



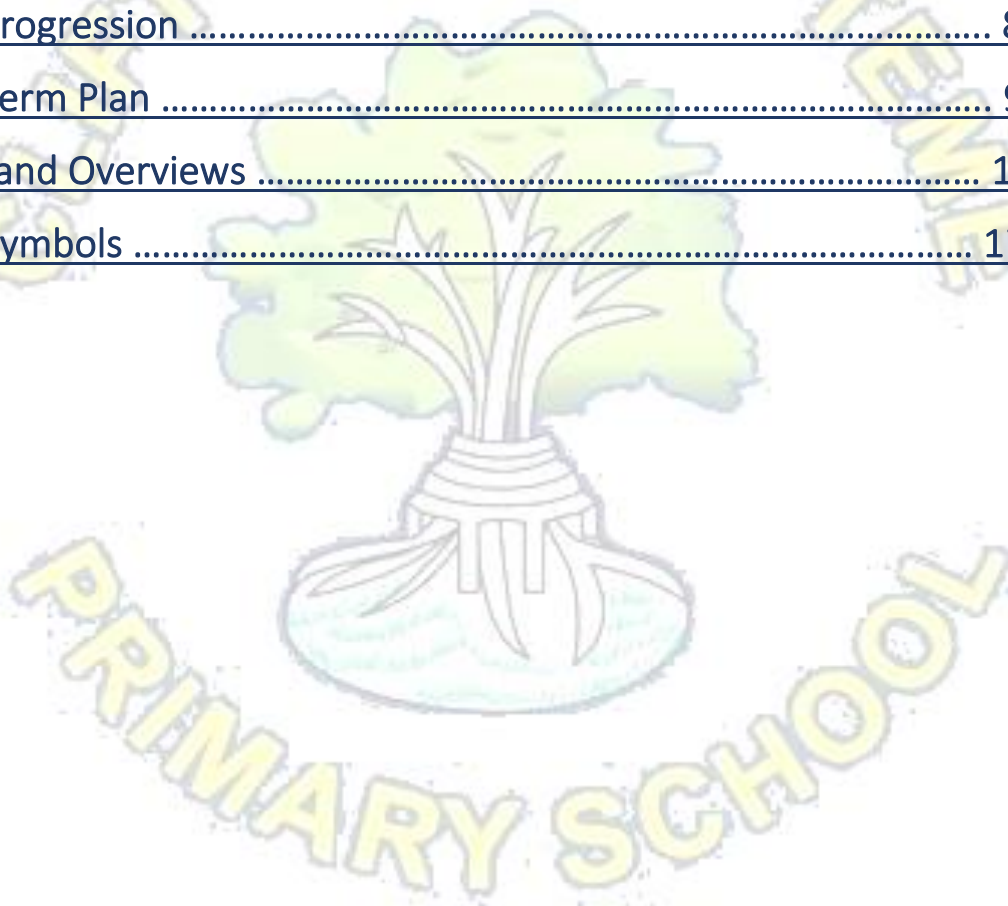
RELIGIOUS EDUCATION

Clifton-upon-Teme Primary School

Led by: G.Bagnall

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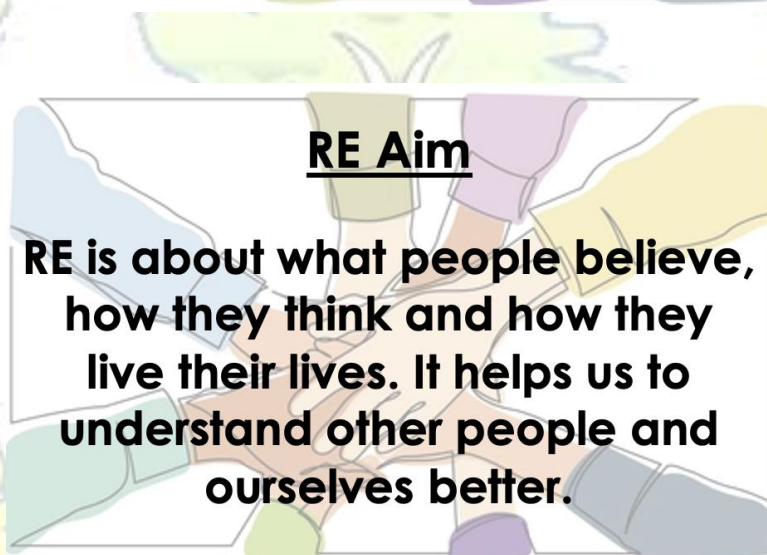
The Aim of RE at Clifton-upon-Teme

These should be displayed in all classrooms, stuck on the front of RE books and discussed regularly with pupils, with signing used to help children recall key aspects. The aim develops in complexity as pupils' move through school. This aims to support children to understand and talk about the purpose of RE at an appropriate level, providing language which will support them to understand what they are learning and why.

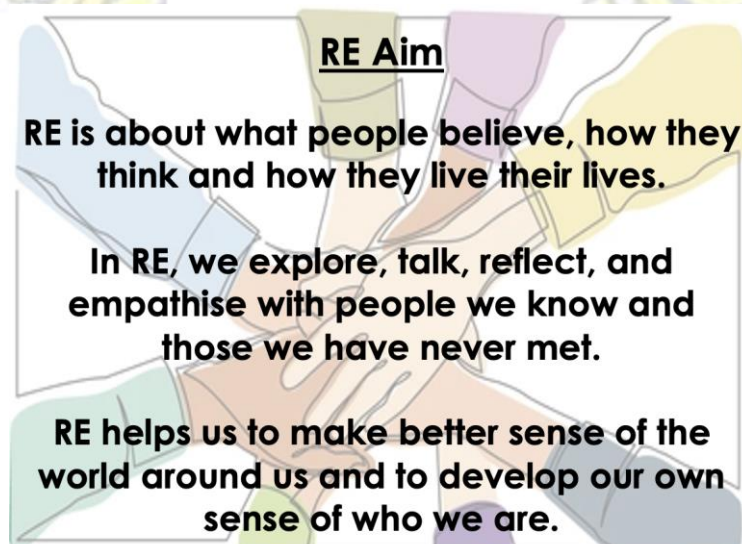
EYFS:



KS1:



KS2:



Aims

Pupils will:

Make sense of a range of religious and non-religious beliefs, so that they can:

- Identify, describe, explain and analyse beliefs and concepts in the context of living religions using appropriate vocabulary
- Explain how and why these beliefs are understood in different ways, by individuals and within communities
- Recognise how and why sources of authority (e.g. texts, teaching, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretations

Understand the impact and significance of religious and non-religious beliefs, so they can:

- Examine and explain how and why people express their beliefs in diverse ways
- Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- Appreciate and appraise the significance of different ways of life and ways of expressing meaning

Make connections between religious and non-religions believes, concepts, practises and ideas studied, so they can:

- Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- Discern possible connections between the ideas studied and their own ways understanding the world, expressing their critical response and personal reflections with increasing clarity and understanding

Timings for RE

As laid out in the Worcestershire RE syllabus

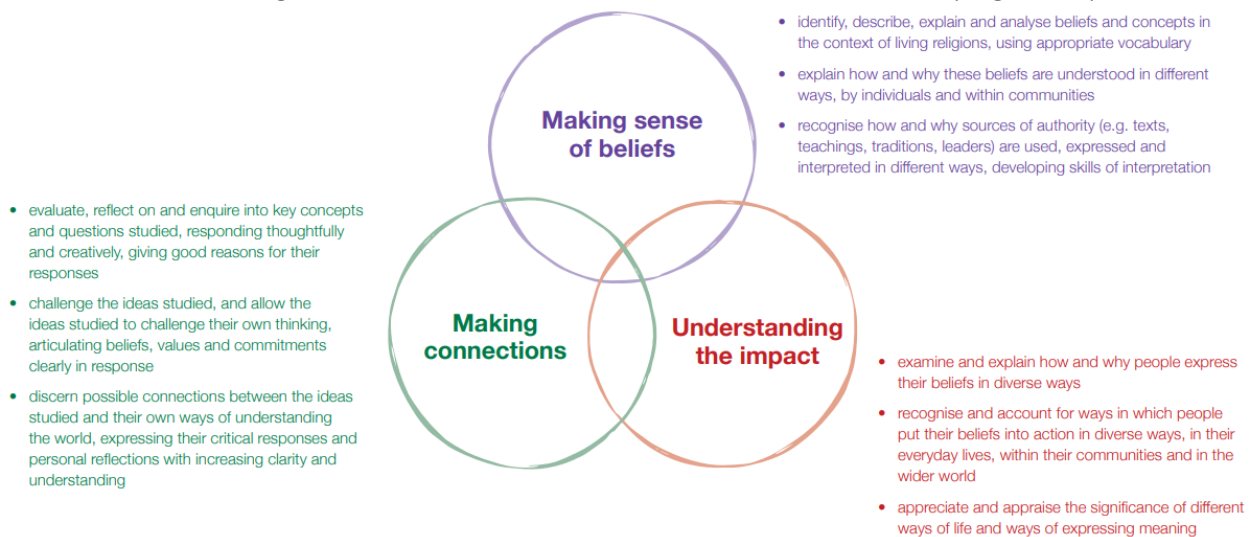
Age	Time expectations
4-5	50 minutes a week (taught session plus follow-up task) (a min of 32 hours a year)
5-7	an hour a week (a min of 36 hours a year)
7-11	an hour a week + 6 hours of additional sessions/RE days (a minimum of 45 hours a week)

Right to Withdraw

Parents have a right to withdraw their child/ren from some or all RE lessons. To request this, an email should be sent to the school office for the attention of the headteacher. Children who do not attend RE lessons will be set alternative activities to be completed outside of the classroom or in another classroom.

The Curriculum

In order to achieve this aim, learning and teaching will be structured to consider and embrace the following three strands in line with the Worcestershire Locally Agreed Syllabus:



Teaching and Learning

Clifton-upon-Teme Primary School utilises the long-term plan outlined in the Worcestershire Agreed Syllabus; a challenging and robust curriculum where individual thematic units are framed by a 'big question.' These build across key stages to ensure coverage of the three learning strands and allow pupils to make comparisons between beliefs by the end of each year. RE lessons should be engaging and include experiences that allow children to develop their knowledge, explore their understanding and reflect upon the impact of what they have learnt on their own identities. Sessions may include activities such as researching, art, drama, sorting, writing, videos or debating. There should be regular opportunities for discussion and reflection in lessons. Class teachers will plan individual sessions based on the strengths and needs of their own classes.

Recording and Monitoring

RE learning will be recorded in a mixture of RE books and class floor books, based on the age of the children and the type of learning being undertaken. There should be evidence of children's reflections in both ways of recording. Both individual books (if used) and floor books will be considered as evidence when assessing RE and by the subject lead for monitoring purposes.

The subject lead will monitor provision through professional dialogue with staff, staff meetings, learning walks, pupil and staff voice questionnaires and book looks in conjunction with class teachers.

Assessment

Within RE, assessment requires teachers to know what individual pupils know and can do. The learning outcomes for each 'big questions' support teachers to plan appropriate learning activities to enable pupils to secure their understanding and skills, and to assess their progress at the end of each unit.

Formative assessment is a continual part of the teaching and learning of RE at Clifton, with staff using observation, questioning, discussion, and reflection on pupil's written work to assess pupils. Teaching is then adaptive and responsive to this formative assessment. Most RE lessons will end with a reflective activity/discussion which links back to that unit's 'big question.' This will be a key moment for ongoing, formative assessment and to identify any misconceptions that need to be addressed at the time, or in subsequent teaching.

Summative assessment will take the form of recording whether each child is "emerging," "expected" or "exceeding" the specific learning outcomes of each unit at its completion. Teachers will make these decisions, by looking at work samples, recalling pupil responses within discussions and by using their professional judgement. In this way, individual progress can be tracked across each year group, and as stepping-stones towards the end of phase outcomes, which will be assessed in the same way. This is not the same as giving pupils 'levels' but ensures regular reflection on pupils' attainment and achievement to best support them within planning and teaching moving forwards. These assessment documents will be shared with the RE lead each half term to support monitoring of the subject, identification of trends, and consideration of the additional support or challenge individual pupils may need in order to ensure that they are achieving as they are capable.

Children's progress and achievement in RE will be reported annually to parents, within their child's written report. Within this reporting, parents will be informed of the content covered, and of their child's attainment and targets.

Definition of Spirituality

Exploring the notion of spirituality is an important aspect of RE yet is a term with many definitions. At Clifton-upon-Teme Primary School, we adopt the definition of spirituality as:

"deep feelings relating to people's thoughts and beliefs, rather than to their bodies and physical surroundings."

This definition is shared with children in an age-appropriate way in sessions and underpins the spiritual aspects of RE teaching at our school.

SMSC & British Values

RE learning will implicitly support the teaching and provision for SMSC & British Values as it supports children to develop their self-awareness, curiosity, ability to collaborate, debate, discuss and reflect. It also builds resilience, encourages awareness, understanding and respect of nature and of other people, and allows children to develop their own identities and moral compass. These opportunities should be valued and harnessed within RE teaching and learning. However, RE teaching alone does not fulfil the schools' legal requirement in these areas and both curriculum aspects should still be led and monitored by their respective leads.

Religious Education at Clifton-upon-Teme

- The Religious Education sits alongside, but is separate from, whole-school assemblies/worship and church visits. Whilst they complement and support each other, time spent on these activities cannot count towards RE teaching allocation.
- Lessons should be taught weekly, for the allotted time. RE should not be blocked as this does not support children to commit knowledge and learning to long-term memory, particularly for world religions which contain specific vocabulary and where there may already be large gaps between units. RE days and weeks can take place and have value but should be in addition to weekly lessons, not instead of them.
- Each taught unit centres on one 'big question' which is its title. Children should be used to the vocabulary 'big question' and should be introduced to the 'big question' in the first session of each unit, and it should be displayed in the classroom each half term (this can be an A4 sheet in a prominent place rather than a whole display). It should also be placed at the start of each unit of work in children's books. This may be printed and stuck in floor books/exercise books in EY and KS1, but in KS2 pupils should be writing it themselves on a double page and adding their learning to it in each session. Key vocabulary related to each big question should be added to the displayed question in the classroom as the unit progresses to support understanding and retention. The beginning and end of every RE lesson should link back to the unit's 'big question,' with time for discussion and reflection, as this will help children to be able to talk more clearly about their learning in RE.
- Pupils should have regular opportunities to work with real scriptures, books and prayers in the classroom. Where possible, they should read directly from Bibles should learn in Key Stage 2, how to locate passages using Bible references.
- Pupils should be handling real artefacts as much as possible. Children should have hands on experience of religious objects and the opportunity to handle and discuss them in order to bring learning to life. These may be owned by the school or rented from local libraries or museums.
- Children should recognise the symbols for the key religions/belief-systems studied in primary – Christianity, Judaism, Hinduism, Islam and Humanism. Each class has a set of A4 symbols that should be used in lessons to make clear which faith/s they are learning about. The faith/s being explored should be displayed during the session e.g. stuck on the whiteboard. These symbols should form a key part of class discussions in EY and KS1. Children should be able to name the religion the symbol represents (e.g. Islam), the name for people who follow this religion (e.g. Muslims) and the main place of worship for that faith (e.g. Mosque) by the end of Key Stage One.
- The curriculum has been designed to allow children to develop an understanding of the 'big story' of the Bible i.e. the Bible's structure, key stories, when and where Jesus is born, dies and rises from the dead, when the Christian faith began etc. Unit plans refer to the 'big story' of the Bible and children should be aware of this language. They should know that even though the Bible is made of lots of different books, it is still one 'big story'. They should be given regular opportunities to think about where the passages they are studying sit within this 'big story,' and to order the chapters, stories and events within it.
- Each year band has also been designed to build towards the final unit, in which children are able to consider and compare the beliefs of different faiths on a central issue. The religions focussed upon individually within that year band during the Autumn and Spring Terms, will come together in the final unit and learning should link back to these units.
- RE learning opportunities should be varied and creative, including written work, art, drama, debates, enquiries, and music. The suggested activities are guides for teachers, who may choose to ensure pupils develop the outlined skills and knowledge for each unit in other ways.
- The words 'some/most/many' have been specifically chosen and planned for in each unit. It is vital that children understand this language and can apply it in their own learning so as to avoid generalisations and misconceptions e.g. 'SOME Christians believe the story of Genesis,' 'MANY Hindus have a shrine in their home,' 'MOST Christians believe that Jesus was the Son of God.'
- The RE curriculum is one way in which pupils can experience and explore diversity. Opportunities have been planned for in each unit to address misconceptions, explore diverse beliefs and lives, and to support children to broaden their awareness of the world around them. Where possible generalisations and misconceptions have already been identified, notes have been provided for teachers to make facts, nuances and diversity within different faiths clear to support staff confidence and skill when delivering the curriculum. Staff should communicate any misconceptions which are evident in pupils' knowledge so that the curriculum can be continually developed to address and support teaching around these.

Skills Progression

Aspect	Fledglings (EYFS)	Robins (KS1)	Woodpeckers (LKS2)	Eagles (UKS2)
Making sense of beliefs Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions, recognising how and why sources or authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.	Early Learning Goals: Communication and language • Listen attentively and respond to what they hear with relevant questions, comments and actions • Make comments about what they have heard and ask questions to clarify their understanding • Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary Personal, social and emotional development • Show an understanding of their own feelings and those others • Explain the reasons for rules, know right from wrong and try to behave accordingly • Show sensitivity to their own and to others' needs Literacy • Demonstrate understanding of what has been read to them by retelling narratives using recently introduced vocabulary	• Identify core beliefs and concepts studied and give a simple description of what they mean • Give examples of how stories show what people believe (e.g. the meaning behind a festival) • Give clear, simple accounts of what stories and other texts mean to believers	• Identify and describe the core beliefs and concepts studied • Make clear links between texts/sources of authority and the core concepts studied • Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers	• Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions • Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts • Give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority
Understanding the impact Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.	• Explain the reasons for rules, know right from wrong and try to behave accordingly • Show sensitivity to their own and to others' needs Literacy • Demonstrate understanding of what has been read to them by retelling narratives using recently introduced vocabulary	• Give examples of how people use stories, texts and teachings to guide their beliefs and actions • Give examples of ways in which believers put their beliefs into practice	• Make simple links between stories, teachings and concepts studied and how people live, individually and in communities • Describe how people show their beliefs in how they worship and in the way they live • Identify some differences in how people put their beliefs into practice	• Make clear connections between what people believe and how they live, individually and in communities • 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
Making connections Evaluating, reflecting on and connecting the beliefs and practices studied, allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.	• Use and understand recently introduced vocabulary during discussions Understanding the World • Talk about the lives of the people around them and their roles in society • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class	• Think, talk and ask questions about whether the ideas they have been studying, have something to say to them • Give a good reason for the views they have and the connections they make	• Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly • Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and think • Give good reasons for the views they have and the connections they make	• Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) • Reflect on and articulate lessons people might gain from the beliefs/practises studied, including their own responses, recognising that others may think differently • Consider and weigh up how ideas studied relate to their own experiences and the experiences of the world today, developing insights of their own and giving good reasons for the views they have the connections they make

Long Term Plan (Cycle A)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	F4: Being special: where do we belong?	F2: Why is Christmas special to Christians?	F1: Why is the word 'God' special to Christians?	F3: Why is Easter special for Christians?	F5: Which places are special and why?	F6: Which stories are special and why?
Robins (Y1/2)	1.10: What does it mean to belong to a faith community?	1.1: What do Christians believe God is like?	1.7: Who is Jewish and how do they live?		1.2: Who do Christians say made the world?	1.9: How should we care for the world and for others, and why does it matter?
Woodpeckers (Y3/4)	L2.1: What do Christians learn from the Creation story?	L2.10: How do festivals and family life show what matters to Jewish people?	L2.2: What is it like for someone to follow God?	L2.9: How do festivals and worship show what matters to a Muslim?	L2.4: What kind of world did Jesus want?	L2.12: How and why do people try to make the world a better place?
Eagles (Y5/6)	U2.1: What does it mean if Christians believe God is holy and loving?	U2.3: Why do Christians believe Jesus was the Messiah?	U2.8: What does it mean to be a Muslim in Britain today?	U2.9: Why is the Torah so important to Jewish people?	U2.4: How do Christians decide how to live? What would Jesus do?	U2.10: What matters most to Humanists and Christians?

Long Term Plan (Cycle B)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	F4: Being special: where do we belong?	F2: Why is Christmas special to Christians?	F1: Why is the word 'God' special to Christians?	F3: Why is Easter special for Christians?	F5: Which places are special and why?	F6: Which stories are special and why?
Robins (Y1/2)	1.6: Who is Muslim and how do they live? Part One	1.3: Why does Christmas matter to Christians?	1.6: Who is a Muslim and how do they live? Part Two	1.5: Why does Easter matter to Christians?	1.4: What is the 'good news' Christians believe Jesus brings?	1.8: What makes some places sacred to believers?
Woodpeckers (Y3/4)	L2.3: What is the 'Trinity' and why is it important for Christians?	L2.7: What do Hindus believe God is like?	L2.8: What does it mean to be a Hindu in Britain today?	L2.5: Why do Christians call the day Jesus died 'Good Friday'?	L2.6: For Christians, when Jesus left, what was the impact of Pentecost?	L2.11: How and why do people mark the significant events of life?
Eagles (Y5/6)	U2.2: Creation and Science: conflict or complimentary?	U2.11: Why do some people believe in God and some people do not?	U2.7: Why do Hindus want to be good?	U2.5: What do Christians believe Jesus did to 'save' people?	U2.6: For Christians, what kind of king is Jesus?	U2.12: How does faith help people when life gets hard?

Year Overviews

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Reception			
	Autumn 1	Autumn 2	Spring 1
Unit Title	<i>F4: Being special: where do we belong?</i>	<i>F2: Why is Christmas special for Christians?</i>	<i>F1: Why is the word 'God' special to Christians?</i>
Unit Overview	This unit explores the ways in which people show respect for each other and show others that they are loved, cared for, valued and safe. They explore the idea of belonging and how they know that they belong. Children are encouraged to think about how their own family welcomed them into the world and how their family welcome babies or new members e.g. new partners/husbands/wives and their families. Children then explore how different faiths welcome people and show that they belong. They explore religious traditions including Christian Baptism, Muslim Aqiqah, Humanist naming ceremonies and the Hindu celebration of Raksha Bandhan.	This unit focuses on the Christian tradition Christmas. Children explore the meaning of the word 'special' and think about who is special to them and their families, which leads to finding out why Jesus is important to many Christian people. Children will then hear and discuss the Christmas story from the books of Matthew and Luke in the New Testament and be introduced to the word and concept of 'incarnation.' They then explore different ways in which Christians might celebrate Jesus' birthday and why these are special, including going to Church, Nativity plays, cards, decorations, food, giving gifts, lighting candles, and singing songs.	This unit develops children's understanding of the word 'God.' They explore what the word 'God' means, which people might believe in God and how Christianity, Judaism and Islam see God as 'the Creator,' celebrating and thanking Him for His Creation. They will find out about Harvest festivals and explore Creation prayers and Hymns of thanksgiving. Children will explore the Christian and Jewish Creation story, think about the wonders of the natural world, and talk about what people might do to 'mess up' the world, and how they can protect it, regardless of their religious beliefs.
World Religion Links			
	Spring 2	Summer 1	Summer 2
Unit Title	<i>F3: Why is Easter special for Christians?</i>	<i>Unit F5: Which places are special and why?</i>	<i>F6: Which stories are special and why?</i>
Unit Overview	This unit focuses on the Christian tradition of Easter. Children will explore what happens in nature as Winter turns to Spring, linking this idea of new life with the story of Jesus' resurrection. Children will hear and discuss the Easter story in the four Gospels of the New Testament (focusing on Palm Sunday, the Last Supper, the Crucifixion and the Resurrection) and discuss why this is such an important story for Christians. Children will be introduced to the word and concept of 'resurrection.' They will explore and engage with some Easter traditions including waving palms, making Easter gardens and Easter cards, decorating eggs and having an Easter Egg hunt.	This unit uses children's understanding of places that are special to them to help them understand and explore the importance of Places of Worship for the people who visit them. Children will think about and share places that are special to them and use this knowledge and awareness to explore why Places of Worship are special to people of faith. They will explore the features of a Christian Church, Jewish synagogue and Islamic Mosque, looking for similarities and differences between them. They will find about some events and activities linked to each place and will have the opportunity to visit a Christian Church. Children will use their knowledge of special places to design and create a 'special place' in school.	By exploring stories from different faiths, children will find out how religious stories help develop knowledge of faith and help people to lead 'good lives.' Children will share their own favourite stories, thinking about why they are important and how they make us feel. They will make links with previous learning of the Christian stories of Christmas and Easter and why they are important. They will learn that the Old Testament is shared by Judaism and Christianity, exploring the stories of Noah's Ark, Jonah and the Whale and David the Shepherd Boy, as well as exploring exclusively Jewish and Christian stories 'Chanukah' and 'Jesus meets Zacchaeus.' They will also explore Muslim stories of the Prophet Muhammad and the Hindu story of Rama and Sita. For each story, they will think about what they tell people about the faith and how to live a good life.
World Religion Links			

Robins Cycle A

	Autumn 1	Autumn 2	Spring 1 & 2
Unit Title	1. 10 What does it mean to belong to a faith community?	1.1 What do Christians believe God is like?	1.7 Who is Jewish and how do they live? *DOUBLE UNIT*
Unit Overview	This unit builds on children's learning in Reception about where they belong and how different faith communities welcome new babies. Children will revisit the Christian Baptism ceremony, developing from a focus on what happens to what the symbols involved mean and represent. Children will then explore symbols of belonging in Judaism and Islam and compare Christian Baptism to welcoming ceremonies of these faiths, and in Humanism. Children will explore the importance of loving each other within any group/community and will think about how they can show love for others. They will explore wedding traditions in different faiths as a way of showing commitment to another person, comparing and contrasting the vows and promises made at each. Children will be encouraged to talk to a person of faith about their experiences and feelings about being part of a faith community.	This unit builds on children's learning in Reception about why the word 'God' is special to Christians. The first unit focused on God as a Creator and this unit introduces His role as a forgiving father figure. This unit encourages children to engage directly with scripture and introduces Jesus' parables as stories which help Christian people find out more about God and about how to live their lives. Children will think about how they can forgive others, how it feels to forgive or be forgiven and how this is not always an easy thing to do. In Reception they learn that people might speak to God in prayer or song. Here they will explore different types of prayers and will write their own prayers and songs.	This is the first unit focusing on a single religion, other than Christianity. It allows pupils to draw together their learning about aspects of Jewish life and community from other units across Reception and Year One and digs deeper into the core beliefs and teachings about God in Judaism. Children will explore the Shema prayer as a key element of Jewish belief and worship and this will form the basis for further exploration in Jewish beliefs, practices and celebrations. They will find out about how important stories such as the Creation story, David and Goliath and the Stories of Sukkot and The Maccabees influence Jewish practices and the way in which they live their lives and the choices they make. Children will have lots of opportunities to link this back to their understanding of how Christian people are also influenced by religious stories, prayer, places and by being part of a faith community, finding and exploring the similarities and differences between both groups. Children will have the chance to visit a synagogue and will engage with real Jewish artefacts in the classroom.
World Religion Links			
	Summer 1	Summer 2	
Unit Title	1.2 Who do Christians say made the world?	1.9 How should we care for the world and for others, and why does it matter?	
Unit Overview	This unit builds on children's knowledge of God as a Creator. Children will return to the Creation story shared by Christianity and Judaism, retelling it in more detail, and comparing it to their own experiences of nature and the outdoors. Children will extend their understanding of how Christians might thank God for His Creation by writing their own prayers and songs, and creating artwork based on Creation. They will focus specifically on grace before meals to thank God, and on how Christians may follow His example, by caring for and being grateful to others. They will have opportunities to think about how everyone, regardless of belief, can protect the world and care for others by donating food, making ethical food choices and giving to charity and will think about what else they are grateful for, how it feels to be appreciated themselves, and how they can show their appreciation for others.	Throughout this unit, children will make connections with their prior learning from earlier in the year, including that they have learnt about God and Creation already, and how this might affect the choices and behaviour of Christian people. They will return once again to some key scriptures, including The Creation Story and some of Jesus' parables such as The Good Samaritan, and will use their now strong knowledge of these stories to think about what these stories tell believers about caring for the planet and for each other. They will explore what it means to be a friend and will use The Golden Rule to help them make decisions and choices. They will explore the responsibilities people have to the planet, as described in Psalms and will engage with some ways of helping to protect the planet from harm.	
World Religion Links			

Robins Cycle B

	Autumn 1	Autumn 2	Spring 1
Unit Title	<i>1.6 Who is a Muslim and how do they live? Part 1</i>	<i>1.3 Why does Christmas matter to Christians?</i>	<i>1.6 Who is a Muslim and how do they live? Part 2</i>
Unit Overview	This double unit focuses on the religion of Islam. Children have explored individual elements of the Islamic faith before across a range of big questions and this unit brings them together, with a focus on what Muslims believe about God and the Prophet Muhammad, and what their stories about these figures teach them about living good lives. Children will explore the core beliefs of Islam, the 99 names of Allah, stories from the Qur'an, Islamic Art and the Five Pillars of Islam throughout the unit and will use these to explore the key messages of the Islamic faith in terms of caring for Earth and caring for others. They will also have the opportunity to visit a Mosque.	This unit builds on children's previous learning about Christmas in Reception. Whereas children previously focused on generic Nativity stories, from a children's Bible, this unit focuses on the Gospel of Luke. Children will think about who Luke was and why he wrote a Gospel. Children will develop their understanding of the concept of 'incarnation' within Christianity and will be able to order and retell the key events in Luke's version of the Christmas Story. There will also be a greater focus on Advent, including what it means, how Christians might observe Advent and how Christians might prepare for Christmas Day. They will explore which Christmas traditions are religious and which are cultural and will think about which elements of the Nativity Play they put on as a class, are religiously accurate.	This double unit focuses on the religion of Islam. Children have explored individual elements of the Islamic faith before across a range of big questions and this unit brings them together, with a focus on what Muslims believe about God and the Prophet Muhammad, and what their stories about these figures teach them about living good lives. Children will explore the core beliefs of Islam, the 99 names of Allah, stories from the Qur'an, Islamic Art and the Five Pillars of Islam throughout the unit and will use these to explore the key messages of the Islamic faith in terms of caring for Earth and caring for others. They will also have the opportunity to visit a Mosque.
World Religion Links			
	Spring 2	Summer 1	Summer 2
Unit Title	<i>1.5 Why does Easter matter to Christians?</i>	<i>1.4 What is the 'good news' Christians believe Jesus brings?</i>	<i>1.8 What makes some places sacred to believers?</i>
Unit Overview	This unit builds on children's learning from Reception in which they also explored the Easter Story and its importance to Christians. Whereas the children previously focused on the story more generally, here they will explore individual Gospels and there will be a greater focus on the events of Holy Week including Palm Sunday, The Last Supper, The Mount of Olives, The Trial, The Crucifixion and The Resurrection. Children will specifically consider peoples' emotions across Holy Week and will be given opportunities to respond to this through talking, writing and creating artwork. They will also focus on the ways in which Christians observe and celebrate different aspects of Holy Week at Church. They will link what they have learned to the central Christians ideas of incarnation and salvation.	This unit encourages children to think about why Christians believe God might have sent His Son Jesus, to Earth, and to explore three key elements of his important message or 'good news:' forgiveness, peace and friendship. Children will explore Jesus' disciples and the way in which He moved around with his friends, demonstrating His message. They will explore their own experiences of forgiveness, peace and friendship, as well as finding out different ways in which Christians might share this 'good news' by demonstrating it at home or within their faith community.	This unit acts as a chance to revise and develop children's knowledge of Christian, Jewish and Islamic places of worship. Children will discuss what they already know from lessons and previous visits and will build upon this by focusing on 'sacred' artefacts. Children will explore some items which are sacred to each faith, how they are treated and what this tells us about the beliefs of that faith group. Children will have opportunities to handle real artefacts and engage with virtual tours of places of worship which can be compared with those they have already visited. The unit also prepares children for a longer focus on Islam later in the year.
World Religion Links			

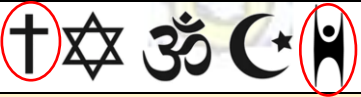
Woodpeckers Cycle A

	Autumn 1	Autumn 2	Spring 1
Unit Title	<i>L2.1 What do Christians learn from the Creation story?</i>	<i>L2. 10 How do festivals and family life show what matters to Jewish people?</i>	<i>L2.2 What is it like for someone to follow God?</i>
Unit Overview	This unit builds directly upon the Creation units taught in Reception and Year One, and which build up to develop children's understanding of this key element of Christianity. Children will spend some time revising the Creation Story that they know so far, with a greater focus on what this means for Christians in terms of their responsibilities as 'stewards of the Earth.' They will find out about some specific Christian groups who use this scripture to guide their positive actions. They will then move on to study of the next part of scripture, focusing on The Fall, and on what this teaches Christians about the ways in which sin takes them away from God, and how they can return to Him by reconciling.	This unit follows on from the children's previous learning about Judaism. They will explore the importance of the family and the family home to Jewish people and will explore some festivals that are celebrated as a family in the Jewish faith (Rosh Hashanah, Yom Kippur and Pesach/Passover). They will also revisit their previous learning on Shabbat and deepen their understanding of this tradition which also centres on family life. Children will make links with traditions in their own family and will explore Jewish prayers and blessings as part of daily worship and daily life as for many Jewish people.	This unit brings together the theme of promises, which children have explored in different contexts across different units. It focuses on what it is like for someone to follow God in terms of the promises they might make to God and to others, and the promises that God makes to them. The story of Noah is used as a central piece of scripture and children will explore the Covenant between God and Noah as one form of promise made by man. Children will explore the ways in which modern Christians might continue Noah's promise to care for God's creation and, consider other promises that people of faith might make in their lives, such as Baptismal promises, Confirmation, Ordination and when receiving Eucharist. They will explore direct Bible Scripture to help them explore the promises that Christians believe God makes to them.
World Religion Links			
	Spring 2	Summer 1	Summer 2
Unit Title	<i>L2.9 How do festivals and worship show what matters to a Muslim?</i>	<i>L2.4 What kind of world did Jesus want?</i>	<i>L2. 12 How and why do people try to make the world a better place?</i>
Unit Overview	This unit revises content from Unit 2.9 as children continue to develop their knowledge of the Islamic faith. Children will extend their knowledge of two of the Five Pillars of Islam (Salat and Sawm) in particular and will make explicit links between the ways in which Muslims might pray, worship or celebrate, and their beliefs about Allah. Following on from their trip to a Mosque last year, children will develop a deeper knowledge of how Muslims prepare for prayer through Wudu, the positions they adopt during prayer Rak'ah, and how prayer helps Muslim people to feel closer to God. They will also specifically focus on the Muslim traditions of Ramadan and Eid al-Fitr and what these events tell us about what matters to Muslims.	This unit builds on children's learning about the 'Good News' that Jesus brings (from Year Two). They already know that Jesus preached forgiveness, peace and friendship, and will be developing this further when considering what kind of world Jesus' wanted in terms of including and valuing everyone and showing love for all, even those which society had marked as outcasts. They will do this by directly reading and exploring Bible passages, exploring Biblical stories and artwork, and visiting a range of Christian places of worship to find out about the work going on in these faith communities to deliver the 'better world' that Jesus wanted. Children will be given opportunities to think about what a 'better world' might look like to them and to consider how they can contribute to the world Jesus described.	This unit builds on children's previous learning about the ways in which religious stories might guide people to make good choices. The unit begins with children thinking about some ways in which the children think the world is not as good as it could be, and then allows them to explore a range of teachings, significant people and charities that have worked to try and make the world a better place. These incorporate a range of different faiths and non-religious belief systems. Children are regularly encouraged to think about what they can take from each teaching/person/charity explored, into their lives and to how they can make the world a better place on a range of scales.
World Religion Links			

Woodpeckers Cycle B

	Autumn 1	Autumn 2	Spring 1
Unit Title	<i>L2.3 What is the 'Trinity' and why is it important for Christians?</i>	<i>L2.7 What do Hindus believe God is like?</i>	<i>L2.8 What does it mean to be a Hindu in Britain today?</i>
Unit Overview	This unit extends pupils' knowledge of what the word 'God' means to Christian people by exploring the idea of the Trinity. They will think about 'one God in three parts' and will explore Christian beliefs about the Father, the Son and the Holy Spirit. Children will engage with physical resources, imagery, artwork and scripture to explore Christian beliefs about the Trinity and will have the opportunity to create their own symbolic Trinity artwork, based on what they find out. They will explore Jesus' Baptism as a moment in which all three parts of the Trinity can be seen together and will relate this to their knowledge of modern Christian Baptisms.	This unit is children's first in-depth look at the Hindu faith and introduces some key concepts of the religion including the Aum symbol; the idea of Brahman as the Ultimate Reality; the many Gods/Goddesses of Hinduism; the Puja ritual, and the idea of every living person containing Atman (the spark of God). Children will investigate artefacts, images and stories to help them explore what Hindu people believe about God and will relate this knowledge back to what they have found out about beliefs relating to God in other faiths.	This unit feeds on directly from the previous unit about what Hindu people believe God is like, which focused on core beliefs of the Hindu faith. Here children are invited to explore how Hindu people in Britain are influenced by these beliefs and what impact they have on the way Hindu people live their life. Children explore the central ideas of Santana Dharma and Dharma more generally, in terms of Hinduism being a complete way of life and will explore how the ideas Karma and Moksha might influence the choices Hindus make in terms of living a good life. They will consider what daily routines and worship rituals Hindus may engage with and will find out more about what happens when Hindu people visit a Mandir and when they celebrate the festivals of Diwali and Holi. The unit culminates in a trip to a Hindu Mandir.
World Religion Links			
	Spring 2	Summer 1	Summer 2
Unit Title	<i>L2.5 Why do Christians call the day Jesus died 'Good Friday'?</i>	<i>L2.6 For Christians, when Jesus left, what was the impact of Pentecost?</i>	<i>L2.11 How and why do people mark the significant events of life?</i>
Unit Overview	This unit builds directly on children's previous learning about Easter. Children are already familiar with the Easter Story and have a basic awareness of the events of Holy Week. This unit therefore deepens that awareness and makes more explicit links with the way in which Christians may mark each key event, and the significance of each part of Holy Week in terms of the Salvation that Christians believe Jesus brought to the World by sacrificing His life on the Cross. Children will explore the emotional landscape of Holy Week, will visit St. Kenelm's Church to find out how Holy Week is marked, and will consider what the 'Good' in 'Good Friday' really means.	This unit follows on directly from the previous unit, exploring what happened after Jesus' resurrection and ascension into Heaven. Children use direct Bible scripture to explore the story of Pentecost and view this event as the birth of the Christian Church. They think about the Holy Spirit as part of the Holy Trinity and consider different symbolic representations of the Holy Spirit. They focus on the Christian Sacrament of Confirmation as a time in which Christians receive the Gifts of the Holy Spirit themselves and explore how these gifts support Christian people to continue spreading the Word of God, just as they believe the apostles did. They will also find out how modern Churches mark this important date on the liturgical calendar.	This unit focuses on how people of different faiths and beliefs might mark significant life events. It begins with children invited to consider what life is, what it means to them and what important milestones they have and might reach in their lives. They then spend several sessions focusing on specific traditions from a range of faiths, which mark important milestones, with many opportunities to compare, contrast and reflect on these. Children are then invited to think about the impact of such religious and non-religious traditions and whether they help form a map of life to help people navigate the incomprehensible subject of life's meaning, and if so, whether this is actually helpful or not.
World Religion Links			

Eagles Cycle A

	Autumn 1	Autumn 2	Spring 1
Unit Title	<i>U2.1 What does it mean if Christians believe God is holy and loving?</i>	<i>U2.3 Why do Christians believe Jesus was the Messiah?</i>	<i>U2.8 What does it mean to be a Muslim in Britain today?</i>
Unit Overview	This unit develops children's knowledge of Christian beliefs about God, by focusing on two specific characteristics of His attributes: being loving and being holy. Children will explore how many ideas about God come from Biblical scripture and will engage directly with passages from the Bible that describe God. They will also be introduced to a range of theological language linked with these attributes of God. Children will then consider how Christian beliefs about a loving and holy God may be demonstrated in the ways they worship God, including the building of cathedrals and through music of praise, before considering whether Christian views are more or less in line with societal views than a Humanist perspective.	This unit builds on from children's knowledge of Jesus as God's Son and as part of the Holy Trinity. Children will explore Old Testament scripture which foretells the coming of the Messiah when creating a definition for this term. They will then explore whether the attributes and role of the Messiah from the Old Testament fit with the New Testament descriptions of Jesus. They will explore the Nativity story as the moment in which God became flesh (incarnational) and the Messiah came to Earth as a saviour, bringing salvation. They will explore how Christians might put their beliefs about the coming of the Messiah into practise at Christmas.	This unit builds on children's previous knowledge of Islam by deepening further their knowledge of The 5 Pillars of Islam (particularly Hajj), Islamic religious scripture, and the features of a Mosque. Throughout the unit, children will be encouraged to reflect on what their learning tells them about Islamic beliefs about God and on how these beliefs may impact upon the lives, choices and experiences of Muslim people in Britain. They will be encouraged to respond to scenarios using Islamic teaching, to make links between teaching and action, and to make comparisons between their knowledge of Islam and of other faiths/belief systems.
World Religion Links			
	Spring 2	Summer 1	Summer 2
Unit Title	<i>U2.9 Why is the Torah so important to Jewish people?</i>	<i>U2.4 How do Christians decide how to live? 'What would Jesus do?'</i>	<i>U2.10 What matters most to Humanists and Christians?</i>
Unit Overview	This unit builds on children's growing knowledge of the Jewish religion. To this point, their knowledge of Judaism has focused on Jewish festivals, actions and their place of worship. This unit develops children's understanding by looking more directly at scripture, including Torah, TeNaKh, Talmud, and the 613 mitzvot commandments. They will make links between Jewish beliefs in God and how they treat the Torah and between the Mitzvot commandments and Kosher laws. Children will also develop their awareness of different communities within the Jewish faith and will make comparisons between Orthodox and Progressive groups. The unit ends with a trip to an Orthodox synagogue, which pupils will compare with their trip to an Orthodox synagogue in Year One.	This unit encourages children to explore the messages of Jesus Christ in the 4 Gospels in more depth. They have already thought about what Jesus' message was more generally e.g. friendship, love and forgiveness. This unit breaks this down further and explores how people might follow Jesus' example more specifically, in relation to prayer, healing, justice and peace-making. They will explore Bible verse and the work of a range of people and groups to consider each of these aspects of Jesus' message and will consider how people of faith and of no-faith, might achieve these things in their lives.	This unit focuses on the fundamental beliefs of Humanist and Christian people in terms of what it means to be good and to make the right choices. Children will consider the roles of religious scripture, morals and values in decision making and will compare the fundamental similarities and differences between Christian and Humanist moral codes, as well as how far these align with pupils' own beliefs and ideas. There is a specific and repeated focus on the challenges of different codes for living and on how and where people can find support if they are finding it hard to make the right choices.
World Religion Links			

Eagles Cycle B

	Autumn 1	Autumn 2	Spring 1
Unit Title	<i>U2.2 Creation and Science: conflicting or complementary?</i>	<i>U2.11 Why do some people believe in God and some people do not?</i>	<i>U2.7 Why do Hindus want to be good?</i>
Unit Overview	This unit brings together the learning children have done across all three phases on the Creation Story. Previous units have focused on the story of Genesis, on God as a Creator, and on looking after Planet Earth but here, children move beyond this and focus on how scripture sits alongside science. Children will directly explore the Genesis story, Cosmology and the Theory of Evolution and will consider where and how these aspects are in conflict and where they can complement each other. Central to this exploration, will be on children considering the genre and intended purpose of the book of Genesis. Children will look at individuals who balance science and belief and will consider their own opinions and ideas about creation and science.	This unit brings together all of the units in which children have considered what Christians believe about God and drills down into why they may have these beliefs in the first place. Children will explore a range of reasons why people may or may not believe in a God, including family history, religious experiences, the wonder of the universe, Science, and the presence of sadness/tragedy. They will explore theistic, agnostic and atheist ideas and will be visited by a person of faith with whom they can discuss their beliefs.	This unit focuses on Hindu beliefs relating to the cycle of life and rebirth. Children will revise their knowledge about Brahman and will consider how the cycle of karma, dharma and samsara aims to bring Hindu people closer to achieving moksha (breaking free of the cycle of life to become one with Brahman, who is the energy of the universe). They will explore Hindu beliefs about what it means to live a good life, and they will consider the types of attitudes, actions and duties this might include. Children will explore the life of Mahatma Gandhi and the work of Sewa UK, as two examples of being good, and will reflect upon how the goals/duties and ambitions of the Hindu Dharma may be similar and different to their own goals and their own definitions of what it means to be good.
World Religion Links			
	Spring 2	Summer 1	Summer 2
Unit Title	<i>U2.5 What do Christians believe Jesus did to 'save' people?</i>	<i>U2.6 For Christians, what kind of king is Jesus?</i>	<i>U2. 12 How does faith help people when life gets hard?</i>
Unit Overview	This unit builds on children's knowledge of what happens in the Easter Story by encouraging to think about why it happened. They will explore the events of Holy Week with a view to identifying moments of sacrifice made by Jesus and will explore why Christians believe this sacrifice was made. They will then explore the ways in which Christians might remember, celebrate and act on Jesus' sacrifice in terms of receiving communion, praying and sacrificing their own time and money to help others and to spread the Word of God. Children will explore martyrdom as a form of sacrifice and will be encouraged to think about smaller sacrifices that they might make in their lives to help bring health, safety and happiness to others e.g. caring for a relative, donating to charity, volunteering etc.	This unit brings together children's previous learning about Jesus as a Messiah, the Son of God, and as a role model. Children are invited to consider traditional descriptions of a king and to decide to what extent Jesus fits in with these ideas. They will consider what the Kingdom of God/Heaven means to Christian people and who is welcomed into this place. They will also explore and develop their understanding of Jesus' kingship by exploring Biblical texts including parables and Gospel stories, and by analysing the Lord's Prayer and the lyrics of different worship songs. Children will then use this understanding of Jesus' king-like qualities to think about how the people following Jesus can learn from Him as a role model and can follow his message to make the world a better place. This will include getting involved in their own local project to help others in their local community. They will visit Worcester Cathedral looking for signs and symbols of Jesus as a King.	This unit is enquiry-based and encourages children to explore different beliefs about faith as a source of comfort when times are hard and what different faiths teach about what happens when we die. The unit begins by thinking about how Christians might worship when things are very good in their lives and when they are faced with challenges. It then moves towards a focus on answering the question of a character from a book, Lil, who asks the children what might happen when they die. Each session then focuses on a different aspect of beliefs about death from the Christian, Jewish, Hindu, Islamic and Humanist belief systems, with children producing a paragraph per lesson of their response to Lil's letter. They will explore beliefs surrounding the soul, judgement, an afterlife, reincarnation and funerals, before being invited to consider their own ideas and beliefs.
World Religion Links			

Faith Symbols

Children should recognise the symbols for the key religions/belief-systems studied in primary – Christianity, Judaism, Hinduism, Islam and Humanism. Each class has a set of A4 symbols that should be used in lessons to make clear which faith/s they are learning about. The faith/s being explored should be displayed during the session e.g. stuck on the whiteboard. These symbols should form a key part of class discussions in EY and KS1. Children should be able to name the religion the symbol represents (e.g. Islam), the name for people who follow this religion (e.g. Muslims) and the main place of worship for that faith (e.g. Mosque)

Symbol	✝	✡	ॐ	☾★	🕍
Faith	Christianity	Judaism	Hinduism	Islam	Humanism
People	Christian	Jewish	Hindu	Muslim	Humanist
Place of Worship	Church	Synagogue	Mandir/ Temple	Mosque	Not set place of worship

