

**RE Statement of Intent:**

Our RE curriculum will enable children to:

- develop religious literacy to enable them to hold balanced and informed conversations about religion and belief
- make links with the Christian values of our own school
- grow in spiritual, moral, social and cultural awareness
- develop knowledge and understanding of Christianity as well as other principal religions and world views
- focus on concepts as well as content, within the context of enquiry-based learning
- explore authentic religious material, e.g. sacred texts
- be prepared for life in modern Britain and have an understanding of British Values
- reflect on their own experiences

Implementation:

- RE is taught in blocks throughout the year, so that children can achieve depth in their learning.
- We design our RE planning using the Lincolnshire Agreed Syllabus and Understanding Christianity
- Plans for each unit identify the key knowledge and skills and these are mapped across the school, ensuring that knowledge builds progressively and that children develop skills systematically. The learners will revisit themes, knowledge and skills in order to embed and deepen understanding.
- Big questions are identified in each unit as possible questions for enquiry.
- Teachers may identify cross curricular outcomes, particularly with expressive arts and literacy
- Visits to diverse religious settings are an integral part of learning

Process Knowledge and Skills:

Pupils in all key stages develop key skills in RE in order to enhance learning.

1. Investigation and enquiry: asking relevant and increasingly deep questions; using a range of sources and evidence, including sacred texts; identifying and talking about key concepts.
2. Critical thinking and reflection: analysing information to form a judgement; reflecting on beliefs and practices, ultimate questions and experiences.
3. Empathy: considering the thoughts, feelings, experiences, attitudes, beliefs and values of others; seeing the world through the eyes of others.
4. Interpretation: interpreting religious language and the meaning of sacred texts; drawing meaning from, for example, artefacts and symbols.
5. Analysis: distinguishing between opinion, belief and fact; distinguishing between the features of different religions.
6. Evaluation: enquiring into religious issues and drawing conclusions with reference to experience, reason, evidence and dialogue.

Key: **Subject Knowledge** **Big Questions**

Class 2 Year A

Term 1 God - Islam

How is Allah described in the Qur'an?
 What do Muslims learn about Allah and their faith through the Qur'an?
 *One God (tawhid), created the universe and human beings
 *Provided a straight path (shariah)
 *Provided guidance to help humans
 *99 Names of Allah – ways in which Muslims try to understand what God is like
 *Qur'an = holy book of Islam
 *The story about the Prophet Muhammad receiving the Qur'an (the 'Night of Power')

Term 2 Incarnation

Why does Christmas matter to Christians?
 *Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians
 *Recognise that stories of Jesus' life come from the Gospels
 *Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas
 *Decide what they personally have to be thankful for at Christmas

Term 3 Community - Islam

What do Muslims do to express their beliefs? Which celebrations are important to Muslims? What are the key practices associated with these celebrations and what do they tell us about beliefs about God, humans and the world?
 *Worship (ibadah) – prayer five times a day
 *Key objects associated with prayer
 *Studying the Qur'an: the madrassah (school)
 *Festivals: Eid ul-Fitr (end of the month of Ramadan), Eid ul-Adha (celebration of Prophet Ibrahim's test of faith)
 *Key practices, symbols, etc., and how they relate to Muslim beliefs

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| | Term 4 Salvation | Terms 5 and 6 Places of Worship | |
| | <p>Why does Easter matter to Christians?</p> <p>*Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible.</p> <p>*Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</p> <p>*Recognise that Jesus gives instructions about how to behave.</p> <p>*Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter.</p> <p>*Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</p> | <p>Choose three key objects, features or symbols and look at: what they tell us about beliefs about God/humans/the world around them how they are used in practice – i.e. what impact they have on the community</p> <p>*Judaism: Torah scroll: contains the story of the people of Israel Yad: a hand-shaped pointer used to help Jewish people read the Torah scroll without touching it directly Ner Tamid: the everlasting light, often lit outside the Ark (the place in which the Torah scroll is stored) Tallit: the prayer shawl worn by Jewish people during worship</p> <p>*Christianity: Candle: symbol of Jesus Font: key feature of baptism Altar: table upon which the shared meal of Holy Community takes place</p> <p>*Islam: Prayer mat: used during prayer Qibla: indicates the direction of Makkah Minaret: tower from which the adhaan (call to prayer) is given</p> | |
| Class 2 Year B | Terms 1 and 2 Thankfulness | | Term 3 Being Human – Islam |
| | <p>Includes at least one religion/worldview other than Christianity and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism</p> <p>Think about the importance of gratitude (saying thank you) – Do you only have to say thank you if you believe in God?</p> <p>*Christianity: Harvest festival – saying thank you for the harvest</p> <p>*Judaism Key Beliefs: In one God, who has created the world In the people of Israel (Jewish people) The covenants Sukkot – the festival of the booths</p> | | <p>What does the Qur’an say about how Muslims should treat others and live their lives?</p> <p>How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?</p> <p>*Imam (faith) *Shahadah (statement of faith) *Akhlaq (character, moral conduct) *The importance of serving others and showing compassion *Stories about the prophets *How to care for others and make sure the world is a fair, just and harmonious place</p> |
| | Term 4 Life Journey - Islam | Term 5 Creation | Term 6 God |
| | <p>What do Muslims do to celebrate birth?</p> <p>What does it mean and why does it matter to belong?</p> <p>*The importance of community (ummah) in Islam *Celebrating a new member of the Muslim community (ummah) *The aqiqah ceremony at 7 days old *Naming babies - compare this with birth rites of other religions</p> | <p>Who made the world?</p> <p>*Retell the story of creation from Genesis 1:1–2.3 simply.</p> <p>*Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible.</p> <p>*Say what the story tells Christians about God, Creation and the world.</p> <p>*Give at least one example of what Christians do to say thank you to God for the Creation.</p> <p>*Think, talk and ask questions about living in an amazing world.</p> | <p>What do Christians believe God is like?</p> <p>*Identify what a parable is</p> <p>*Tell the story of the Lost Son from the Bible simply</p> <p>*Recognise a link with the concept of God as a forgiving Father</p> <p>*Give simple accounts of what the story means to Christians</p> <p>*Give examples of ways in which Christians show their belief in God as loving and forgiving</p> <p>*Give examples of how Christian belief is shown in worship</p> <p>*Think about what they can learn for themselves from the story</p> |
| Class 3 Year A | Terms 1 and 2 Pilgrimage | | Term 3 What do people believe about God? Hinduism |
| | <p>What is a pilgrimage? What does pilgrimage involve? — E.g. Jewish pilgrimage to Jerusalem, Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage to Makkah, Hindu pilgrimage to the Ganges, etc.</p> <p>What is the environmental impact of pilgrimage?</p> | | <p>How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine</p> |

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| | <p>*Pilgrimage as a significant journey carried out for a special reason</p> <p>*Examples of religious and non-religious pilgrimages</p> <p>*Jerusalem: a place of pilgrimage for Jews, Christians and Muslims</p> <p>*Christianity: explore at least two Christian sites of pilgrimage</p> <p>*Hinduism: the Kumbh Mela</p> <p>*The impact of pilgrimage on the natural world and the way in which this challenges the value religious believers place on the environment and their duty to protect it</p> | | <p>through these stories? What is the purpose of visual symbols in the mandir?</p> <p>*Hinduism as an umbrella term for a collection of religious expressions</p> <p>*Hinduism is a monotheistic religion (belief in one ultimate reality)</p> <p>*Brahman, the ultimate reality, the life force in all things, Trimurti – Brahma (creator – the beginning of life), Vishnu (preserver – the sustaining of life), Shiva (destroyer – the end of life) – representing the cycle of life (helping Hindus worship Brahman, the ultimate reality)</p> <p>*The symbol of the lotus flower</p> <p>*Atman (the soul) – the bit of the ultimate reality in all living things</p> <p>*Human beings can achieve moksha through fulfilling their dharma (duty)</p> <p>*Stories from the Ramayana, Bhagavad Gita, Mahabharata</p> |
| | Term 4 Salvation | Terms 5 and 6 Community - Hinduism | |
| | <p>Why do Christians call the day Jesus died 'Good Friday'?</p> <p>*Order the timeline of the Bible's 'big story'</p> <p>*Suggest what the texts about the entry to Jerusalem and resurrection of Jesus might mean</p> <p>*Give examples of the what the texts studied might mean to some Christians</p> <p>*Make links between the Gospel texts and how Christians mark Easter events in church communities</p> <p>*Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship</p> <p>*Make links between some of the stories and teachings in the Bible and in the world today, expressing their own ideas clearly</p> | <p>How is Hindu belief expressed collectively? How does Hindu worship and celebration build a sense of community? Worship and celebration: ways in which worship and celebration engage with/affect the natural world; ways in which this relates to beliefs about creation and natural world</p> <p>*Worship in the home</p> <p>*Festivals:</p> <p>Diwali – the story of Rama and Sita in the Ramayana (a story about what happens when you fulfil your dharma (duty)); examples of Diwali in the UK (e.g. Leicester) and elsewhere in the world – its impact on the environment</p> <p>Holi – a spring festival associated with harvest (harvest time occurs in India at the beginning of the calendar year); examples of Holi in the UK and elsewhere in the world – its impact on the environment</p> <p>Raksha Bandhan (sometimes called Rakhi) – the festival of brothers and sisters; examples of Raksha Bandhan in the UK and elsewhere in the world</p> | |
| Class 3 Year B | Term 1 & 2 Incarnation | | Term 3 What is a good life? |
| | <p>What is the Trinity?</p> <p>*Identify John 1 as part of a Gospel, noting some differences between John and other Gospels</p> <p>*Offer suggestions for what texts about God might mean</p> <p>*Give examples of what the texts studied mean to some Christians</p> <p>*Describe how Christians show their beliefs about God the Trinity in the way they live</p> <p>*Make links between some of the texts and teaching about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly</p> | | <p>Look at guidelines and laws in various religions and non-religious worldviews</p> <p>Chance to explore whether 'good' means the same thing to everybody</p> <p>*Recognise that the word 'good' means different things to different – compare with our understanding of 'bad'</p> |

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| | | | <p>*Examples of explanations of what good is in a number of religions and non-religious worldviews: Christianity: the 'Golden Rule' Islam: Hadith (teachings/sayings/advice given by the Prophet Muhammad) Humanism: key principles</p> |
| | Term 4 People of God | Term 5 Being Human - Hinduism | Term 6 Life Journey - Hinduism |
| | <p>What is it like to follow God? *Make links between the story of Noah and the idea of covenant *Make links between promises in the story of Noah and promises that Christians make at a wedding ceremony *Make links between the story and how we live in school and the wider world</p> | <p>How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha? How do beliefs impact on action? *The key importance of dharma (duty) *Ways in which a Hindu may try and fulfil their dharma (duty) *Ahimsa – the principle of non-violence *The role of yoga, meditation and renunciation *Satsang (togetherness) – the importance of the family, the community and society in thinking about one's dharma (duty) *Examples of Hindus and the way they lived their lives</p> | <p>How do Hindus show they belong? What value does religion bring for religious people? How does this relate to ideas about community, identity and belonging? Rites of passage; include other religions *Hinduism: Samskaras (rites of passage that mark the move from one phase of life to the next): The key features of each and the ways in which they connect to beliefs about Brahman, atman, samsara, dharma and karma *The value of religion</p> |
| Class 4 Year A | Term 1 Symbol of God – What do Muslims believe about God? | Term 2 Incarnation | Term 3 Faith and belief in action – Being human (Islam) |
| | <p>What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque? *The oneness of God (tawhid) *God as creator who has created the universe *The connection between iman (faith/beliefs) and ibadah (worship/practice) *Five Pillars: 1. Shahadah (statement of belief) 2. Salat (prayer five times a day)</p> | <p>Was Jesus the Messiah? *Explain the place of Incarnation and Messiah with the 'big story' of the Bible *Identify Gospel and prophecy texts *Explain connections between biblical texts, Incarnation and Messiah *Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways of celebrating Christmas *Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible</p> | <p>What does the Qur'an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in practice? How do beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals? *The role of human beings in maintaining a harmonious (Muslim) world *Family life and the way in which this contributes to following the straight path (shariah)</p> |

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| | 3. Zakat (charitable giving) 4. Sawm (fasting during the month of Ramadan) 5. Hajj (pilgrimage to Makkah) *The masjid (mosque) – its role in Muslim belief and practice, and key features | *Weigh up how far the idea that Jesus is the Messiah is important in the world today | *The Hadith – collections of the teachings and lived example (sunnah) of the Prophet Muhammad *The work of Muslim charities connecting with Muslim beliefs about God, the world and human beings *Examples of contemporary Muslims and the ways in which their beliefs impact on their lives |
| | Term 4 Salvation | Terms 5 & 6 Expressing beliefs through the arts | |
| | What difference does the resurrection make to Christians? *Explain where Incarnation and Salvation are placed within the ‘big story’ of the Bible *Suggest meanings for resurrection accounts and compare Christian interpretations *Explain the connections between Luke 24 and key Christian concepts *Make connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday *Explain why some people find belief in the Resurrection makes sense and inspires them *Offer and justify their own responses as to what difference belief in the Resurrection might make to how people respond to challenges and problems in the world today | How do religious and non-religious people understand the value of creativity? How do religious and non-religious people understand the connection between beliefs about human beings and human creativity? How do religious and non-religious people express their beliefs creatively? Why are some people not comfortable to use pictorial representation to express belief, e.g. Muslims and Jewish people *The importance of creativity as a way to express meaning, emotion, knowledge, etc. *Creativity as connected with what it means to be human i.e. different from other animals *The different ways in which human beings communicate meaning *The challenges of communication: the same word/symbol can mean different things to different people *The difficulties of communicating about ideas like God, hope, justice, truth, love, etc., using words *The other ways in which people try to express their understanding of these ideas *Beliefs about creation and creativity in different religions (e.g. Christianity, Islam, Hinduism, Judaism) *Reasons why some religious people will depict God/key religious figures visually and others will not *Examples of religious art and art exploring religious | |
| Class 4 Year B | Term 1 Kingdom of God | Term 2 Forgiveness | Terms 3 & 4 Gospel |
| | What kind of king is Jesus? *Explain connections between biblical texts and the concept of the Kingdom of God *Consider possible meanings for the biblical texts studied and compare their ideas with ways in which Christians interpret biblical texts *Make connections between belief in the Kingdom of God and how Christians put their beliefs into practice | Explore the concept of forgiveness in different religious and non-religious worldviews. The value of forgiveness, the implications of forgiveness for the one being forgiven and the one forgiving *Key terms: forgiveness, mercy/merciful, compassion, sin, forgiveness, repentance, reconciliation *“To err is human, to forgive divine” (Alexander Pope) – ways in which different religions reflect this view *Christianity: the Lord’s Prayer, biblical texts about forgiveness; the links between these narratives and beliefs about sin and forgiveness; examples of this in action | What would Jesus do? *Identify features of Gospel texts *Suggest meanings of Gospel texts and compare their ideas with ways in which Christians interpret biblical texts *Make connections between Gospel texts, Jesus’ ‘good news’, and how Christians live in the Christian community and in their individual lives *Relate biblical teaching, ideas and beliefs to the issues, problems and opportunities of their own lives and the life of their community in the world today |

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| | <p>*Identify ideas arising from their study of the Kingdom of God and comment on how far these are helpful or inspiring for the world today, justifying their responses</p> | <p>*Hinduism: the relationship between forgiveness and fulfilling one's duty (dharma); forgiveness as one way of carrying out good action (karma); ahimsa (the principle of non-violence) – the links between this and forgiveness; seeking penance (prayascittha)</p> <p>*Islam: Allah as All-Merciful, the All-Forgiving, the Pardoner; Hadith describing Prophet Muhammad asking God to forgive the people who had mistreated him (Al-Bukhari); shirk – the unforgivable sin (worship of any other deity); distinction between divine forgiveness and human forgiveness; expectation that people will forgive</p> <p>*Judaism: forgiveness as a duty (mitzvah); links between this and beliefs about God as merciful; the concept of teshuva (repentance); Yom Kippur, the Day of Atonement</p> <p>*Forgiveness in both religious and non-religious worldviews</p> <p>*The challenges of forgiveness for the one forgiving and the one being forgiven</p> | |
| | <p>See Terms 3 & 4 Gospel – see above</p> | <p>Term 5 Community – Muslim</p> <p>How is Muslim belief expressed collectively? How does Muslim worship and celebration build a sense of community? Worship and celebration: ways in which they engage with/affect the natural world; how this relates to beliefs creation and natural world</p> <p>*Umrah – non-mandatory, lesser pilgrimage to Makkah that can be carried out at any time; key features and the way in which this relates to key beliefs</p> <p>*The mosque (masjid) as a centre of the community; its role in providing education (the madrassah), welfare (by distributing zakat) and engaging with the wider local community</p> <p>*Festivals and the ways in which they relate to Muslim beliefs: Eid ul-Fitr – marks the end of the month of Ramadan; Eid ul-Adha – the festival of the sacrifice; examples of these festivals elsewhere in the world</p> | <p>Term 6 Life Journey – Rites of passage. How do Muslims show they belong?</p> <p>How do Muslims show they belong? What value does religion bring for religious people? How does this relate to ideas about community, identity and belonging? Rites of passage; including other religions</p> <p>*Islam</p> <p>Birth - links between rituals for a new baby and zakat [charitable giving] and Muslims beliefs about harmony</p> <p>Marriage - the role of cultural traditions in Muslim</p> <p>Death - burial rituals</p> <p>*The value of religion</p> |