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**Religious Education**

**RE Intent, Implementation and Impact**

At St. George’s, we believe that it is fundamental that our children learn from, and about, the Christian religion and other world faiths, so that they can understand and appreciate the world around them. We want our children to be respectful and considerate of other religions and world practices and views, through meaningful and informed dialogue and critical self-reflection. We believe that thoughtful and responsible modelling of questioning, encourages our children to engage in this open dialogue, thus giving them opportunities to reflect on their own ethical, spiritual and moral views. By giving our children a theological and thoughtful Relgious Education, we show our Christian faith as diverse, accepting and welcoming. This ethos filters through everything we teach and do at St. George’s and we actively encourage all members of our strong school community to ***do all things through Christ who strengthens me*** (Phillipians 4:13).

How we implement our RE curriculum:

* We follow the Diocesan Syllabus for Religious Education in the Diocese of Southwark
* We teach two thirds Christianity and one third other principle world faiths (Judaism, Islam, Buddhism, Hinduism and Sikhism). This equates to four half terms of the school year for Christianity and two half terms of one of the principle world faiths
* In Key Stage 1, children receive at least 45 minutes of Religious Education per week, and in Key Stage 2 they receive at least 90 minutes per week
* We meet for Collective Worship as a whole school for 15 minutes each day
* St. George’s Incumbent (also Vice Chair of Governors) works very closely with our school to guide the RE curriculum, deliver Collective Worships (in school and at St. George’s Church) and lead Diddy Disciples for our EYFS and Key Stage 1
* We share morning, lunchtime and end of day prayers in our class, as well as prayer in our daily Collective Worship
* Trips and visits to local churches, synagogues, mosques and temples enhance our children’s experiences and understanding
* RE enrichment days enhance children’s understanding of the Bible and Christian values and teachings

Through a carefully sequenced and progressive RE curriculum, we measure children’s progress against the intended planned outcomes. We use three lenses to assess the children; Living, Thinking and Believing, looking at the impact through what children write, say, draw and explain. Through our religious curriculum, our children will be able to make links between religions, show acceptances of other cultures and beliefs, and be critically self-reflective of their own religious and philosophical views.

**RE Whole School Overview**

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|  | **Autumn 1** | **Autumn 2** | | **Spring 1** | **Spring 2** | | **Summer 1** | **Summer 2** |
| **Reception** | Who am I and where do I belong?  **Creation** | Why is Christmas special for Christians?  **Incarnation** | | What can we  learn from  the stories of  Jesus?  **Salvation** | What is in an Easter garden?  **Salvation** | | What makes something special?  **Incarnation** | What makes out  world wonderful and how should we care for it?  **Creation (God)** |
| **Year 1** | Why did Jesus tell stories?  **Gospel** | What is in our school’s name? | Who is who is the Nativity?  **Incarnation** | Why do Jewish people celebrate the gift of Shabbat?  **Judaism** | Who are our Christian neighbours?  **God** | Is Easter the most  important festival for  Christians?  **Salvation** | How does belonging to a synagogue help a Jewish person their faith?  **Judaism** | What teaches people to  look after the world?  **Creation** |
| **Year 2** | Why do Christians make and keep promises before God?  **Gospel** | What can we learn from the story of Noah?  **Creation** | What does the ‘Light of the World’ mean for Christians?  **Incarnation** | What does it mean to be a Muslim?  **Islam** | Why are women so important in the Bible?  **Gospel** | Do Easter symbols help  us to understand  Easter?  **Salvation** | What helps Muslims  live a faithful life?  **Islam** | How is prayer important?  **God** |
| **Year 3** | What’s the story?  **God** | Why do we remember?  **Gospel** | What is the most important message of Christmas?  **Incarnation & God** | What does it mean to be a Hindu in Britain today?  **Hinduism** | What kind of world does God want?  **Creation & Fall** | How is each person  vital to the Easter  narrative?  **Salvation** | Why should Hindus live a good life?  **Hinduism** | Words and Actions – Which is most important? |
| **Year 4** | What makes an Old Testament Hero?  **People of God** | Non-religious World Views | What does the journey through Advent mean?  **Incarnation & God** | What do Sikhs believe?  **Sikhism** | What would Jesus do?  **Gospel** | How does Holy  Communion build a Christian community?  **Salvation** | What do Sikhs value?  **Sikhism** | How does faith guide people to try and make the world a fairer place?  **Kingdom of God** |
| **Year 5** | Who are the ‘fearless women of faith’?  **Kingdom of God** | Should all Christians go on pilgrimage?  **God** | Unit on Anti-Racist RE.  How can people of faith serve God and bring freedom and justice to others?  **Incarnation** | What does it mean to be a Buddhist?  **Buddhism** | How did the Church begin?  **People of God** | How do Christian  communities live out the Easter story?  **Salvation** | What is the Buddhist  way of life?  **Buddhism** | What does faith and belief teach about the journey of life and death?  **Salvation** |
| **Year 6** | How has the Christian message survived?  **People of God** | Understanding Faith  **People of God** | How do art and the media convey Christmas to all people?  **Incarnation** | How do Muslims show commitment to Allah?  **Islam** | What is wisdom?  **Wisdom** | Why do Christians call  ‘Good Friday’ good?  **Salvation** | How does the Torah  help Jewish people to understand what  being Jewish means?  **Judaism** | What does it mean to live a good life?  **Gospel** |

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| EYFS | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | Who Am I and Where Do I Belong? | Why is Christmas special for Christians? | What can we learn from  the stories of Jesus? | What is in an Easter garden? | What makes something special? | What makes out  world wonderful and how should we care for it? |
| Key Concept | Creation | Incarnation | Salvation | Salvation | Incarnation | Creation (God) |
| Unit Overview | Pupils are taught to explore their identity and that of others, understanding that each person is unique. It explores the Christian belief of God as the Creator, creating each person and therefore loving them unconditionally. The unit moves on to explore the concept of belonging, including belonging to a Church of England school. It culminates in thinking about the distinctively Christian values as a way to live. | Pupils explore the concept of celebration and are taught that what someone celebrates can help us understand what they believe, pupils are helped to see the world through the eyes of others. Pupils are introduced to the Christian festival of Christmas and how the Nativity story is at the centre of Christmas for Christians in which God came to earth in human form: - incarnation. They are taught how Christians believe the birth of Jesus brings a message of good news, joy and peace to the world. | This unit explores stories and what makes a story special. It introduces the stories of Jesus, which are important to Christians because they are about God. Christians believe that through his stories, Jesus is teaching about how to live and also about what God is like. The unit introduces the Christian concept of ‘Salvation’ to pupils. This is done through learning about some of the stories of Jesus, both those he told (a parable) and those of actions that he did (miracles). Through these, pupils are encouraged to see examples of Jesus’ name meaning ‘He saves’. | Pupils explore the concept of celebration and are taught that what someone celebrates can help us understand what they believe, pupils are helped to see the world through the eyes of others. Pupils are introduced to the Christian festival of Easter, learning the Easter story and recognising how Jesus’ last week and his death and resurrection are at the centre of Easter for Christians: - salvation. They learn about how Christians try to follow the example of Jesus showing love to others. | This unit looks at the different ways in which things are special to us – including places, objects and memories. It includes the specialness of ‘religious’ artefacts. The teaching of Jesus that all people are special to God is included. Pupils are encouraged to care for theirs and others’ special and precious things. | This unit engages pupils with their innate sense of wonder about the world. They have opportunities to create things of their own. Pupils explore beliefs about how our wonderful world was created, thinking about their own and others’ ideas whilst encountering the Christian creation story from The Bible, which also features in The Torah and The Qur’an. They are encouraged to think about what the Creation story teaches about how people should live in the world. Pupils are encouraged to think about the way we can all work together to look after our wonderful world and think about ways in which the whole school community can make a difference for good. There is the opportunity for pupils to carry out some practical local action to look after the wonderful world. Finally, pupils are encouraged to reflect on what their favourite part of creation is and why. |
| Living Outcomes | * Recognise that we belong to different groups and how this is good * Recognise how they know that their school is a Church of England school | * Be aware of the celebrations that are a part of their life and the lives of others * Know that celebrations help us understand more about what different people believe | * Reflect on whether each story of Jesus has something to say to them about how to live their life * Create a story that teaches someone about how to live their life in a good way | * Show understanding of how Christians try to follow Jesus’ example to show love to others * Consider ways in which they can show acts of towards other people | * Demonstrate looking after special things | * Take part in an action that does something locally to look after our world * Talk about how it feels when something good is spoilt and so how what they have created needs to be cared for |
| Thinking Outcomes | * Share what is special about themselves and others * Think about and share who and what is precious to them and why? |  | * Share their favourite story and think about what makes it special to them | * Be able to talk about Easter as a special festival for Christians * Express what they think about different parts of the Easter story | * Share which is special to them and why, e.g. bringing in a special toy to school, etc. * Talk about a place that is special to them and why. Share how the place makes them feel * Lend their special object to a class exhibition, writing on a label why it is important to them * Think about a person/people who is/are special to them and what makes them special * Remembering their special memories | * Talk about what they find wonderful in the world. e.g. from a nature walk Create some things of their own and enjoy other people’s creations * Reflect on what their favourite part of creation is and why it is so special |
| Believing Outcomes | * Know the school’s distinctively Christian values as a way to look after each other * That there is a special book for Christians called The Bible which is about God and Jesus * Many Christians believe God created people and that He loves each person as they are | * Know the Christmas story Recognise ways in which the school celebrates Christmas * Be aware of different ways in which Christians celebrate Christmas Understand why Jesus is a special person for Christians | * Understand that there are different kinds of stories of Jesus in The Bible: - parables and miracles * Retell the story of The Prodigal Son and what the story is about; * Retell Jesus’ miracle of feeding the 5,000 and what the story is about Retell Jesus’ miracle of the calming of the storm and what the story is about | * Make an Easter garden and be able to retell the Easter story * Explain why the cross in the Easter garden is so special for Christians | * Explain that Christians believe Jesus teaches that everyone is precious to God * Develop an awareness of religious objects and why they are special to someone * Talk about why people might feel close to God in a particular place; | * Retell the Christian creation story * Think about what the Christian creation story teaches people about how they should look after and care for the world |

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| YEAR 1 | Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
|  | Why did Jesus tell stories? | What is in our school’s name? | Who is who is the Nativity? | Why do Jewish people celebrate the gift of Shabbat? | Who are our Christian neighbours? | Is Easter the most important festival for  Christians? | How does belonging to a synagogue help a Jewish person their faith? | What teaches people to  look after the world? |
| Key Concept | Gospel |  | Incarnation | Judaism | God | Salvation | Judaism | Creation |
| Unit Overview | This unit explores how sorties are important to people of different faiths and beliefs as a way of expressing meaning, ideas about the beginning of the world, sharing morals and providing comfort or answers to difficult questions. Children will know that Jesus told stories, parables, which can be found in the Gospels and have meaning or something for Christians to learn. The parables teach Christians a way to life and also about God. | This unit is an opportunity for the school to plan and teach a unit of work in RE about the importance and impact of Saints in Christianity. It focuses on the story of the school’s name as many Church of England schools and parish churches are named after saints. If the school is not named after a saint, who or what the school is named after should still be explored and learnt from following the introductory learning about saints. | This teaching unit focuses on introducing the Nativity story to pupils. Pupils explore the different characters of The Nativity which centres on Jesus as the most important person in the events and portrayal of the Nativity.  Pupils are helped to understand that for Christians, Jesus is God’s Son, who was born in a stable in Bethlehem and grew up to teach people about God. | This unit is the first unit in which pupils are introduced to the faith of Judaism. They learn simply about what it means to be a Jewish person and focus on some special  times for Jewish people: - the weekly celebration of Shabbat, Havdalah which marks the end of Shabbat, and the festivals of Rosh Hashanah and Hanukkah. | This unit develops an awareness in pupils of Christianity as a faith followed by different Christian communities locally. Pupils are introduced to another Christian community in the locality and compare it to how Christianity is lived out by The Church of England school and the parish church. Schools are encouraged to choose a Christian denomination / place of worship that a pupil / pupils in the class belong(s) to, if available. The unit explores the idea that all Christians share key beliefs, e.g. God, (but different Christian communities may understand some of the beliefs differently.) | Pupils learn more about the Christian festival of Easter, revisiting the Easter story and recognising how the Easter story is central to the overall ‘big story’ of The Bible as the part where salvation happens. They learn about how Christians try to follow the example of Jesus showing forgiveness to others. The core Christian belief of new and everlasting life is shared, linked to Jesus rising from the dead. | This unit is the second unit in which pupils learn about the faith of Judaism. They learn about the synagogue as the Jewish place of gathering, worship and learning and how the synagogue helps a Jewish person live out their faith. Pupils also learn about some more special times for Jewish people: - the festivals of Sukkot, Purim and Passover. | This unit helps pupils understand that most Christians believe God created the world and that The Bible tells the account of God’s creation. Through their learning, they learn about how Christians recognise God as a kind God, in giving His creation. They believe that he still gives today to sustain the world. Christians therefore try to give as well – to other people and to God. They consider how important love is for Christians: - the love of God for humanity, the love of Christians for God and the love of Christians for others, trying to emulate God’s love. |
| Living Outcomes | * Give a reason why something may be of value to themselves and/or others * Give examples of how people put their beliefs into practice, in the home, in places of worship and in their lives | * Suggest reasons why saints are important in Christianity. |  | * Talk simply about Judaism and Jewish people Recall what special times they share with their family and friends and why they are special | * Reflect on what they find interesting about the Christian faith from what they have learnt about different Christian communities |  | * Give examples of how Jewish people celebrate Sukkot in their home and in the synagogue; * Give examples of how Jewish people put their beliefs into practice in the synagogue; * Explain why the synagogue is important to a Jewish person. | * Develop an awareness of how Christians and other people put their beliefs about creation into practice in living their lives, e.g. celebrating, thanking God, donating food and caring for the world, etc. * Understand how saying “Thank you” to God is part of worship for Christians and some other faiths |
| Thinking Outcomes | * Ask thoughtful questions about their own and others’ ideas, feelings and experiences | * Apply the idea of being a saint to their own life and the life of those around them | * Suggest how we might be like those who are in our family/those around us. * Talk about how our school community is like a family and that we all have things in common with each other * Give a simple reason for a view that they have. * Respond sensitively and imaginatively to questions about their own and others’ ideas, experiences and feelings | * Identify how Shabbat is celebrated by Jewish people and what it means to them * Explain how Havdalah prepares Jewish people for the new week ahead * Talk about Rosh Hashanah; | * Talk about a local Christian community in addition to the Church of England school and its parish church * Explore how a local Christian community, other than the parish church, worships | * Relate the words and actions of Jesus to how Christians believe they should try to forgive * Share thoughtful insights about their own and others’ ideas, feelings and experiences | * Reflect on the experiences and feelings of Jews in the Passover story and how Jews might feel today when they celebrate Passover. * Identify how the celebrations of Purim remind Jewish people about the way to live, e.g. right/wrong, good/bad, etc. | * Respond to the world around them in a way that shows awe, gratitude and responsibility, etc. * Talk about their own emotions in response to creation and thankfulness, etc. |
| Believing Outcomes | * Talk simply about their core beliefs and concepts and what they mean * Retell religious, spiritual and moral stories and identify how they show what people believe | * Retell the story of who/what the school is dedicated after. * Express what a Christian might learn from the life of the saint that the school is named after or from who/what the school is named after? * Reflect on the saint’s beliefs and how the saint lived his/her life. * Recognise the special qualities that make someone a saint. * Express the importance of Saints to Christians. | * Retell the story of the Nativity * Talk about (for Christians) Jesus is God’s Son and was born as a baby. * Show who the different figures are in the Nativity story, * Suggest what different characters and symbols mean, e.g. in different representations of Nativity figures, paintings, etc. * Suggest how Jesus might be like us and also like God | * Respond thoughtfully with a wish for someone at the beginning of a new year * Talk about Hanukkah; * Reflect on what gives them hope | * Talk simply about some of the core beliefs that Christians share | * Identify what Christians believe the Easter story teaches from Jesus rising from the dead * Begin to relate Easter to the ‘big story’ of the Bible | * Retell the story of Passover; * Retell the story of Purim; * Retell the story of Sukkot; * Identify the objects in a synagogue, and explain how they mean for Jewish people; | * Demonstrate appreciation for what we have * Identify how the Christian creation story demonstrates some things that Christians believe * Talk simply about the Christian concept of Creation regarding God as Creator |

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| YEAR 2 | Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
|  | Why do Christians make and keep promises before God? | What can we learn from the story of Noah? | What does the ‘Light of the World’ mean for Christians? | What does it mean to be a Muslim? | Why are women so important in the Bible? | Do Easter symbols help us to understand Easter? | What helps Muslims  live a faithful life? | How is prayer important? |
| Key Concept | Gospel | Creation | Incarnation | Islam | Gospel | Salvation | Islam | God |
| Unit Overview | To explore what a promise is and how Christians demonstrate commitment to God and the Christian faith through making promises at key times in their life as the central parts of rites of passage, e.g. baptism and marriage. Links should be drawn with promises made by faith members in other religions. | To understand one of the stories in the bible is of Noah and that there are different understandings of the story of Noah. The key themes of trusting in God and his grace to give a second chance will link to the creation story in EYFS and forward to the meaning of Easter. | To understand that Christians consider Jesus the ‘Light of the World’. Jesus was God’s son, who was born in a stable in Bethlehem. He grew up to teach people about God, He valued everyone. As the light, Jesus guides believers, giving hope. Children will know that, at Christmas, Jesus as the light is understood through rituals and symbols. | To describe some aspects of the Muslim faith  To explore what beliefs are important to different people of different faiths  To explain some of the similarities and differences within and between religions.  To understand the importance of a place of worship | To highlight the examples of two women in the Bible and how through their actions towards Jesus, their faith is shown. As a result, Jesus uses their actions to teach people about the ‘good news’ of God. Christians believe Jesus’ teachings show them how to live.  Pupils are encouraged to see the importance of women in the Bible, for they are central in Jesus’ ministry. | To know and understand the different Christian symbols linked to the Easter story, specifically focusing on the cross and water as symbols of forgiveness and new life. | To connect some key beliefs about Allah, worship and the 5 pillars of Islam  Living in community and sharing faith  Use key vocabulary appropriately and accurately.  Explain and make connections between Islam and other religions.  Give reasons why living a good life might be important to Muslims and how and why their ideas might be different of similar to those of other faiths or of none. | To discuss and experience different ways of praying  Understanding of the Lords prayer  To consider if prayer is important to everyone  To understand how different faiths pray  To investigate how words, music and art support different people when praying |
| Living Outcomes | * Talk about what kinds of promises are made in different rites of passage for Christians, e.g. in a baptism and in a wedding; * Explain what difference promises might make to a Christian community. | * Give a reason why something may be of value to themselves and/or others, recognising different viewpoints |  | * Give examples of how people put their beliefs into practice, in the home, in places of worship or in living their lives | * Explain how these women in The Bible showed trust in Jesus: - faith; * Think about what the actions of these women in the Bible to Jesus can teach people about how to live their life. |  | * Comment on connections between questions / beliefs / values / practices / ways of life, explaining their importance to different communities * Explain the impact of diversity in their own community | * Give examples of how people put their beliefs into practice, in the home, in places of worship or in living their lives |
| Thinking Outcomes | * Respond sensitively to the situations and views of others; * Describe some of the joys and challenges of making and keeping promises; * Give reasons for some of the views they and others might have, relating to where their ideas came from. | * Ask thoughtful questions about their own and others’ ideas, feelings and experiences * Recognise that some questions about life are difficult to answer respond to questions about e.g. ‘right’/‘wrong’, ‘good’/’bad, ‘real’/‘true’ | * Ask thoughtful questions about their own and others’ ideas, feelings and experiences * Give a simple reason for a view that they have | * Ask thoughtful questions about their own and others’ ideas, feelings and experiences | * Talk about when they have trusted someone; | * Reflect on how water symbolises a fresh start and how Christians make a fresh start in life | * Explain how sources of inspiration and influence make a difference to themselves and others | * Respond sensitively and imaginatively to questions about prayer and reflection,being human and their own place in the world * Give a simple reason for a view that they have learnt |
| Believing Outcomes | * Retell the story of Jesus’ baptism and identify how this shows what Christians believe about baptism; * Suggest reasons why Christians might make promises to mark stages of life; * Suggest how promises that Christians make help them feel closer to God; * Make links between rites of passage and promises being made by Christians and people of different faiths. | * Retell religious, spiritual and moral stories and identify how they and symbols show what people believe | * Identify how belief in Jesus as the Light of the World is expressed in different ways for Christians * Identify how symbols show what people believe | * Identify similarities in features of religion * Retell religious, spiritual and moral stories and identify how they and symbols show what people believe * Identify how belief is expressed in different ways for different people | * Retell and reflect on the story of the woman who touched Jesus’ garment; * Retell and reflect on the story of the woman who anointed Jesus’ feet; | * To know what symbols are and to explain why symbols are important, including to themselves. * Recognise that incarnation and salvation are a big story of the bible * Tell the stories of Holy Week and Easter and recognise a link with the idea of salvation and forgiveness * Give examples of symbols associated with Easter and think, talk, ask questions about their meaning to Christians. * To recognise the cross is the most important symbol for Christians all over the world | * Explore, gather, select, and organise ideas about religion, belief or worldviews, drawing on key texts /sources and concepts express their understanding of concepts in theological terms | * Identify similarities in features of prayer in different religions * Identify how belief is expressed in different ways for different people of different faiths |

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| YEAR 3 | Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
|  | What’s the story | Why do we remember? | What is the most important message of Christmas? | What does it mean to be a Hindu in Britain today? | What kind of world does God want? | How is each person  vital to the Easter  narrative? | Why should Hindus live a good life? | Words and Actions – Which is most important? |
| Key Concept | God | Gospel | Incarnation & God | Hinduism | Creation & Fall | Salvation | Hinduism | Kingdom of God |
| Unit Overview | To help pupils to understand how the Bible is both a collection of many different stories & types of writing, and one ‘big story’. Most Christians believe that this ‘story’ spans all time at the centre of which is the birth, life, death & resurrection of Jesus. Pupils will revisit what Jesus called the Greatest Commandment in the LKS2 thematic unit ‘What is the Golden Rule and why do so many people live by it?’ | To reflect and evaluate what the pupils know and have been taught about Remembrance. To consider how this links to how you, the individual, thinks and behaves and how others think and behave. | To encourage children to consider what the Bible teaches Christians about peace, enables pupils to reflect on their own understanding and expression of peace and links the message of peace to Christmas. Pupils will make connections with sharing the peace in churches today and how Jesus’ birth as the Prince of Peace is celebrated today. | To understand the key beliefs of Hinduism, including a broad understanding of how most Hindus (Sanatanis\*) worship the supreme divine reality (Brahman) who is represented in different forms, what helps them to do this and how these are applied by Hindus. This includes how Hindus show their faith within their families, celebrations and worship | To explores the teachings of Jesus in the gospels and Matthew 5 1:10. It makes links between the calling of the first disciples and how Christians try to follow Jesus today. It makes links between the importance of love in the Bible and life in the world today. | To know and understand the stories and characters of Holy Week and Easter from the Bible and recognise the link to Salvation. To know that there are different characters in the Gospel accounts, their stories and why they responded/acted in this manner. | To provides a broad understanding of how and why it’s important to most Hindus (also called Sanatanis\*) that they live a good life, introducing them to the cycle of samsara (which is shared as a concept by Sikhs and Buddhists) and the impact of this on people’s lived experience. It will also explore some more philosophical questions about living according to the principles of dharma and ahimsa and why these are important ideas in helping Hindus to escape the cycle of samsara and be reunited with Brahman. | To explore the connections between what people say and what people do, evaluating whether a belief in something requires an impact on peoples’ lived experience. It considers the relationship between words and actions across religions and beliefs that pupils have studied so far, and to give them the opportunity to debate the philosophical question about whether words or actions are more important. |
| Living Outcomes | * Make links between words from the Bible and how different Christians choose to live (as individuals and as part of a community) * Make links between their ideas and other people’s e.g. about stories, texts, beliefs or behaviour, thinking about where ideas come from (theirs and others’) | * Investigate and connect aspects of religious and beliefs on peoples lives both individually and as a community |  | * Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali;) | * Recognising different points of view |  | * Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) * Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas | * Recognise the importance of both words and actions in building strong communities |
| Thinking Outcomes | * Reflect on and creatively respond (using a choice of media) to the ‘Big Story’ of the Bible, explaining their thinking | * Make links between beliefs and practices * Ask significant questions about life or human experience comparing their ideas with others’ and suggestions answers from their learning | * Give reasons for beliefs, attitudes and actions, especially in relation to their own developing worldview * Ask significant questions about life or human experience, comparing their ideas with others’ and suggesting answers from their learning | * Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean; * Make links between Hindu practices and the idea that Hindu Dharma is a whole ‘way of life’ (dharma). | * Articulate their own responses to the issues studied | * Think, talk and ask questions about whether the story of Easter only has something to say to Christians or to the wider community about hope and life | * Identify the terms dharma, Sanatana Dharma and Hinduism and say what they mean; * Make links between Hindu practices and the idea that Hindu Dharma is a whole ‘way of life’ (dharma) | * Compare words and actions that are important to them with words /actions that are important to others * Give reasons for some of the views they have, relating to where their ideas come from |
| Believing Outcomes | * Suggest why different parts of the Bible might be important to Christians, * Making links from with their learning to explain their reasons * Make links between the ‘Big Story’ and some things that Christians believe * Describe how people show their ideas about God (theology) or the Bible using   + their creativity * Consider why the Easter or Christmas accounts, or stories about Jesus, might   + be considered most important to Christians | * Describe and suggest meanings for the symbols and other forms of expression for people of faith or belief, giving reasons for their ideas | * Make links between concepts / beliefs/ texts / stories and practices (believing, belonging and behaving) | * Explain some key beliefs / concepts in Hindu (Sanatana) Dharma using correct vocabulary, describe how these beliefs / concepts are expressed through objects, symbols, worship, practices, festivals and/or pilgrimage; * Describe how Hindus show their faith within their families in Britain today (e.g. home puja;) * Identify some different ways in which Hindus show their faith including celebrations and places of worship(e.g. between different communities in Britain, or between Britain and parts of India;) | * Identify texts that come from a Gospel which tells the story of the life and the teaching of Jesus * Make clear connections between Gospel texts, Jesus’ good news and how Christians live in the Christian community and in their individual lives | * Recognise that incarnation and salvation are a big story of the bible * Tell the stories of Holy Week and Easter and recognise a link with the idea of salvation (Jesus rescuing people) * Understand what is important to the key characters in the Gospel accounts | * Explain some key beliefs / concepts in Hindu (Sanatana) Dharma using correct vocabulary * Describe how these beliefs / concepts are expressed through objects, symbols, worship, practices, festivals and/or pilgrimage * Describe how Hindus show their faith within their families in Britain today (e.g. home puja) * Identify some different ways in which Hindus show their faith including celebrations and places of worship (e.g. between different communities in Britain, or between Britain and parts of India) | * Suggest reasons why some words might be especially important to people, giving examples from their learning * Make links between words, beliefs and actions for different people * Identify the impact of words on people’s actions, individually and as a community * Investigate and connect aspects of religions and beliefs, identifying similarities and differences in the lived experiences of different people |

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| YEAR 4 | Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
|  | What makes an Old Testament Hero? | Non-religious World Views | What does the journey through Advent mean? | What do Sikhs believe? | What would Jesus do? | How does Holy  Communion build a Christian community? | What do Sikhs value? | How does faith guide people to try and make the world a fairer place? |
| Key Concept | People of God |  | Incarnation & God | Sikhism | Gospel | Salvation | Sikhism | Kingdom of God |
| Unit Overview | This unit teaches some of the key stories of people of the Old Testament whose belief in God affected their actions. Pupils will understand that Christians believe God calls us in different ways and be able make simple links between People of God and how some Christians choose to live their whole lives. | In this unit, the pupils are introduced to some key beliefs that those who are non-religious hold. These include where humans come from and the qualities that make humans special. The unit will explore some of the core beliefs of humanism, atheism, ethics and utilitarianism. Pupils will come to understand and answer: Why Is Humanism not a religion? | This unit teaches about advent as a time of preparation for the birth of Jesus. It focuses on the tradition and the meaning or theme of each candle, reminding us of who prepared for the coming of Christ. Recognise that Incarnation is part of the ‘Big Story’ of the Bible.  To tell the story of the preparation of the birth of Jesus and recognise the link with Incarnation — Jesus is ‘God on Earth’. | This unit is an introduction to the basic beliefs and practices of the Sikh faith. The unit will introduce some of the key beliefs, importance of equality and general insight into the Sikh community that will be developed in the second unit. | This unit explores the teachings of Jesus and examines his teaching about the two greatest commandments – to love God and love your neighbour.  How do these help Christians to decide how to live? Keep these commands in mind as pupils explore these and other teachings from the Bible and consider how Christians might ask what would Jesus do and how the values of love might impact on our own lives. | Pupils learn more about the Christian festival of Easter, focusing on the events of The Last Supper which took place the night before Jesus died. There are two main parts to teach about, Jesus washing his disciples’ feet and the institution of The Last Supper when Jesus shared bread and wine with his disciples and commanding them to do likewise. The unit goes on to explore the importance of the Eucharist for Christians today and how Holy Communion builds a Christian community. | This unit builds on the first unit on Sikhism. It will explore the beliefs of Sikhs, in particular, developing the importance of equality. Pupils should gain a general insight into what many Sikhs value and how they express this in worship and action, including their commitment to ‘pray, work and give’ and the wearing of the 5ks. | To explore understanding the things that people from different faith and belief backgrounds do to try to tackle injustice and make the world a better place. During this unit, pupils should also develop their concept of a global community, and recognise how people of many different beliefs, cultures and traditions should live together and learn from each other. It is also an opportunity to allow pupils to understand that they too can make a difference in the world. |
| Living Outcomes | * Suggest answers about how far ideas of covenant, promises and following God might make a difference in the world today |  |  | * Describe how Hindus show their faith within their faith communities in Britain today (e.g. Amrit ceremony) * Raise questions and suggest answers about what is good about being Sikh in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas | * Make connections between Christian teachings and the issues, problems and opportunities in the world and communities today * Articulate their responses to the issues studied, recognising different points of view | * Identify the impact of The Last Supper on how Christians worship today; * Express how taking part in the Eucharist affects a Christian’s life; | * Describe where many Sikhs worship, and summarise their main duties, giving reasons why these are central to a Sikh’s beliefs * Investigate and connect aspects of Sikhi beliefs, reflecting on similarities and differences between worship in the home and worship in the gurdwara | * Explain what difference people’s actions (e.g. charities) can make to the lives of others |
| Thinking Outcomes | * Make links between what they and other people think about God / being human / what is important in life / how to behave * Make simple links between People of God and how some Christians choose to live in their whole lives and in their church communities | * Compare their own ideas, influences and/or feelings with those of others * Make links between what they and other people think about God / being human / what is important in life / how to behave * Give reasons for beliefs, attitudes and actions, especially in relation to their own developing worldview * Ask significant questions about life or human experience, comparing their ideas with others’ and suggesting answers from their learning | * Make links between concepts/beliefs/texts/stories and practices (believing, belonging and behaving) - between the prophets foretelling and John the Baptist preparing the way | * Apply ideas about equality to their own and others’ lives |  | * Make links between what Christians learn from Jesus’ example at The Last Supper and how they should try to live their lives; | * Apply ideas about ‘duties’ or ‘equality’ to their own and others’ lives | * Respond sensitively to the views of others * Express their own ideas about justice, fairness and/or equality * Describe some of the challenges of taking action to address injustice * Give reasons for some of the views they have, relating to where their ideas come from |
| Believing Outcomes | * Make links between concepts / beliefs/ texts / stories and practices (believing, belonging and behaving) Make clear links between the story of Abraham and the concept of faith |  |  | * Explain some key beliefs / concepts in Sikhism using correct vocabulary; * Describe how these beliefs / concepts are expressed through objects, symbols, worship, practices and festivals * Describe and explain the important of Guru Nanak or the Guru Granth Sahib to most Sikhs | * Identify features of Gospel tests and suggest meanings of the Gospel texts studied and compare with their own ideas | * Describe and suggest meanings for different parts of the Eucharist for Christians; * Consider how Holy Communion builds a faith community amongst Christians. | * Describe and explain the importance of Guru Nanak Ji or the Guru Granth Sahib to most Sikhs * Identify the special symbols for Sikhs and explain their meaning, relating these to Sikhi beliefs, (e.g. the importance of equality) * Make links between Sikh beliefs, texts/ stories and practices; * Describe and reflect on how a Sikh’s beliefs might impact their life | * Suggest reasons why people might want to make the world a fairer or more equal place, giving examples from their learning * Make links between how different people address issues of injustice & their beliefs, and talk about the reasons for some similarities and /or differences * Talk about the impact of beliefs and practices on different people’s lived experience or their communities |

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| YEAR 5 | Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
|  | Who are the ‘fearless women of faith’? | Should all Christians go on pilgrimage? | Unit on Anti-Racist RE - How can people of faith serve God and bring freedom and justice to others? | What does it mean to be a Buddhist? | How did the Church begin? | How do Christian  communities live out the Easter story? | What is the Buddhist  way of life? | What does faith and belief teach about the journey of life and death? |
| Key Concept | Kingdom of God | God | Incarnation | Buddhism | People of God | Salvation | Buddhism | Salvation |
| Unit Overview | To explore, examine and compare the different representations of women both in the bible and in different walks of life and in the church.  To explore women’s contribution through the Bible, through actions and through the different branches of the church.  To open discussions about the importance of women’s role both in the past and currently. | To explore the difference between special places and places of pilgrimage and to discuss the possible experience / impact of a pilgrimage on a Christian before, during and afterwards. | This unit aims to recognise the danger and injustice of racism and explore how understanding and celebrating diversity can help bring about freedom and justice. It includes learning about the Southwark Diocese Anti Racism Charter and recognises the deep challenges our society faces in confronting racism. It will also explore the co-operation between faiths and religious understanding for a plural world as well as Christian ideas about justice individually and in community. The unit aims to contribute to positive discussion about the benefits of living in a diverse community and taking a courageous stand for justice and equality. | To have an awareness of a world religion.  To learn about Siddhartha and the circumstances that led to him becoming Buddha and achieving enlightenment.  Introduction to Buddhist virtues and belief. | To relate and understand the festival of Pentecost to the beginning of the church and to understand the power of the holy spirit.  To understand and discuss why Christians believe in the saving power of Jesus.  Christians might say and feel that the Spirit of God is like a battery: Christians can’t do God’s work and live in God’s way without the Holy Spirit’s power. | To understand the significance of Lent.  To explore the liturgy of Easter Week.  To discuss the importance of forgiveness and resurrection.  To understand the concept of Salvation. | To have an awareness and some understanding of a world religion.  To further explore the ideas and beliefs of Buddhism.  To be able to use key vocabulary when explaining Buddhist ideas and tenets of their faith. | This unit provides an important and needed space for pupils to explore death and bereavement in the context of faiths and beliefs. |
| Living Outcomes | * Suggest some ways in which different people might view the role of women * Investigate the impact of beliefs for different people in different communities | * Investigate and describe similarities and differences in lived experience within and between religions and beliefs | * Investigate and describe similarities and differences in lived experience * Describe the impact of beliefs and practices for different people * Explain the impact of diversity in their own community | * Describe the impact of beliefs and practices for different people | * Describe the impact of beliefs and practices for different people in different times * Explain the impact of diversity in their own community and how this has changed over the years | * Describe the impact of beliefs and practices for different people during Lent and Holy week | * Describe the impact of beliefs and practices for different people; * Comment on connections between questions/beliefs/values/ practices/ways of life, explaining their importance to different communities; | * Comment on connections between beliefs and practices relating to death and life, explaining their importance to different faith communities; * Describe the impact of beliefs and practices about death and life for different people and religious communities. |
| Thinking Outcomes | * Suggest what might happen as a result of their own and others’ thinking about the role of women both past and present * Ask and answer questions and present clearly their own views on the role of women in the church and in church communities while respectfully considering others’ views | * Explain how sources of inspiration and influence make a difference to themselves and others * Reflect on possible connections between worldviews and the search for the meaning of life through pilgrimage | * Explain how sources of inspiration and influence make a difference to themselves and others * Suggest what might happen as a result of their own and others’ thinking, attitudes or actions, drawing on examples from their learning * Ask and answer questions and present clearly their own views on matters whilst respectfully taking into account others’ viewpoint | * Suggest what might happen as a result of their own and others’ thinking, attitudes or actions, drawing on examples from their learning | * Suggest what might happen as a result of their own and others’ thinking, attitudes or actions, drawing on examples from their learning and from their own communities * Develop insights of their own in exploring questions raised by the study of religions and beliefs, relating to their own personal worldview | * Develop insights of their own in exploring questions raised by the study of the resurrection, relating to their own personal worldview | * Suggest what might happen as a result of their own and others’ thinking, attitudes or actions, drawing on examples from their learning; * Reflect on possible connections between worldviews and the   + human search for meaning in life. | * Explain what makes a difference to themselves and others in understanding and believing about death and life; * Develop insights of their own in exploring questions raised by exploring religious beliefs about death and life, relating to their own personal worldview; * Suggest what might happen as a result of their own and others’ thinking, drawing on examples from their learning. |
| Believing Outcomes | * Explore ideas about the role of women in the church, expressing their understanding in theological terms | * Gather ideas about pilgrimage drawing on resources and express their understanding of concepts in theological terms | * Make links between concepts / beliefs/ texts / stories and practices (believing, belonging and behaving) * Suggest meaning for key concepts and forms of expression, using accurate vocabulary | * Explore, gather, select, and organise ideas about religion, belief or worldviews, drawing on key texts /sources and concepts express their understanding of concepts in theological terms * Suggest some ways in which different people might interpret texts / sources | * Suggest some ways in which different people might interpret texts and painting of the Holy Spirit | * Explore, gather, select and organise ideas about Lent drawing on key texts and sources. ( reflecting / praying / meditating /reading /preparing) * Suggest some ways in which different people might interpret the last supper and what it means | * Explore, gather, select, and organise ideas about religion, belief or worldviews, drawing on key texts /sources and concepts express their understanding of concepts in theological terms; * Suggest some ways in which different people might interpret texts / sources; | * Explore, gather, select and organise ideas in religions and beliefs about death and life, drawing on key texts, sources and concepts; * Suggest meanings for a range of forms of expression in rituals when someone has died, using accurate religious vocabulary; * Express their understanding of the concept of salvation in theological terms; |

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| YEAR 6 | Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
|  | How has the Christian message survived? | Understanding Faith | How do art and the media convey Christmas to all people? | How do Muslims show commitment to Allah? | What is wisdom? | Why do Christians call  ‘Good Friday’ good? | How does the Torah  help Jewish people to understand what  being Jewish means? | What does it mean to live a good life? |
| Key Concept | People of God | People of God | Incarnation | Islam | Wisdom | Salvation | Judaism | Gospel |
| Unit Overview | How and why the Christian message was spread in the past.  What persecution is and why it might inhibit the spread of a message.  The Ascension and Pentecost and its relevance to Christians both now and in the past – the impact of the message.  The Trinity and what it means for Christians.  To explore why confirmation is part of becoming a Christian. | To investigate faiths and beliefs in our class, in our school and in our community and the impact of these communities. Looking at the wider picture of how the different communities contribute to social justice and support those within the community. | To explore how artists have depicted the ‘incarnation’ for people. To ask questions and be curious about the meaning and purpose of Christian celebrations. To explore the narrative of Christmas through art and advertising/media. | To connect some key beliefs about Allah, worship and the 5 pillars of Islam;  Use key vocabulary appropriately and accurately;  Explain and make connections between Islam and other religions;  Give reasons why living a good life might be important to Muslims and how and why their ideas might be different of similar to those of other faiths or of none. | To understand the difference between knowledge and wisdom.  To explore some of the book of Proverbs and how Christians can use the guidance they read to enable them to gain wisdom.  To consider and think about what wisdom means to us as individuals. | To understand the concept of salvation and forgiveness. | To learn about the importance of Abraham as a significant figure in the Jewish faith and how he showed the commandment of belief in One God. The importance of The Torah as the principal sacred text of the Jewish faith is explored along with Jewish prayer and worship of God, - The Shema and Mezuzah. The unit moves onto looking at the rite of passage for a Jewish young person of their Bar/Bat Mitzvah and the life-changing effect that this landmark has for them. Finally pupils have the chance to create their own rite of passage for leaving primary school as a covenant of how they will live their life in the future. | To understand how do individuals who might not have the same beliefs answer this question.  Are there any common threads and ideas from across world faiths and those of no faith? |
| Living Outcomes | * Describe the impact of beliefs and practices for different people and different interpretations of the Holy spirit | * Comment on connection between beliefs and values of ways of life explaining their importance to different communities locally. * Explain the impact of diversity in their own community and how this has evolved over the years. | * Suggest some ways in which different artists might interpret their view of Jesus * Explain the impact of diversity in art and media and in their own community | * Comment on connections between questions / beliefs / values / practices / ways of life, explaining their importance to different communities; | * Describe the impact of wisdom for different people in different situations | * Describe the impact of the journey Jesus took on Good Friday for different people | * Recognise and explain, with accurate vocabulary, how a Bar/Bat Mitzvah impacts a Jewish young person for their Jewish life following this rite of passage; | * Describe the impact of beliefs and practices for different people |
| Thinking Outcomes | * Investigate and describe similarities and differences in lived experience within and between religions and beliefs * Describe the impact of beliefs and practices for different people and how this effects their daily life | * Ask and answer questions and present clearly their own views on the impact of faith in their community whilst respectfully considering others’ viewpoint | * Develop insights of their own in exploring questions raised by the study of art and media and the representation of Christ relating to their own personal worldview | * Develop insights of their own in exploring questions raised by the study of religions and beliefs, relating to their own personal worldview; * Reflect on possible connections between worldviews and the human search for meaning in life; * Ask and answer questions and present clearly their own views on matters whilst respectfully taking into account others’ viewpoint | * Suggest what might happen as a result of their own and others’ thinking, attitudes or actions, drawing on examples from their learning | * Develop insights of their own in exploring questions raised by the study Lent and Holy Week, relating to their own personal worldview * Reflect on possible connections between what they have learnt and what impact it has on them as individuals | * Share what inspires and influences them and how it can make a difference to themselves and others; | * Suggest what might happen as a result of their own and others’ thinking, attitudes or actions, drawing on examples from their learning |
| Believing Outcomes | * Understand and be able to explain The Trinity * Explore and organise ideas about The Trinity drawing on key texts and concepts to express their understanding | * Explore ideas about our local faith communities | * Explore, gather, select and organise ideas about religion, drawing on texts and art | * Explore, gather, select, and organise ideas about religion, belief or worldviews, drawing on key texts /sources and concepts express their understanding of concepts in theological terms; | * Explore, gather, select, and organise ideas about wisdom, drawing on key texts and concepts * Suggest some ways in which different people might interpret wisdom | * Explore, gather, select, and organise ideas about lent and Holy week from a variety of key texts, sources and concepts * Suggest some ways in which different people might interpret texts about Good Friday | * Draw on key texts and sources to explore, gather, select and organise ideas about Abraham, his place in the Jewish faith and how he showed belief in One God; * Explain how The Torah is the principal sacred text of Judaism, how it is used and how it expresses Jewish beliefs; * Suggest some ways in which different Jewish people might interpret The Torah; * Gather, select and organise ideas from religions and/or worldviews, drawing on key texts, sources and concepts to inform their creation of a rite of passage to mark the end of their time in primary school; | * Explore, gather, select, and organise ideas about what they believe in and why * Suggest some ways in which different people might interpret rules for living and what they base them on |