

## RE

Religious education for both schools is provided within the framework of the guidance of the Dioceses of Leeds and York Diocesan Syllabus for RE. Because Carlton & Faceby School has voluntary aided status, the governors are required to consider making provisions for Church of England denominational teaching under the Trust Deed for any pupils whose parent/guardian require such an arrangement. To the present day there have been no such requests and the governors hope that the existing good educational practice whereby all pupils learn together in normal teaching groups will be able to continue.

Whilst our religious ethos is Church of England we ensure that the children are taught religious awareness and respect.

[KS1 RE 2 Year Long Term Plan](#)

[KS2 Long Term Plan](#)

**What are the aims of our curriculum?** (taken from Dioceses of Leeds and York Diocesan Syllabus for RE).

**The principal aim of RE is to enable pupils to hold balanced and informed conversations about religion and belief.**

This principal aim incorporates the following aims of Religious Education in Church schools:

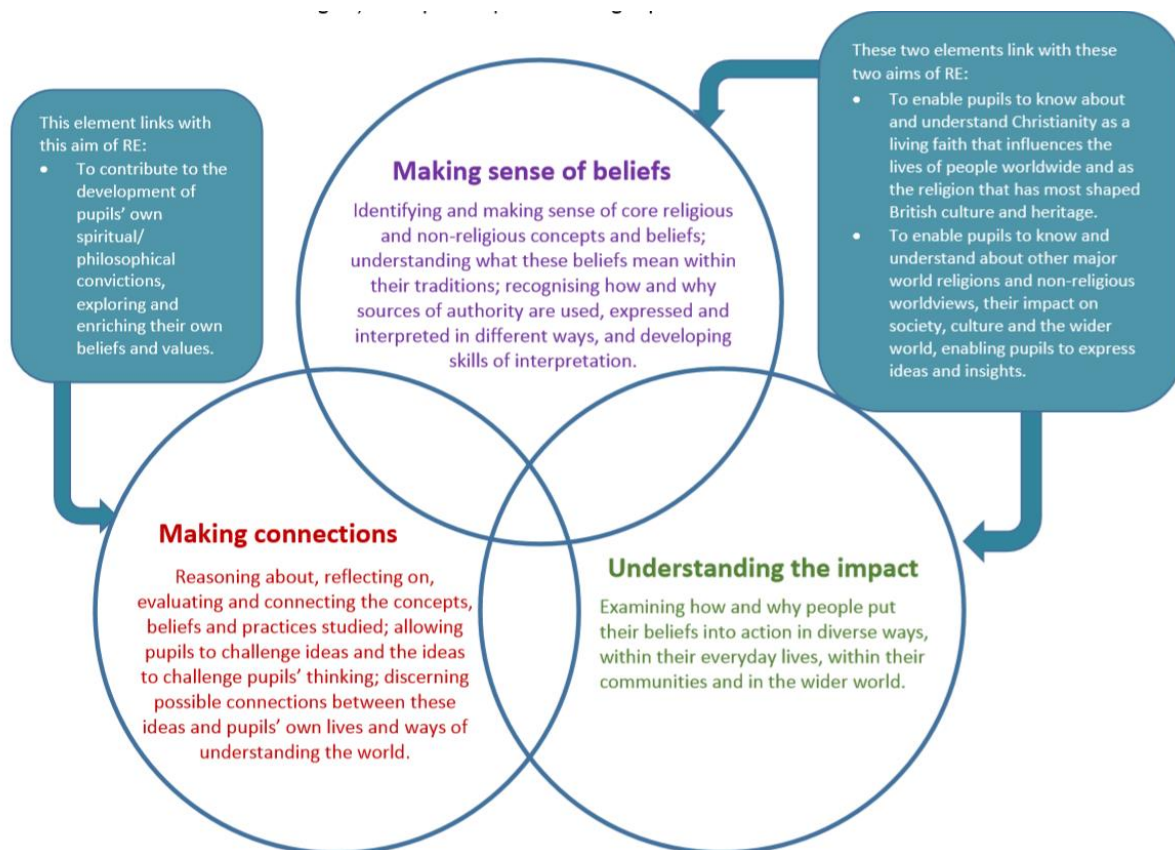
- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage
- To enable pupils to know and understand about other major world religions and non-religious worldviews, their impact on society, culture and the wider world, enabling pupils to express ideas and insights
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

Appropriate to their age at the end of their education in Church schools, the expectation is that all pupils are religiously literate and as a minimum, pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith
- Show an informed and respectful attitude to religions and non-religious worldviews in their search for God and meaning
- Engage in meaningful and informed dialogue with those of other faiths and none
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

### **How will teachers deliver the curriculum?**

Teaching and learning in the classroom will encompass three elements, allowing for overlap between elements as suits the religion, concept and question being explored.



These elements set the context for open exploration of religions and beliefs. They offer a structure through which pupils can encounter diverse religious traditions, alongside non-religious worldviews, presenting a broad and flexible strategy that allows for different traditions to be treated with integrity. These elements offer a route through each unit while also allowing for a range of questions reflecting approaches from religious studies, theology, ethics, sociology and philosophy.

## End of Phase Outcomes

Each of the three elements of the teaching and learning approach is important and pupils should make progress in all of them

Below are the end-of-phase outcomes related to each element and these should be used to guide expectations. Individual key questions and unit plans (see pp.21-23, 27-36, 40-47, 52-63, 67-68) give specific end of unit outcomes, relating to the questions and concepts studied, and all contribute to pupils achieving these broader end-of-phase outcomes. (Note that these end-of-phase outcomes incorporate those found in the *Understanding Christianity* resource.)

Teaching and learning approach	End KS1 Pupils can...	End lower KS2 Pupils can...	End KS2 Pupils can...	End KS3 Pupils can...
<b>Element 1: Making sense of beliefs</b>  Identifying and making sense of religious and non-religious concepts and beliefs understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.	<ul style="list-style-type: none"> <li>Identify the core beliefs and concepts studied and give a simple description of what they mean</li> <li>Give examples of how stories show what people believe (e.g. the meaning behind a festival)</li> <li>Give clear, simple accounts of what stories and other texts mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the core beliefs and concepts studied</li> <li>Make clear links between texts/sources of authority and the key concepts studied</li> <li>Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</li> <li>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</li> <li>Taking account of the context(s), suggest meanings for texts/sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Give reasoned explanations of how and why the selected key beliefs and concepts are important within the religions studied</li> <li>Explain how and why people use, interpret and make sense of texts/sources of authority differently</li> <li>Show awareness of different methods of interpretation, and explain how appropriate different interpretations of texts/sources of authority are, including their own ideas</li> </ul>

Teaching and learning approach	End KS1 Pupils can...	End lower KS2 Pupils can...	End KS2 Pupils can...	End KS3 Pupils can...
<b>Element 2: Understanding the impact</b> Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.	<ul style="list-style-type: none"> <li>Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities</li> <li>Give examples of ways in which believers put their beliefs into practice</li> </ul>	<ul style="list-style-type: none"> <li>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</li> <li>Describe how people show their beliefs in how they worship and in the way they live</li> <li>Identify some differences in how people put their beliefs into practice</li> </ul>	<ul style="list-style-type: none"> <li>Make clear connections between what people believe and how they live, individually and in communities</li> <li>Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</li> </ul>	<ul style="list-style-type: none"> <li>Give reasons and examples to account for how and why people put their beliefs into practice in different ways, individually and in community (e.g. in different denominations, communities, times or cultures)</li> <li>Show how beliefs guide people in making moral and religious decisions, applying these ideas to situations in the world today</li> </ul>
<b>Element 3: Making connections</b> Reasoning about, reflecting on, evaluating and connecting the concepts, beliefs and practices studied; allowing pupils to challenge ideas, and the ideas to challenge pupils' thinking; discerning possible connections between these ideas and pupils' own lives and ways of understanding the world.	<ul style="list-style-type: none"> <li>Think, talk and ask questions about whether the ideas they have been studying have something to say to them</li> <li>Give a good reason for the views they have and the connections they make.</li> <li>Talk about what they have learned</li> </ul>	<ul style="list-style-type: none"> <li>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</li> <li>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</li> <li>Give good reasons for the views they have and the connections they make</li> <li>Talk about what they have learned and if they have changed their thinking</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</li> <li>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.</li> <li>Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</li> <li>Talk about what they have learned, how their thinking may have changed and why</li> </ul>	<ul style="list-style-type: none"> <li>Give coherent accounts of the significance and implications of the beliefs and practices studied in the world today</li> <li>Evaluate personally and impersonally how far the beliefs and practices studied help to make sense of the world</li> <li>Respond to the challenges raised by questions of belief and practice in the world today and in their own lives, offering reasons and justifications for their responses</li> <li>Account for how and why their thinking has/has not changed as a result of their studies</li> </ul>

## RE in the Reception Year

### What do pupils gain from RE in this age group?

RE sits very firmly within the areas of personal, social and emotional development and understanding the world. This framework enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have opportunity to develop their emerging moral and cultural awareness.

## Being special: where do we belong?

Suggested questions you could explore:	Learning outcomes: Plan learning experiences that enable pupils to ...	Suggested content: Teachers can select content from this column to help pupils achieve the learning outcomes in column 2. Teachers can use different content as appropriate. <i>'Making connections' is woven through this unit: as you explore the ideas and stories with children, talk about how they affect the way people live, making connections with the children's own experiences.</i>
How do we show respect for one another? How do we show love/how do I know I am loved? Who do you care about? How do we show care/how do I know I am cared for? How do you know what people are feeling? How do we show people they are welcome? What things can we do better together rather than on our own? Where do you belong? How do you know you belong? What makes us feel special about being welcomed into a group of people?	<ul style="list-style-type: none"> <li>• retell religious stories, making connections with personal experiences.</li> <li>• share and record occasions when things have happened in their lives that made them feel special.</li> <li>• recall simply what happens at a traditional Christian infant baptism and dedication.</li> <li>• recall simply what happens when a baby is welcomed into a religion other than Christianity.</li> </ul>	<p>One way of introducing this question is to ask a new mum to bring a baby into the class and talk about how the baby was welcomed into their family.</p> <p><i>Making sense:</i></p> <ul style="list-style-type: none"> <li>• Talk about the idea that each person is unique and valuable. Talk about occasions when things have happened in their lives that made them feel special, from everyday events (a hug from mum/dad/carer/friend) and special events (birthday).</li> <li>• Introduce the idea that religions teach that each person is unique and valuable too, for example by considering religious beliefs about God loving each person. Explore the Jewish and Christian ideas that God loves people even from before they are born (Psalm 139), and their names are written on the palm of God's hand (Isaiah 49 v.16). Children could draw around their hands, write their names on the palm and decorate. Also reflect on Christian beliefs about Jesus believing children to be very special. Tell the story of Jesus wanting to see the children even though the disciples tried stopping them (Mark 10 v.13–16).</li> </ul> <p><i>Understanding the impact:</i></p> <ul style="list-style-type: none"> <li>• Explain how this love of God for children is shown in Christianity through infant baptism and dedication.</li> <li>• Consider signs and symbols used in the welcoming of children into the faith community e.g. water (explain a little?), baptismal candle. Look at photos, handle artefacts (robes, cards, etc); use role play.</li> <li>• Talk about how children are welcomed into another faith or belief community e.g. Islam Aqiqah ceremony, whispering of adhan and cutting of hair; some atheists (people who believe there is no God) might hold a Humanist naming ceremony.</li> <li>• Consider ways of showing that people are special from other religions e.g. Hinduism: Stories about Hindus celebrating Raksha Bandhan – which celebrates the special bond between brothers and sisters. A sister ties a band (or rakhi) of gold or red threads around the right hand of her brother.</li> </ul>

## Which places are special and why?

Suggested questions you could explore:	Learning outcomes: Plan learning experiences that enable pupils to ...	Suggested content: Teachers can select content from this column to help pupils achieve the learning outcomes in column 2. Teachers can use different content as appropriate. <i>'Making connections' is woven through this unit: as you explore the ideas and stories with children, talk about how they affect the way people live, making connections with the children's own experiences.</i>
Where do you feel safe? Why? Where do you feel happy? Why? Where is special to me? Where is a special place for believers to go? What makes this place special?	<ul style="list-style-type: none"> <li>• talk about somewhere that is special to themselves, saying why</li> <li>• recognise that some religious people have places which have special meaning for them</li> <li>• talk about the things that are special and valued in a place of worship</li> <li>• identify some significant features of sacred places</li> <li>• recognise a place of worship</li> <li>• get to know and use appropriate words to talk about their thoughts and feelings when visiting a church</li> <li>• express a personal response to the natural world.</li> </ul>	<p>One way of introducing this question is to discuss places that are important to children, for example places to be happy, to have fun, to be quiet or to feel safe. When do they go to these places and what is it like being there? Use models to help children engage in small world play, to talk about what happens in a library, hospital, football ground etc., and why.</p> <p><i>Making sense:</i></p> <ul style="list-style-type: none"> <li>• Invite visitors to talk about/show pictures of places that are spiritually significant to them and say why they are special (e.g. special holiday destinations, or a childhood home, or a place where something memorable happened such as a concert, or the local park where they take children to meet together and play. This should build learning towards understanding special places for religious people). Children share and record their own special places in a variety of ways, drawing on all their senses, in a way that is meaningful to them.</li> <li>• Use some pictures (e.g. a beach, a trampoline, a bedroom) to help children talk about why some places are special, what makes them significant and to whom. Talk about when people like to go there and what they like to do there.</li> </ul> <p><i>Understanding the impact:</i></p> <ul style="list-style-type: none"> <li>• Consider a church building as a special place for Christians and/or a mosque as a special place for Muslims. Look at some pictures of the features and talk about what makes this a place of worship. Imagine what it would be like to be there. Find out what people do there. Ask children to choose the most interesting picture(s) and collect children's questions about the image(s). You might get them to create a small world model of something they find in a place of worship, such as a cross or a pulpit.</li> <li>• Consider a place of worship for members of another faith e.g. synagogue or temple. Find out what happens there. Show some pictures of all these different special places and get children to sort them into the right faiths/beliefs: a simple matching exercise using symbols of each faith, and putting two or three photos under each.</li> <li>• Visit a local place of worship. Prepare lots of questions to ask; think about which parts of the building make them feel safe, happy, sad, special. Find out which parts are important for Christians and why.</li> <li>• Create a special place in the inside/outside area or wider school grounds: a space for quiet reflection. Talk about how to use this well, so that everyone can enjoy it.</li> <li>• Go for a nature walk, handle and explore natural objects that inspire awe and wonder; talk about how special our world is, and about looking after it. Put some of their ideas into practice, e.g. planting flowers, recycling etc.</li> </ul>



## Which stories are special and why?

Suggested questions you could explore:	Learning outcomes: Plan learning experiences that enable pupils to ...	Suggested content: Teachers can select content from this column to help pupils achieve the learning outcomes in column 2. Teachers can use different content as appropriate. <i>'Making sense' and 'Understanding the impact' are woven through this unit: as you explore the stories with children, talk about what they teach people about how to live.</i>
<p>What is your favourite story? What do you like about it, and why?</p> <p>What stories do you know about Jesus? What do you think Jesus was (is) like? Do you know any Bible stories? What stories do you know that are special to Christians (or other faiths)? Who are the stories about? What happens in the story? Does the story tell you about God? What do you learn? What stories do you know that tell you how you should behave towards other people? What are the similarities and differences between different people's special stories?</p>	<ul style="list-style-type: none"> <li>talk about some religious stories</li> <li>recognise some religious vocabulary, e.g. about God</li> <li>identify some of their own feelings in the stories they hear</li> <li>identify a sacred text e.g. Bible, Qur'an</li> <li>talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do</li> <li>talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.</li> </ul>	<p>One way of introducing this question is to ask children to bring favourite books and stories from home, choose the favourite story in the class, or the teacher could share his/her favourite childhood story and explain why he/she liked it so much.</p> <ul style="list-style-type: none"> <li>Explore stories pupils like, re-telling stories to others and sharing features of the story they like. Explore stories through play, role play, freeze-framing, model-making, puppets and shadow puppets, art, dance, music etc.</li> <li>Talk about the Bible being the Christians' holy book which helps them to understand more about God, and how people and the world work. Look at a range of children's Bibles to see how they are similar/different. Share a Bible story from a suitable children's Bible, e.g. Butterworth and Inkpen series; Scripture Union <i>The Big Bible Storybook</i>.</li> <li>Hear and explore stories from the Bible – note that the Jewish scriptures include the books in the part of the Bible that Christians call the 'Old Testament', e.g. David the Shepherd Boy (1 Samuel 17); the story of Ruth (book of Ruth in the Bible); Jewish story of Hanukkah; stories Jesus told and stories from the life of Jesus: Jesus as friend to the friendless (Zacchaeus, Luke 19); making promises (Matthew 21:28–32); saying 'thank you' (Ten Lepers Luke 17:11–19); etc.</li> <li>Hear a selection of stories taken from major faith traditions and cultures, including stories about leaders or founders within faiths, e.g. Prophet Muhammad and the night of power, Muhammad and the cats, Muhammad and the boy who threw stones at trees; Bilal the first muezzin; Rama and Sita; the story of Ganesha; stories about Krishna.</li> </ul> <p>Reinforce this learning through follow-up activities:</p> <ul style="list-style-type: none"> <li>Use the story sack for Diwali celebration role play</li> <li>Read and share the books in own time, on own or with friends</li> <li>Role-play some of the stories using costumes and props.</li> </ul>

## RE in Key Stage 1

Pupils should develop their knowledge and understanding of religious and non-religious worldviews, recognising their local, national and global contexts. They should use basic subject-specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

In this programme of study, RE teaching and learning should enable pupils to

<b>A. Make sense of a range of religious and non-religious concepts and beliefs.</b>	<b>B. Understand the impact and significance of religious and non-religious beliefs.</b>	<b>C. Make connections between religious and non-religious concepts, beliefs, practices and ideas studied.</b>
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## End of Key Stage 1 outcomes

RE should enable pupils to

<ul style="list-style-type: none"> <li>Identify the core concepts and beliefs studied and give a simple description of what they mean</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities</li> </ul>	<ul style="list-style-type: none"> <li>Think, talk and ask questions about whether there are any lessons for them to learn from the ideas they have been studying, exploring different ideas</li> </ul>
<ul style="list-style-type: none"> <li>Give examples of how stories show what people believe (e.g. the meaning behind a festival)</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of ways in which believers put their beliefs into action</li> </ul>	<ul style="list-style-type: none"> <li>Give a good reason for the views they have and the connections they make</li> </ul>
<ul style="list-style-type: none"> <li>Give clear, simple accounts of what stories and other texts mean to believers</li> </ul>		<ul style="list-style-type: none"> <li>Talk about what they have learned</li> </ul>

## Who is Jewish and how do they live?

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes)	Ideas and some content for learning
<p>Teachers will enable pupils to be able to achieve outcomes, as appropriate to their age and stage.</p> <p><b>Making sense of belief:</b></p> <ul style="list-style-type: none"> <li>Recognise the words of the Shema as a Jewish prayer</li> <li>Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah or Sukkot)</li> <li>Give examples of how the stories used in celebrations (e.g. Shabbat) remind Jews about what God is like.</li> </ul> <p><b>Understanding the impact:</b></p> <ul style="list-style-type: none"> <li>Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</li> <li>Make links between Jewish ideas of God found in the stories and how people live</li> <li>Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat).</li> </ul>	<p>Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.</p> <ul style="list-style-type: none"> <li>As a way in, discuss what precious items pupils have in their home – not in terms of money but in terms of being meaningful. Why are they important? Talk about remembering what really matters, what ideas they have for making sure they do not forget things or people, and how people make a special time to remember important events.</li> <li>Find out what special objects Jewish people might have in their home (e.g. ‘Through the keyhole’ activity, looking at pictures of mezuzah, candlesticks, challah bread, challah board, challah cover, wine goblet, other kosher food, Star of David on a chain, prayer books, chanukiah, kippah). Gather pupils’ questions about the objects. As they go through the unit, pupils will come across most of these objects. Whenever they encounter an object in the unit, do ensure that pupils have adequate time to focus on it closely and refer back to pupils’ questions and help the class to answer them where possible.</li> <li>Introduce Jewish beliefs about God as expressed in the Shema (Deuteronomy 6:4-9) i.e. God is one, that it is important to love God. (Note that some Jewish people write G-d, because they want to treat the name of God with the greatest respect.) Explore the meaning of the words, what they teach Jews about God, and how they should respond to God. Use this as the background to exploring mezuzah, Shabbat and Jewish festivals – how these all remind Jews about what God is like, as described in the Shema and how festivals help Jewish people to remember him.</li> <li>Look at a mezuzah, how it is used and how it has the words of the Shema on a scroll inside. Find out why many Jews have this in their home. Ask pupils what words they would like to have displayed in their home and why.</li> <li>Find out what many Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, rest. Explore how some Jewish people call it the ‘day of delight’, and celebrate God’s creation (God rested on the seventh day). Put together a 3D mind-map by collecting, connecting and labelling pictures of all of the parts of the Shabbat celebrations. Talk about what would be good about times of rest if the rest of life is very busy, and share examples of times of rest and for family in pupils’ homes.</li> <li>Look at some stories from the Jewish Bible (Tenakh) which teach about God looking after his people (e.g. the call of Samuel (1 Samuel 3); David and Goliath (1 Samuel 17)).</li> <li>Use a variety of interactive ways of learning about the stories, meanings and what happens at festivals: e.g.</li> </ul>
<p><b>Making connections:</b></p> <ul style="list-style-type: none"> <li>Ask some questions about what Jewish people celebrate and why</li> <li>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people</li> <li>Give a good reason for their ideas about whether any of these things are good for them too.</li> </ul>	<p><b>Sukkot:</b> read the story, linking the Favoured People’s time in the wilderness and the gathering of harvest; find out why this is a joyous festival; build a sukkah and spend some time in it; think about connections pupils can make with people who have to live in temporary shelter today; <b>Chanukah:</b> look at some art (e.g. <a href="http://www.artlewin.com">www.artlewin.com</a>); read the story and identify keywords; find out about the menorah (7-branched candlestick) and how the 9-branched Chanukiah links to the story of Chanukah. Explore how these experiences encourage times of reflection, thanksgiving, praise and remembrance for Jewish people.</p> <ul style="list-style-type: none"> <li>Consider the importance and value of celebration and remembrance in pupils’ own lives. Experience celebrating in the classroom, with music, food or fun, and talk about how special times can make people happy and thoughtful. Make connections with the ways in which Jews celebrate, talk and remember, and talk about why this is so important to Jewish people, and to others.</li> </ul>

## Who am I? What does it mean to belong?

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes)	Ideas and some content for learning:
<p>Teachers will enable pupils to be able to achieve these outcomes, as appropriate to their age and stage.</p> <p><b>Making sense of beliefs:</b></p> <ul style="list-style-type: none"> <li>Recognise that loving others is important in lots of communities</li> <li>Say simply what Jesus and one other religious leader taught about loving other people.</li> </ul> <p><b>Understanding the impact:</b></p> <ul style="list-style-type: none"> <li>Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean</li> <li>Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious).</li> </ul> <p><b>Making connections:</b></p> <ul style="list-style-type: none"> <li>Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences</li> </ul>	<p>Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.</p> <ul style="list-style-type: none"> <li>Talk about stories of people who belong to groups. Find out about groups to which children belong, including their families and school, what they enjoy about them and why they are important to them. Help pupils to express their feelings of belonging and depending on others.</li> <li>Find out about some symbols of ‘belonging’ used in Christianity and at least one other religion, and what they mean (Christianity e.g. baptismal candles, christening clothes, crosses as badges or necklaces, fish/ICHTHUS badges, What Would Jesus Do bracelets WWJD; rosary, Bible; Islam: e.g. example of calligraphy; picture of Ka’ba; taqiyah – prayer cap; Judaism: mezuzah; menorah; Kiddush cup, challah bread; kippah); symbols of belonging in children’s own lives and experience.</li> <li>Explore the idea that everyone is valuable. Tell the story of the Lost Sheep and/or the Lost Coin (Luke 15) to show how, for Christians, all people are important to God. Connect to teachings about how people should love each other too: e.g. Jesus told his friends that they should love one another (John 13:34-35), and love everybody (Mark 12:30-31); Jewish teaching: note that Jesus is quoting the older Jewish command to love neighbours (Leviticus 19:18); Muslim teaching: ‘None of you is a good Muslim until you love for your brother and sister what you love for yourself’</li> <li>Introduce Christian infant baptism and dedication, finding out what the actions and symbols mean.</li> <li>Compare this with a welcoming ceremony from another religion e.g. Judaism: naming ceremony for girls – <i>brit bat</i> or <i>zeved habat</i>; Islam: <i>Aqiqah</i>; Humanist naming ceremony.</li> <li>Find out how people can show they love someone and that they belong with another person, for example, through the promises made in a wedding ceremony, through symbols (e.g. rings, gifts; standing under the <i>chuppah</i> in Jewish weddings). Listen to some music used at Christian weddings. Find out about what the words mean in promises, hymns and prayers at a wedding.</li> <li>Compare the promises made in a Christian wedding with the Jewish <i>ketubah</i> (wedding contract).</li> <li>Compare some of these promises with those made in non-religious wedding ceremonies. Identify some similarities and differences between ceremonies.</li> <li>Talk to some Christians, and members of another religion, about what is good about being in a community, and what kinds of things they do when they meet in groups for worship and community activities.</li> </ul>

<ul style="list-style-type: none"> <li>• Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas</li> <li>• Talk about what they have learned and how their ideas have changed.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the idea that different people belong to different religions, and that some people are not part of religious communities, but that most people are in communities of one sort or another.</li> <li>• Find out about times when people from different religions and none work together, e.g. in charity work or to remember special events. Examples might include Christian Aid and Islamic Relief or Remembrance on 11<sup>th</sup> November.</li> </ul>
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## What makes some places sacred to believers?

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes)	Ideas and some content for learning
<p>Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage.</p> <p><b>Making sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Recognise that there are special places where people go to worship, and talk about what people do there</li> <li>• 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</li> <li>• Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.</li> </ul> <p><b>Understanding the impact:</b></p> <ul style="list-style-type: none"> <li>• Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe</li> <li>• Give simple examples of how people worship at a church, mosque or synagogue</li> <li>• Talk about why some people like to belong to a sacred building or a community.</li> </ul>	<p>Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.</p> <p>Throughout this unit, make connections with pupils' prior learning from earlier in the year: how do places of worship connect with Christian and Muslims/Jewish beliefs and practices studied? E.g. key stories of Jesus are shown in a church, including clear links to Easter; the mosque is used as a place of prayer, and often contain calligraphy; many Jewish symbols are seen in synagogues and in the home.</p> <ul style="list-style-type: none"> <li>• Talk about how the words 'sacred' and 'holy' are used; what makes some places and things special, sacred or holy; consider what things and places are special to pupils and their families, and why. Do they have any things that are holy and sacred?</li> <li>• Look at photos of different holy buildings and objects found inside them: can children work out which objects might go inside which building, and talk about what the objects are for? Match photos to buildings, and some keywords.</li> <li>• Talk about why it is important to show respect for other people's precious or sacred belongings (e.g. the importance of having clean hands or dressing in certain ways).</li> <li>• Explore the main features of places of worship in Christianity and at least one other religion, ideally by visiting some places of worship. While visiting, ask questions, handle artefacts, take photos, listen to a story, sing a song; explore the unusual things they see, do some drawings of details and collect some keywords.</li> <li>• Find out how the place of worship is used and talk to some Christians, Muslims and/or Jewish people about how and why it is important in their lives. Look carefully at objects found and used in a sacred building, drawing them carefully and adding labels, lists and captions. Talk about different objects with other learners.</li> <li>• Notice some similarities and differences between places of worship and how they are used, talking about why people go there: to be friendly, to be thoughtful, to find peace, to feel close to God.</li> <li>• Explore the meanings of signs, symbols, artefacts and actions and how they help in worship e.g. <b>church</b>: altar, cross, crucifix, font, lectern, candles and the symbol of light; plus specific features from different denominations as appropriate: vestments and colour; icons; baptismal pool; pulpit; <b>synagogue</b>: ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), hanukkah, bimah; <b>mosque/masjid</b>: wudu; calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin.</li> <li>• Explore how religious believers sometimes use music to help them in worship e.g. Christians and Jewish</li> </ul>
<p><b>Making connections:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Talk about what makes some places special to people, and what the difference is between religious and non-religious special places</li> <li>• Talk about what they have learned and what has helped them to learn.</li> </ul>	<p>people sing Psalms, hymns and prayers. These may be traditional or contemporary, with varied instruments and voices. Music can be used to praise God, thank God, say sorry, to prepare for prayer. Muslims do not use music so freely, but still use the human voice for the Prayer Call and to recite the Qur'an in beautiful ways.</p> <ul style="list-style-type: none"> <li>• Listen to some songs, prayers or recitations that are used in a holy building, and talk about whether these songs are about peace, friendliness, looking for God, thanking God or thinking about God. How do the songs make people feel? Emotions of worship include feeling excited, calm, peaceful, secure, hopeful.</li> <li>• Use the idea of community: a group of people, who look after each other and do things together. Are holy buildings for God or for a community or both? Talk about other community buildings, and what makes religious buildings different from, say, a library or school.</li> </ul>



## How should we care for the world and for others, and why does it matter?

<b>Learning outcomes</b> (intended to enable pupils to achieve end of key stage outcomes)	<b>Ideas and some content for learning</b> Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.
<p>Teachers will enable pupils to be able to achieve these outcomes, as appropriate to their age and stage.</p> <p><b>Making sense of belief:</b></p> <ul style="list-style-type: none"> <li>Identify a story or text that says something about each person being unique and valuable</li> <li>Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</li> <li>Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world.</li> </ul> <p><b>Understanding the impact:</b></p> <ul style="list-style-type: none"> <li>Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories</li> <li>Give examples of how Christians and Jews can show care for the natural earth</li> <li>Say why Christians and Jews might look after the natural world.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce the idea that each person is unique and important; use teachings to explain why Christians and Jews believe that God values everyone, such as for Christians: Matthew 6.26; Jesus blesses the children (Matthew 19, Mark 10, and Luke 18); for Jews and Christians: teachings such as Psalm 8 (David praises God's creation and how each person is special in it). Use the Golden Rule to illustrate a non-religious view of the value of all people.</li> <li>Talk about the benefits and responsibilities of friendship and the ways in which people care for others. Talk about characters in books exploring friendship, such as Winnie the Pooh and Piglet or the Rainbow Fish. Explore stories from the Christian Bible about friendship and care for others and how these show ideas of good and bad, right and wrong, e.g. Jesus' special friends (Luke 5:1–11), four friends take the paralysed man to Jesus (Luke 5:17–26), 'The good Samaritan' (Luke 10: 25–37); Jewish story of Ruth and Naomi (Ruth 1-4).</li> <li>Ask pupils to describe their friend's special skills, leading to the idea that we all have special skills we can use to benefit others.</li> <li>Learn that some religions believe that serving others and supporting the poor are important parts of being a religious believer e.g. Zakat, alms giving, in Islam; tzedekah (charity) in Judaism.</li> <li>Read stories about how some people or groups have been inspired to care for people because of their religious or ethical beliefs e.g. Mother Teresa, Dr Barnardo, Sister Frances Dominica, the Jewish charity Tzedek; non-religious charities e.g. WaterAid and Oxfam. Consider diocesan and school global links e.g. of faith in action; invite local people who 'live the link'. Also find out about religious and non-religious people known in the local area.</li> <li>Having studied the teachings of one religion on caring, work together as a group to create an event e.g. a 'Thank you' tea party for some school helpers – make cakes and thank-you cards, write invitations and provide cake and drink, or organise a small fund-raising event and donate the money to a local charity.</li> <li>Look carefully at some texts from different religious scriptures about the 'Golden Rule' and see if the children can suggest times when it has been followed and times when it has not been followed. Talk about</li> </ul>
<p><b>Making connections:</b></p> <ul style="list-style-type: none"> <li>Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world</li> <li>Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</li> <li>Talk about what they have learned and how their ideas have changed.</li> </ul>	<p>how the golden rule can make life better for everyone. Express their ideas and responses creatively.</p> <ul style="list-style-type: none"> <li>Recall earlier teaching about Genesis 1: retell the story, remind each other what it tells Jewish and Christian believers about God and creation (e.g. that God is great, creative, and concerned with creation; that creation is important, that humans are important within it). Talk about ways in which Jews and Christians might treat the world, making connections with the Genesis account (e.g. humans are important but have a role as God's representatives on God's creation; Genesis 2:15 says they are to care for it, as a gardener tends a garden). Investigate ways that people can look after the world and think of good reasons why this is important for everyone, not just religious believers. Make links with the Jewish idea of <i>tikkun olam</i> (repairing the world) and Tu B'shevat (New Year for trees).</li> </ul>

## Lower Key Stage 2 Programme of Study

### What do pupils gain from RE at this Key Stage?

Pupils should extend their knowledge and understanding of religious and non-religious worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject-specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

In this programme of study, RE teaching and learning should enable pupils to

<b>A. Make sense of a range of religious and non-religious concepts and beliefs.</b>	<b>B. Understand the impact and significance of religious and non-religious beliefs.</b>	<b>C. Make connections between religious and non-religious concepts, beliefs, practices and ideas studied.</b>
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## End of Lower Key Stage 2 outcomes

RE should enable pupils to

<ul style="list-style-type: none"> <li>Identify and describe the core beliefs and concepts studied</li> </ul>	<ul style="list-style-type: none"> <li>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</li> </ul>	<ul style="list-style-type: none"> <li>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</li> </ul>
<ul style="list-style-type: none"> <li>Make clear links between texts/sources of authority and the key concepts studied</li> </ul>	<ul style="list-style-type: none"> <li>Describe how people show their beliefs in how they worship and in the way they live</li> </ul>	<ul style="list-style-type: none"> <li>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</li> </ul>
<ul style="list-style-type: none"> <li>Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>Identify some differences in how people put their beliefs into practice</li> </ul>	<ul style="list-style-type: none"> <li>Give good reasons for the views they have and the connections they make</li> <li>Talk about what they have learned and if they have changed their thinking</li> </ul>

## How and why do believers show their commitments during the journey of life?

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes)	Ideas and some content for learning Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.
<p>Teachers will enable pupils to be able to achieve these outcomes, as appropriate to their age and stage.</p> <p><b>Making sense of belief:</b></p> <ul style="list-style-type: none"> <li>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean</li> <li>Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today.</li> </ul> <p><b>Understanding the impact:</b></p> <ul style="list-style-type: none"> <li>Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean</li> <li>Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</li> <li>Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism).</li> </ul>	<p>Throughout this unit, make connections with pupils' prior learning. Compare the ways Christians mark the journey of life with whichever religion has been studied this year, as well as non-religious responses, where appropriate.</p> <ul style="list-style-type: none"> <li>Explore and use the religious metaphor of life as a journey. What are the significant milestones on this journey? What other metaphors could be used for life?</li> <li>Consider the value and meaning of ceremonies which mark milestones in life, particularly those associated with growing up and taking responsibility within a faith community. How do these practices show what is important in the lives of those taking these steps? Explore the symbols and rituals used and the promises made; explore what meaning these ceremonies have to the individual, their family and their communities; reflect on the on-going impact of these commitments:             <ul style="list-style-type: none"> <li>Christians: e.g. Baptists/Pentecostals celebrate "believers' baptism" or adult baptism; compare this with Church of England and Roman Catholic celebration of infant baptism (note that infant baptism has been introduced in previous units, so build on that learning); Roman Catholics celebrate first communion and confession; Church of England and Roman Catholics celebrate confirmation</li> <li>Hindus: sacred thread ceremony</li> <li>Jews: <i>bar/bat mitzvah</i></li> <li>Consider whether and how non-religious people (e.g. Humanists) mark these moments. Why are these moments important to people?</li> </ul> </li> <li>Rank, sort and order some different commitments held by believers in different religions – and by the pupils themselves.</li> <li>Think about the symbolism, meaning and value of ceremonies that mark the commitment of a loving relationship between two people: compare marriage ceremonies and commitments in two religious traditions e.g. Christian and Hindu/Jewish (NB Christian and Jewish marriage introduced in Unit 1.8, so build on that learning). What happens? What promises are made? Why are they important? What prayers are offered? How do people's religious beliefs show through these ceremonies and commitments? Compare with non-religious ceremonies.</li> <li>Work with the metaphor of life as a journey: what might be the signposts, guidebooks, stopping points or traffic jams? Does religious or spiritual teaching help believers to move on in life's journey?</li> </ul> <p>Create a 'map of life' for a Hindu, Jewish or Christian person, showing what these religions offer to guide people through life's journey. Can anyone learn from another person's 'map of life'? Is a religion like a 'map for life'?</p> <p>Reflect on their own ideas about the importance of love, commitment, community, belonging and belief today.</p> <p><b>Note:</b> Pupils may naturally bring up the topics of death or afterlife in this unit. If they do, discussions about these topics may be valid as part of pupils' RE in this unit and these discussions should be handled sensitively. However, these topics are not the main focus of this unit as they appear in the Upper Key Stage 2 units.</p>
<p><b>Making connections:</b></p> <ul style="list-style-type: none"> <li>Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones</li> <li>Make links between ideas of love, commitment and promises in religious and non-religious ceremonies</li> <li>Give good reasons why they think ceremonies of commitment are or are not valuable today.</li> </ul>	

## Upper Key Stage 2 Programme of Study

### What do pupils gain from RE at this key stage?

Pupils should extend their knowledge and understanding of religious and non-religious worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject-specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

In this programme of study, RE teaching and learning should enable pupils to

<b>A. Make sense of a range of religious and non-religious concepts and beliefs.</b>	<b>B. Understand the impact and significance of religious and non-religious beliefs.</b>	<b>C. Make connections between religious and non-religious concepts, beliefs, practices and ideas studied.</b>
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### End of Upper Key Stage 2 outcomes

RE should enable pupils to

<ul style="list-style-type: none"> <li>Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</li> </ul>	<ul style="list-style-type: none"> <li>Make clear connections between what people believe and how they live, individually and in communities</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</li> </ul>
<ul style="list-style-type: none"> <li>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</li> </ul>	<ul style="list-style-type: none"> <li>Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently</li> </ul>
<ul style="list-style-type: none"> <li>Taking account of the context(s), suggest meanings for texts/ sources of</li> </ul>		<ul style="list-style-type: none"> <li>Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the</li> </ul>
<ul style="list-style-type: none"> <li>authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations.</li> </ul>		<ul style="list-style-type: none"> <li>world today, developing insights of their own and giving good reasons for the views they have and the connections they make</li> </ul>
		<ul style="list-style-type: none"> <li>Talk about what they have learned, how their thinking may have changed and why</li> </ul>

### Religions and worldviews

Across the whole of KS2, pupils will study Christianity for approximately two thirds of study time,

Plus: Judaism and Islam.

Pupils may also learn from other religions and non-religious worldviews in thematic units.

## What does it mean for Muslims to follow God?

<b>Learning outcomes</b> (intended to enable pupils to achieve end of key stage outcomes)	<b>Ideas and some content for learning</b> Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.
<p>Teachers will enable pupils to be able to achieve these outcomes, as appropriate to their age and stage.</p> <p><b>Making sense of belief:</b></p> <ul style="list-style-type: none"> <li>Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Muhammad as the Messenger, Qur'an as the message)</li> <li>Describe and explain ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on five pillars; hajj practices follow example of the Prophet).</li> </ul> <p><b>Understanding the impact:</b></p> <ul style="list-style-type: none"> <li>Make clear connections between Muslim beliefs and worship (e.g. Five Pillars, mosques, art)</li> <li>Give evidence and examples to show how Muslims put their beliefs into practice in different ways.</li> </ul> <p><b>Making connections:</b></p> <ul style="list-style-type: none"> <li>Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Yorkshire today</li> </ul>	<p>Note that this unit builds on a previous unit on Islam (1.7) and some thematic study (e.g. 1.10, L2.8), so start by finding out what pupils already know.</p> <ul style="list-style-type: none"> <li>Set the context, using the information in the 2011 census (see Guidance E.6). Ask pupils how many Muslims they think there are in Britain, Yorkshire and the region. This unit explores what it is like to be a Muslim in Yorkshire. Talk about the fact that there are different Muslim groups: the largest (globally and locally) are Sunni; the next major group are called Shi'a; some Muslims are Sufi. Find out which tradition your nearest mosque belongs to.</li> <li>Revise learning about Allah from Unit 1.7: explore the idea of tawhid (the oneness of God) and how the 99 Names are used to express the character of God; use of geometry and calligraphy to express beliefs.</li> <li>Give an overview of the Five Pillars as expressions of <i>ibadah</i> (worship and belief in action). Deepen pupils' understanding of the ones to which they have already been introduced: Shahadah (belief in one God and his Prophet); and salat (daily prayer). Find out more about sawm (fasting); and zakat (alms giving). Introduce hajj (pilgrimage) [detailed study of this is in Unit U2.13 on pilgrimage]. What happens, where, when, why? Explore how these affect the lives of Muslims, moment by moment, daily, annually, in a lifetime.</li> <li>Think about and discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community (ummah). Investigate how they are practised by Muslims in Yorkshire/Britain today. Consider what beliefs, practices and values are significant in pupils' lives.</li> <li>Consider the significance of the Holy Qur'an for Muslims as the final revealed word of God: how it was revealed to the Prophet Muhammad by the Angel Jibril; examples of key stories of the Prophets (e.g. Ibrahim, Musa, Isa, Prophet Muhammad) noting how some of these stories are shared with Christian and Jewish people (e.g. Ibrahim/Abraham, Musa/Moses, Isa/Jesus); examples of stories and teachings, (e.g. Surah 1 <i>The Opening</i>; Surah 17 - the Prophet's Night Journey); how it is used, treated, learnt. Share. Find out about people who memorise the Qur'an and why (hafiz, hafiza).</li> <li>Find out about the difference between the authority of the Qur'an and other forms of guidance for Muslims: Sunnah (practices, customs and traditions of the Prophet Muhammad); Hadith (sayings and</li> </ul>
<ul style="list-style-type: none"> <li>Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims</li> <li>Reflect on and talk about what and how they have learned, and how and why their thinking has changed.</li> </ul>	<ul style="list-style-type: none"> <li>actions of the Prophet Muhammad). Reflect on what forms of guidance pupils turn to when they need guidance or advice, and examine ways in which these are different from the Qur'an for Muslims.</li> <li>Explore how Muslims put the words of the Qur'an and the words and actions of the Prophet Muhammad into practice, and what difference they make to the lives of Muslims, e.g. giving of sadaqah (voluntary charity); respect for guests, teachers, elders and the wise; refraining from gossip; being truthful and trustworthy.</li> <li>Investigate the design and purpose of a mosque/masjid and explain how and why the architecture, artwork and activities (e.g. preparing for prayer) reflect Muslim beliefs.</li> </ul>

## What does it mean for a Jewish person to follow God?

<b>Learning outcomes</b> (intended to enable pupils to achieve end of key stage outcomes)	<b>Ideas and some content for learning:</b> Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.
<p>Teachers will enable pupils to be able to achieve these outcomes, as appropriate to their age and stage.</p> <p><b>Making sense of belief:</b></p> <ul style="list-style-type: none"> <li>Identify and explain Jewish beliefs about God</li> <li>Give examples of some texts that say what God is like and explain how Jewish people interpret them.</li> </ul> <p><b>Understanding the impact:</b></p> <ul style="list-style-type: none"> <li>Make clear connections between Jewish beliefs about the Torah and how they use it</li> <li>Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)</li> <li>Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice).</li> </ul>	<p>Note that this unit builds on a previous unit on Jewish life (Unit 1.6) and some thematic units (e.g. F4, F6, 1.8, 1.9, 1.10, L2.9 and L2.10) so start by finding out what pupils already know.</p> <ul style="list-style-type: none"> <li>Recap prior learning about Jewish beliefs about God in 'the Shema', including belief in one God and the command to love God with all their heart, soul and might. Recall where it is found (Deuteronomy 6:4-9), how it links to beliefs about God and its use in the mezuzah. Learn about Orthodox use of the Shema in the tefillin. (Note: some Jews do not write the name of God out fully, instead they put 'G-d' as a mark of respect, and so that God's name cannot be erased or destroyed.) Find out more about the titles used to refer to God in Judaism and how these reveal Jewish ideas about the nature of God (e.g. Almighty, King, Father, Lord, King of Kings). Use some texts that describe these names (e.g. the Shema, Ein Keloheinu and Avinu Malkeinu – two Jewish prayers found in a siddur, a daily prayer book).</li> <li>Find out about how a Sefer Torah (handwritten scroll) is produced, covered and treated and the reasons for this; how it is used each week in the synagogue and for the annual cycle of readings.</li> <li>Talk about the Jewish holy book – the Written Torah or TeNaKh: this name refers to Torah (Law), Nevi'im (the Prophets), Ketuvim (the Writings). (Note the overlap with the Christian Old Testament.) Look at some examples of texts and stories from these different parts of the Tenakh (E.g. Esther; Psalms of David. Find out about the place of the Torah at the heart of Jewish belief and practice and the importance of regular Torah study for many Jews.</li> <li>Build on prior learning: e.g. Recall the Creation story and how it is used at Rosh Hashanah; how Shabbat is inspired by God resting on day 7. Note how much of the Torah (the first five books of the Tenakh) is devoted to the story of Exodus and Passover, and the laws that were then given – and are still followed by the Jewish community today: the Torah contains 613 commandments (mitzvot), including the Ten Commandments. One group of these mitzvot deals with which foods may or may not be eaten. Find out about kosher food laws and how they affect the everyday lives of Jewish people. Note that not all Jews keep all these laws.</li> <li>Explore the fact that there is diversity within Judaism, which explains why Jews do not all keep the kosher laws in the same way. Find out some features of Orthodox and Progressive Judaism in relation to kosher, and Shabbat observance.</li> </ul>



<p><b>Making connections:</b></p> <ul style="list-style-type: none"> <li>• Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today</li> <li>• Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far these ideas are valuable to people who are not Jewish</li> <li>• Talk about how ideas of tradition, ritual, community and study relate to their own lives, giving good reasons for their views and explaining how their thinking has developed during the unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about some contemporary Jews, both local and global. Use this to reflect upon the diversity of the Jewish community. Find out about local Jewish communities. Explore two synagogues: e.g. one Orthodox and one Progressive. Compare them and find out similarities and differences: objects found in them: e.g. ark, Ner Tamid, bimah; layout, services (<a href="https://bit.ly/2m3QWwg">bit.ly/2m3QWwg</a> for a comparison). Find out about the place of the synagogue in the life of the Jewish community.</li> <li>• Reflect on the value of ritual and tradition in Jewish communities, comparing its value in schools, families and other communities. Compare this with ritual and traditions in the lives of pupils themselves.</li> </ul>
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## Why is pilgrimage important to some religious believers?

<p><b>Learning outcomes</b> (intended to enable pupils to achieve end of key stage outcomes)</p>	<p><b>Ideas and some content for learning</b> Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.</p>
<p>Teachers will enable pupils to be able to achieve these outcomes, as appropriate to their age and stage.</p> <p><b>Making sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Identify some of the beliefs that lie behind places and times of pilgrimage in at least two religions (e.g. ummah in Islam; Mary in Roman Catholicism)</li> <li>• Explain ways in which stories that lie behind sites of pilgrimage connect with beliefs (e.g. Shiva and the Ganges; Israel as G-d's Chosen or Favoured people in Judaism).</li> </ul> <p><b>Understanding the impact:</b></p> <ul style="list-style-type: none"> <li>• Explain the spiritual significance and impact of pilgrimage on pilgrims in at least two religions</li> <li>• Compare the similarities and differences between ways in which people undertake pilgrimage and how they affect the way they live.</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about special places that hold significance for pupils, and why they are important; talk about what happened there that is memorable, and ways in which they might remember it. Consider the difference between a place that is 'special' and one that is seen by some as being 'holy' or 'sacred'.</li> <li>• Building on prior learning, connecting beliefs and practices already studied, consider the spiritual significance of places of pilgrimage e.g. York Minster, Whitby Abbey, Iona, Lindisfarne, Lourdes or Walsingham for some Christians. Describe what happens at these places of pilgrimage – sights, sounds, practices and the beliefs that lie behind them. Explain aspects of the actions completed on pilgrimage and their significance for believers e.g. praying at the shrine of St Bernadette of Lourdes. Talk about what difference the journey makes to people's lives. Explore the events that originally started the pilgrimage to these sites and the stories that are told about going on pilgrimage. Find out what makes a pilgrim feel they have made a good choice in going to this place.</li> <li>• Building on prior learning, connecting beliefs and practices already studied, consider the spiritual significance of Hajj for Muslims; Jerusalem for Jews; River Ganges and Varanasi for Hindus pilgrimage or the Golden Temple for Sikhs. Describe what happens at these places of pilgrimage – sights, sounds, practices and the beliefs that lie behind them. Explain aspects of the actions completed on pilgrimage and their significance for believers e.g. throwing stones at the devil on Hajj, bathing in the river Ganges for Hindus. Talk about what difference the journey makes to people's lives. Explore the events that originally started the pilgrimage to these sites and the stories that are told about going on pilgrimage. Find out what makes a pilgrim feel they have made a good choice in going to this place. Compare the chosen example with the Christian pilgrimage studied. Identify and comment on the similarities and differences. Explore the equivalent places of pilgrimage for non-religious people.</li> <li>• Compare two pilgrimage experiences noting similarities and differences. Can pupils make a list of similarities? A list of differences? Can they explain the reasons for these similarities and differences?</li> <li>• Gather together, sort and rank a variety of reasons believers give for making or not making a pilgrimage.</li> <li>• Consider the significance of times of reflection, repentance, journey and remembrance. Talk about ways in which these are (or are not) present in the life of pupils and of other people who don't hold religious beliefs. Comment on whether these things are valuable for all people, including pupils, and whether</li> </ul>
<p><b>Making connections:</b></p> <ul style="list-style-type: none"> <li>• Evaluate and explain the importance of pilgrimage in the world today, giving good reasons for their views</li> <li>• Reflect on and articulate lessons that people might gain from the idea and practice of pilgrimage, including their own responses</li> <li>• Consider and weigh up the value of e.g. reflection, repentance and remembrance, in the world today, including in their own lives</li> <li>• Talk about how and why their thinking has developed through this unit.</li> </ul>	<p>going on a pilgrimage really should be in everyone's 'bucket list' for a full and rich life.</p> <ul style="list-style-type: none"> <li>• Imagine creating a pilgrimage site for the 21<sup>st</sup> Century, in your local area. Tell the story of its origins and devise appropriate experiences, showing understanding of the nature and purpose of pilgrimage studied.</li> </ul>







## How does religion help people live through good and bad times?

<b>Learning outcomes</b> (intended to enable pupils to achieve end of key stage outcomes)	<b>Ideas and some content for learning</b> Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.
<p>Teachers will enable pupils to be able to achieve these outcomes, as appropriate to their age and stage.</p> <p><b>Making sense of belief:</b></p> <ul style="list-style-type: none"> <li>Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life</li> <li>Identify beliefs about life after death in at least two religious traditions, comparing and explaining for similarities and differences.</li> </ul> <p><b>Understanding the impact:</b></p> <ul style="list-style-type: none"> <li>Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)</li> <li>Use evidence and examples to show how beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives.</li> </ul>	<ul style="list-style-type: none"> <li>Explore how different religions use the symbolism of light and dark to mark the good times and hard times in life. E.g. the use of colour by Christians in Holy Week and Easter, the place of candlelight in the Divali celebrations to mark the triumph of good over evil, the way the Jewish festival of Hanukkah explores struggling against evil.</li> <li>Think about emotional or spiritual 'opposites' such as fear and comfort, danger and safety, life and death. Teachers may want to introduce the topic of death and afterlife – children have many questions, and they are not often encouraged to explore this sensitive territory.</li> <li>Use stimulus material to encourage pupils to ask questions about life, death, suffering, and what matters most in life. Analyse and evaluate pupils' questions, to recognise and reflect on how some 'big questions' do not have easy answers, and how people offer different answers to some of the big questions about life, death, suffering etc.</li> <li>Explore how some people might thank God in good times, and how, more broadly, living a life of gratitude can lead to happier and healthier lives, whether religious or non-religious (see Psalm 103; <a href="http://www.happierhuman.com/benefits-of-gratitude/">www.happierhuman.com/benefits-of-gratitude/</a>). Explore the value of thankfulness and include 'an attitude of gratitude' not just for when life is good but through all situations (see: <a href="http://www.lifesavers.co.uk/teachers/">www.lifesavers.co.uk/teachers/</a>)</li> <li>Explore ways in which religions help people to live, even when times are tough, e.g. through prayer, giving a sense of purpose, a guide to deciding what is right and wrong, membership of a community who care for each other, opportunities to celebrate together. Ask some religious believers to explain how their faith has helped them in difficult times, and how it encourages them to enjoy life too. Use the story of Job in the Jewish and Christian scriptures.</li> <li>Introduce the idea that most religious traditions teach about some form of life after death, which can bring comfort to people as they face suffering, or if they are bereaved. Teach pupils that some people believe that death is the end of life, and that there is no afterlife.</li> <li>Learn some key concepts about life after death in Christianity (such as resurrection, judgement, heaven, salvation through Jesus); and Hinduism (karma, soul, samsara, reincarnation and moksha); also one secular/non-religious view about what happens after death, e.g. Humanism.</li> <li>Compare ceremonies that mark death/passing away, noting similarities and differences, how these express</li> </ul>
<p><b>Making connections:</b></p> <ul style="list-style-type: none"> <li>Reflect on a range of artistic expressions of afterlife, articulating and explaining different ways of understanding these</li> <li>Consider and weigh up how religion might help people in good and bad times, giving good reasons for their ideas and insights</li> <li>Talk about what they have learned, how their thinking may have changed and why.</li> </ul>	<p>different beliefs, and how they might be important to the living.</p> <ul style="list-style-type: none"> <li>Read and respond to prayers, liturgies, meditation texts and songs/hymns used when someone has died, and think about the questions and beliefs they address.</li> <li>Look at examples of 'art of heaven' in which religious believers imagine the afterlife; explore how these art works reflect Christian, Hindu and non-religious beliefs; get pupils to respond with art work of their own. How do ideas of life after death help people in difficult times?</li> <li>Respond to the question, 'How does religion help people when life gets hard?' Consider how important this role of religion is, in a country where religious belief is declining, but in a world where religious belief is growing.</li> </ul>

## Planning steps

Teachers should have the principal aim of RE at the forefront of their minds as they plan their RE.

**The principal aim of RE is to enable pupils to hold balanced and informed conversations about religion and belief.**

<b>Step 1: Key question</b> 	<ul style="list-style-type: none"><li>• Select a key question from p.50.</li><li>• Make sure that you can explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas it links to, if appropriate.</li></ul>
<b>Step 2: Select learning outcomes</b> 	<ul style="list-style-type: none"><li>• Use the learning outcomes from column 1 of the key question outlines/units of study on pp.52-63.</li><li>• Being clear about these outcomes will help you to decide what and how to teach.</li></ul>
<b>Step 3: Select specific content</b> 	<ul style="list-style-type: none"><li>• Look at the suggested content for your key question, from column 2 in the key question outlines/units of study.</li><li>• Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes.</li></ul>
<b>Step 4: Assessment: write specific pupil outcomes</b> 	<ul style="list-style-type: none"><li>• Turn the learning outcomes into pupil-friendly 'I can', 'You can' or 'Can you..?' statements.</li><li>• Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to understand and do as a result of their learning.</li><li>• These 'I can/You can/Can you?' statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment.</li></ul>
<b>Step 5: Develop teaching and learning activities</b>	<ul style="list-style-type: none"><li>• Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes.</li><li>• Don't forget the skills you want pupils to develop, as well as the content you want them to understand.</li><li>• Make sure that the activities allow pupils to practise these skills as well as show their understanding.</li></ul>

## Assessing Pupils' Progress in RE

In RE, by the end of each key stage, pupils are expected to know, understand and apply the concepts, skills and processes specified in the relevant Programme of Study, as in all subjects of the curriculum. The expectation is that pupils' achievements will be weighed up by teachers using criteria arising from the Programmes of Study.

## Developing knowledge, skills and attitudes in RE

Progress in RE involves the application of general educational skills and processes in handling subject knowledge. This, in turn, strengthens the skills and deepens understanding and knowledge. The following skills are important in RE, and are reflected in many agreed syllabus programmes and approaches. You should plan to enable pupils to make progress with these skills, as appropriate in each key stage.

RE teaching is intended to develop these skills	Examples of progression from 5–16. Pupils will be increasingly able to
<b>Investigating</b> – in RE this includes abilities such as: <ul style="list-style-type: none"> <li>▪ asking relevant questions</li> <li>▪ knowing how to use different types of sources as ways of gathering information</li> <li>▪ knowing what may constitute evidence for understanding religion(s).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask increasingly deep and complex questions about religion</li> <li>▪ Use a widening range of sources to pursue answers</li> <li>▪ Focus on selecting and understanding relevant sources to deal with religious and spiritual questions with increasing insight and sensitivity</li> <li>▪ Evaluate a range of responses to the questions and issues they study.</li> </ul>
<b>Reflecting</b> – in RE this includes abilities such as: <ul style="list-style-type: none"> <li>▪ reflecting on religious beliefs and practices and ultimate questions</li> <li>▪ reflecting upon feelings, relationships, and experiences</li> <li>▪ thinking and speaking carefully about religious and spiritual topics.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe how action and atmosphere makes them feel</li> <li>▪ Experience the use of silence and thoughtfulness in religion and in life</li> <li>▪ Take increasing account of the meanings of experience and discern the depth of questions religion addresses</li> <li>▪ Respond sensitively and with insight to religious and spiritual phenomena and their meanings.</li> </ul>
<b>Expressing</b> – in RE this includes abilities such as: <ul style="list-style-type: none"> <li>▪ explaining concepts, rituals and practices</li> <li>▪ identifying and articulating matters of deep conviction and concern, and responding to religious issues through a variety of media.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explain what words and actions might mean to believers</li> <li>▪ Articulate their own reactions and ideas about religious questions and practices</li> <li>▪ Clarify and analyse with growing confidence aspects of religion which they find valuable or interesting or negative</li> <li>▪ Explain in words and other ways their own responses to matters of deep conviction.</li> </ul>
<b>Interpreting</b> – in RE this includes abilities such as: <ul style="list-style-type: none"> <li>▪ drawing meaning from, for example artefacts, works of art, poetry and symbols</li> <li>▪ interpreting religious language</li> <li>▪ suggesting meanings of religious texts.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Say what an object means, or explain a symbol</li> <li>▪ Use figures of speech or metaphors to speak creatively about religious ideas</li> <li>▪ Understand increasingly the diverse ways in which religious and spiritual experience can be interpreted</li> <li>▪ Clarify and express the role of interpretation in religion and life.</li> </ul>
<b>Empathising</b> – in RE this includes abilities such as: <ul style="list-style-type: none"> <li>▪ considering the thoughts, feelings, experiences, attitudes, beliefs and values of others</li> <li>▪ developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow</li> <li>▪ seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices.</li> </ul>	<ul style="list-style-type: none"> <li>▪ See with sensitivity how others respond to their actions, words or behaviour</li> <li>▪ Connect their feelings, both positive and negative, with those of others, including those in religious stories and contexts</li> <li>▪ Imagine with growing awareness how they would feel in a different situation from their own</li> <li>▪ Identify thoughtfully with other people from a range of communities and stances for life.</li> </ul>

RE teaching is intended to develop these skills	Examples of progression from 5–16. Pupils will be increasingly able to
<p><b>Applying</b> – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> <li>▪ using RE learning in new situations</li> <li>▪ making the association between religions and individual community, national and international life</li> <li>▪ identifying key religious values and their connections with secular values.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognise religious materials and take note of their details and style</li> <li>▪ See links and simple connections between aspects of religions</li> <li>▪ Make increasingly subtle and complex links between religious material and their own ideas</li> <li>▪ Apply learning from one religious context to new contexts with growing awareness and clarity</li> <li>▪ Synthesise their learning from different religious sources and their own ideas.</li> </ul>
<p><b>Discerning</b> – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> <li>▪ developing insight into personal experience and religion</li> <li>▪ exploring the positive and negative aspects of religious and secular beliefs and ways of life</li> <li>▪ relating learning to life</li> <li>▪ making thoughtful judgements about the personal value of religious beliefs and practices.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience the awe and wonder of the natural world and of human relations</li> <li>▪ Be willing to look beyond the surface at underlying ideas and questions</li> <li>▪ Weigh up the value religious believers find in their faith with insight, relating it to their own experience</li> <li>▪ Discern with clarity, respect and thoughtfulness the impact (positive and negative) of religious and secular ways of living.</li> </ul>
<p><b>Analysing</b> – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> <li>▪ distinguishing between opinion, belief and fact</li> <li>▪ distinguishing between the features of different religions</li> <li>▪ recognising similarities and distinctiveness of religious ways of life.</li> </ul>	<ul style="list-style-type: none"> <li>▪ See what kinds of reasons are given to explain religious aspects of life</li> <li>▪ Join in discussion about issues arising from the study of religion</li> <li>▪ Use reasons, facts, opinions, examples and experience to justify or question a view of a religious issue</li> <li>▪ Analyse the religious views encountered with fairness, balance, empathy and critical rigour.</li> </ul>
<p><b>Synthesising</b> – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> <li>▪ linking significant features of religion together in a coherent pattern</li> <li>▪ connecting different aspects of life into a meaningful whole</li> <li>▪ making links between religion and human experience, including the pupil's own experience.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Notice similarities between stories and practices from religions</li> <li>▪ Use general words to describe a range of religious practice and teaching</li> <li>▪ Make links between different aspects of one religion, or similar and contrasting aspects of two or more religions</li> <li>▪ Explain clearly the relationships, similarities and differences between a range of religious arguments, ideas, views and teachings.</li> </ul>
<p><b>Evaluating</b> – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> <li>▪ debating issues of religious significance with reference to experience, evidence and argument</li> <li>▪ weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience</li> <li>▪ drawing conclusions which are balanced, and related to evidence, dialogue and experience.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talk about what makes people choose religious ways of life</li> <li>▪ Describe how religious people show the importance of symbols, key figures, texts or stories</li> <li>▪ Weigh up with fairness and balance the value they see in a range of religious practices</li> <li>▪ Evaluate skilfully some religious responses to moral issues, and their own responses.</li> </ul>



## **Understanding Christianity**



To support our teaching and learning of Christianity in Religious Education we use Understanding Christianity. This resource supports our pupils in developing their own thinking and their understanding of Christianity, as a contribution to their understanding of the world and their own experience within it.

The three elements outlined above reflect and accommodate the elements within the Understanding Christianity resource pack, with the main difference being the focus on text.

### **Collective Worship**

Collective worship follows the teaching of the Church of England as appropriate bearing in mind the age, aptitude and ability of our pupils. A broad approach is taken, in keeping with the inclusive character of the Anglican tradition and occasionally clergy from other denominations are invited to take part.