in the world and peace with God. Read and understand the Luke 11:9-13. To understand how Church buildings make people feel part of a community. To find out how Christians say sorry in Church. To know different types of peace and how to make peace with ourselves and God.</p> <p>Skills:</p> <p>To create prayers and reflections. To talk about what matters most to us and make good choices. Act out and dramatize bible stories to aid understanding.</p>	<p>Knowledge:</p> <p>Recognise that there are special places where people go to worship, and talk about what people do there Identify, at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.</p> <p>Skills:</p> <p>Give examples of stories, objects, symbols and actions used in churches, mosques and/ or synagogues which show what people believe Give simple examples of how people worship at a church, mosque or synagogue Talk about why some people like to belong to a sacred building or a community</p> <p>Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas Talk about what makes some places special to people, and what the difference is between religious and non-religious special places</p>	<p>Knowledge:</p> <p>Identify a belief about God linked to what a holy book says Recognise that sacred texts contain stories which are special to many people and should be treated with respect Identify at least three symbols which people use to show their respect for their holy writings</p> <p>Recognise how different religions express their respect for their scriptures, using symbols and by doing what the scriptures say Give simple examples of 'hidden messages' in faith stories or wise sayings</p> <p>Skills:</p> <p>Talk about what they like in the stories from sacred texts that they hear Think, talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people</p> <p>Suggest feelings and reactions of characters at key points in faith stories, and suggest meanings in the stories Ask and suggest answers to questions arising from their learning about holy books</p>



Lower Key Stage 2	Year 3	L2. 3. What do Christians learn from the Creation story? UC	L2. 1. What are the deeper meanings of the festivals? + Christmas (What might Jesus think of Christmas today?)	<u>Inter-Faith</u> L2. 9. What is it like to be Jewish? Family, Synagogue and Torah Judaism	L2. 8. Why do Christians call the day Jesus died 'Good Friday'? UC	L2. 7. What kind of world did Jesus want? UC	Islam: exploring the five pillars of Islam
	<p>Knowledge</p> <p>Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'</p> <p>Make clear links between Genesis 1 and what Christians believe about God and Creation</p> <p>Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world</p> <p>Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the earth - some specific ways) Describe how and why Christians might pray to God, say sorry and ask for forgiveness.</p> <p>Skills:</p> <p>Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today</p>	<p>Knowledge</p> <p>Identify and describe how festivals from at least three religions are celebrated, using the right words</p> <p>Consider questions about the belief that God is at work in human life and stories which show how this should be celebrated.</p> <p>Make simple connections between sacred texts and the practice of religious festivals today</p> <p>Skills</p> <p>Explain examples of texts and stories which lie behind the festivals in terms of the values and beliefs they show</p> <p>Describe how people show devotion to God and commitment to key values in their festivals</p> <p>Identify similarities, differences and generalities in relation to the festivals they study</p> <p>Raise questions about what is worth celebrating and why, suggesting answers of their own with reasons</p> <p>Make links between different religions, which all celebrate the triumph of goodness over evil.</p>	<p>Knowledge</p> <p>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.</p> <p>Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people, including a 'Covenant' with '10 Commandments'</p> <p>Offer informed suggestions about the meaning of the Exodus story for Jews today.</p> <p>Skills</p> <p>Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</p> <p>Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities</p> <p>Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future.</p> <p>Make links with the value of remembrance, personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.</p>	<p>Knowledge</p> <p>Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live. Offer informed suggestions about what the events of Holy Week mean to Christians. Give examples of what Christians say about the importance of the events of Holy Week.</p> <p>Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities. Describe how Christians show their beliefs about Jesus in worship in different ways.</p> <p>Skills</p> <p>Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.</p>	<p>Knowledge</p> <p>Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian.</p> <p>Skills</p> <p>Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.</p> <p>Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.</p>	<p>Knowledge</p> <p>Identify and describe the 5 Pillars of Islam and the beliefs they express</p> <p>Consider questions about what Muslims believe, e.g. is submission to Allah and generosity a good way to live?</p> <p>Express their own ideas about the meaning and value of rituals like these</p> <p>Skills</p> <p>Make simple connections between beliefs about Allah and the 5 Pillars</p> <p>Describe how people show devotion in Islam</p> <p>Ask questions about why the Pillars are practiced by so many millions</p> <p>Give good reasons for their views about religion and ritual.</p>	



Year 4	What is the 'Trinity' and why is it important for Christians? UC	What is it like to be a Hindu? Community, Worship, Celebration (Hindus) + Christmas (How can artists help us to understand Christmas?)	<u>Inter-Faith</u> What is it like to be Sikh in Bham? Sikh beliefs and the way of living Sikhism	Why does the Prophet matter to Muslims? (Islam)	Values: What matters most? Christians and Humanists	For Christians, when Jesus left, what was the impact of Pentecost? UC
	<p><u>Knowledge</u> Recognise what a 'Gospel' is and give an example of the kinds of stories it contains Offer suggestions about what texts about baptism and Trinity mean Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live.</p> <p><u>Skills:</u> Give examples of what these texts mean to some Christians today Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.</p>	<p><u>Knowledge</u> Describe how Hindus show their faith within their families in Britain today (eg. home puja). Describe how Hindus show their faith within their faith communities in Britain today (eg. arti and bhajans at the mandir; in festivals such as Diwali) Identify the terms dharma, Sanatana Dharma and Hinduism and say what they mean</p> <p><u>Skills:</u> Identify some different ways in which Hindus show their faith (eg. between different communities in Britain, or between Britain and parts of India) Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) Identify the terms dharma, Sanatana Dharma and Hinduism and say what they mean Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)</p>	<p><u>Knowledge</u> Identify and describe key Sikh beliefs and values including Waheguru and Sewa Explain examples of texts such as the Mool Mantar</p> <p>Describe how people show their Sikh identity in dress, behaviour and values</p> <p>Raise questions about what it means to live a good life and examine Sikhi answers Make links between their own ideas and values and those held dear in Sikhi communities</p> <p><u>Skills:</u> Consider questions about the belief that all humans are equal to God. Give good reasons for their views about the importance of values such as equality, community, tradition and respect. Make simple connections between sacred texts and practice, eg. in provision of food and care for those 'left out'</p>	<p><u>Knowledge</u> Identify and describe some stories and sayings of the Prophet, showing how they provide an example to live by. Explain the meanings of examples of texts that Muslims use to understand Islam</p> <p>Make simple connections between sacred texts and Muslim admiration for the Prophet Describe how Muslim people follow the example of the Prophet today.</p> <p><u>Skills:</u> Consider questions about leadership, and Islamic examples of answers Raise questions about why we often seem to like to follow a leader. Express their own ideas about the meaning and value of different kinds of leadership. Give good reasons for their views about the leadership of the Prophet.</p>	<p><u>Knowledge</u> Identify and explain beliefs about why people are good and bad (eg. Christian and Humanist) Make links with sources of authority that tell people how to be good (eg. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God', and exist without a designer)</p> <p>Make clear connections between Christian and Humanist ideas about being good and how people live</p> <p><u>Skills:</u> Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view Raise important questions and suggest answers about how and why people should be good Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.</p>	<p><u>Knowledge</u> Offer informed suggestions about what the events of Pentecost in Acts 2 might mean. Give examples of what Pentecost means to some Christians now.</p> <p>Describe how Christians show their beliefs about the Holy Spirit in worship.</p> <p><u>Skills:</u> Make links between ideas about the Kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas. Make clear links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on earth. Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God, and how Christians live now.</p>



Year 5	What does holy and loving mean?	Was Jesus the Messiah?	Places of Worship Enquiry	Can religion help when times get hard?	Prayer: What, where, how, when and why?	What did Jesus do to save human beings?
<p>Upper Key Stage 2</p>	<p>Knowledge I can understand the features of God and use words to describe him. I can read and interpret: David; Psalm 103, Isaiah 6:1-5 and John 4:7-13. I can focus on two important ideas about God: holiness and lovingness. I can describe what Cathedrals show about what Christians believe in God.</p> <p>Skills: To read, interpret and offer opinions on a bible text. I can express my learning creatively e.g. draw, paint and design images. To take part in discussions about religious texts. To relate what they have learnt to how it can help their local community.</p>	<p>Knowledge: To read and understand The Entry into Jerusalem, Matthew 21:1-9</p> <p>Make clear connections between the texts and what Christians believe about Jesus as Messiah; for example, how they celebrate Palm Sunday. Show how Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through bringing peace and transformation in the world.</p> <p>Skills: Explain connections between biblical texts and the idea of Jesus as Messiah, using theological terms. Weigh up how far the world needs a Messiah, expressing their own insights.</p>	<p>Knowledge: Explain beliefs about holy buildings and God's presence from different religions Describe examples of texts which explain worship and sacred space.</p> <p>Make clear connections between belief about God and places and practices of worship.</p> <p>Skills: Raise questions about the value and impact of worship and the significance of 'holy space'. Explain differences between what happens in different places of worship. Describe clear connections between beliefs about God and how people worship. Express their own response to the idea that the Earth is a 'holy place' we all share.</p>	<p>Knowledge: Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life. Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences. Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement). Give examples of ways in which beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives.</p> <p>Skills: Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these. Offer a reasoned response to the unit questions, with evidence and example, expressing insights of their own.</p>	<p>Knowledge: Explain beliefs about prayer from Judaism and Islam. Describe examples of texts which explain and influence Jews and Muslims in prayer.</p> <p>Make clear connections between belief about God and the practice of prayer. Explain differences between the ways Jews and Muslims pray.</p> <p>Skills: Raise questions about prayer and God and explore varied answers. Explain the importance of prayer to Muslims, Jewish people and those who do not pray, or pray in different ways. Give good reasons for their views about prayer and its value in different communities.</p>	<p>Knowledge: I can read and interpret some Jewish prophecies. I can read and interpret Matthew 1:18, 2:1-12, 21:1-9.</p> <p>I can explain how Jesus was sent to save humanity at Christmas and I can distinguish between a Christian and non-religious festival.</p> <p>Skills: I can offer different responses to a quotation. I can reflect on my learning to answer key questions. I can suggest some ways to be a peacemaker in my own community.</p>



Year 6	Respectfulness and Christmas	What would Jesus do? Stories from the Bible	Why do Hindus want to be and do good?	What kind of King was Jesus?	Temptation	What impact do people's beliefs have in their lives?
	<p>Knowledge:</p> <p>Explain beliefs about the value of religious and cultural diversity in their local town/community of Birmingham.</p> <p>Describe examples of texts which explain why honouring all humans is important in, for example, both Christianity and Islam.</p> <p>Compare their ideas about respect for all with those studied.</p> <p>Make clear connections between belief in the 'Golden Rule' and the needs of a mixed community</p> <p>Give examples of the impact of inter-faith work in our community</p> <p>Skills:</p> <p>Raise questions about how we can be a more tolerant and respectful community, suggesting answers</p> <p>Explain the importance of tolerance, respect and liberty for all in making a community that is harmonious</p> <p>Give good reasons for their views about harmony in our communities.</p>	<p>Knowledge:</p> <p>I can interpret the Lord's Prayer into simple language.</p> <p>I can read and interpret Luke 14:12-24.</p> <p>I can read or tell the story The Tenants in the Vineyard 21:33-46 to the class.</p> <p>I can offer my interpretations on the religious texts I have studied.</p> <p>Make connections between how our local church of St Michael's helps the community.</p> <p>Explore ways in which Christians try to bring the kingdom of God on Earth.</p> <p>Skills:</p> <p>I can create ways and ideas I can help my community.</p> <p>I can create a project to help people in need e.g. prisons.</p> <p>I can reflect on my learning to answer key questions.</p>	<p>Knowledge:</p> <p>Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately.</p> <p>Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha etc.</p> <p>Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live.</p> <p>Connect Hindu ideas about the stages of life [4 ashramas] with ideas of how to live well [karma] and with beliefs about reincarnation [dharma, moksha]</p> <p>Give evidence and examples to show how Hindus put their beliefs into practice in different ways.</p> <p>Skills:</p> <p>Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus.</p> <p>Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.</p>	<p>Knowledge:</p> <p>I know what Jesus' resurrection means and I can explain why Christians believe Jesus was resurrected. I can read Luke's Gospel.</p> <p>Link to diverse curriculum: I can explain how Desmond Tutu received many threats in the 1980s about speaking up to racism.</p> <p>I can read Anglian funeral liturgy.</p> <p>I can explain what words are linked to graveyards and memorials e.g. memory, hope, beloved etc.</p> <p>Skills:</p> <p>I can present my ideas on the resurrection and make comparisons between different sources of information.</p> <p>I can have a debate.</p> <p>I can reflect on what we have discussed about the language of memorials.</p>	<p>Knowledge:</p> <p>Explain Muslim and Christian beliefs about temptation, sin and forgiveness.</p> <p>Compare their ideas about temptation with those studied.</p> <p>Make clear connections between belief about God and moral choices</p> <p>Give examples of the impact of ritual in life.</p> <p>Explain differences between Christian and Muslim ideas.</p> <p>Skills:</p> <p>Express their own response to Muslim and Christian teaching about temptation.</p> <p>Give good reasons for their views about moral choices and forgiveness.</p>	<p>Knowledge:</p> <p>Explain some ways beliefs are shown in creative expression.</p> <p>Compare their ideas about religious expression with the examples they study.</p> <p>Make clear connections between beliefs and different forms of expression.</p> <p>Give examples of the impact of beliefs on art, architecture and music.</p> <p>Skills:</p> <p>Raise questions about how they might express their own spiritual ideas.</p> <p>Describe clear connections between beliefs and art / architecture / music.</p>



Progression in RE Vocabulary

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Christian God Human Beings Creator / create The World / Earth Nature / Natural Special	Jesus Tradition Church Christmas Gifts	Worship Faith Muslims Islam Jew / Jewish person Judaism	Easter Holy Week Cross Resurrection Palm leaves	Baptism Christening Dedication Font God parent	Sacred Text Bible Torah Quran
Year 1	God Parable Bible Forgiveness Love	Trinity Father God Holy Spirit Festival Nativity	Guru Har Gobind Freedom Guru Nanak Dunni Chand Spiritual Teacher	Easter Holy Week Betrayal Jerusalem Resurrection Palm Sunday Good Friday Heaven	Gurdwara Holy building Langar Worship	Mystery Travel Wonder Christians / Muslims/ Jews / Sikhs
Year 2	Diwali Origin ul Adah Eid Remembrance	Jesus Gospels Nativity Advent Yule Thankfulness	Islam Muslims Muhammed Shahadah God's Messenger Allah Prayer	Sikh Guru Nanak Lahore Dunni Chand Caring Sharing Equality	Holy places Church Gurdwara Mosque Signs / symbols / artefacts	Sikh Guru Granth Sahib Muslim Qur'an Christian Bible Respect Holy
Year 3	Genesis Gid Humans Animals Nature Creation	Festivals Diwali (Hinduism) Eid al Fitr (Islam) Passover (Judaism)	Rosh Hashanah and Yom Kippur Pesach Passover Siddur	Holy Week Palm Sunday Good Friday Easter Sunday King Mary	Jesus Disciples Gospel Church Fast Followers	Jounrey Pillars of Islam Prayer Charity Zakah Sawm



	Sin Separated					Pilgrimage Hajj
Year 4	Gospel Cleanse Trinity Baptism	Hinduism Bhagavad Gita Dharma Sanatana Dharma Ritual Community	Mool Mantar Jasmine flower Guru Nanak Khalsa Gurdwara Langar Worship	Muhammad Prophet Good leader Allah Courage Wisdom Spiritual	Christian Humanist 'Belief in humanity' 'Code for living' 'The golden rule'	Pentecost Kingdom of God Disciples Holy Spirit
Year 5	Psalm Holy God Loving God Traditional Contemporary Humanist	Justice Poverty Muslim teachings in the Qur'an and Hadith Zakah Prayer Charity	Holy buildings God's presence 'The natural world' Friendliness Thoughtfulness Sacred Mosque Gurdwara Church Mandir <i>Children will visit their place of worship</i>	Christian Hindu Non-religious Pslam 103 Resurrection Life death Suffering Christian aid Islamic aid	Holy Week Sacrifice Remembrance Death Resurrection Symbolism	Hindu Jewish Islamic Adun Olam First Surah Synagogue Mosque Mandir Togetherness Content Peaceful
Year 6	Religion Demographic Cooperation Tension Religious and non- religious Respect Tolerance	Commandments Sermon on the mount Miracle Peacemaker Roman catholic church Generosity	Dharma Karma Samsara Moksha Depicits punusharthas); dharmai: religious or moral duty; arthai: economic development, providing for family and society by honest means	Transform Temptation Parables Kingship Serve Leadership Justice	Temptation Garden of Eden Transform Hunger Poverty Violence Vulnerable	Spiritual Temple Psalm Survival Music Expression Poetry