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|  **Religious Education**  |
| **How can we make a difference?**  |
| **How does what we believe, how we live and how we think make a difference to the world?** |

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|  | FS2 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Term 1 and 2****Why is salvation important?** | **LAS Unit** Myself[*Introduce people who belong to a religious group*]**People, culture and communities****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;**Understand that some places are special to members of their community.Recognise that people have different beliefs and celebrate special times in different ways. | **God**UC 1.1 (core)What do Christians believe God is like?B1, B2L3, L4a, L4bT1, T3 | **Salvation**UC 1.5 (core)Why does Easter matter to Christians?B1, B2L2, L3, L4a, L4bT1, T3 | **Salvation** UC 2a.5 (core)Why do Christians call the day Jesus died ‘Good Friday’?B1, B2L2, L3, L4a, L4bT1, T2, T3 | **LAS Additional** Big Questions (*including Christianity*):Why do we celebrate?[*What different events/times of life do we celebrate?* *How do different people celebrate things differently?**How does celebration relate to remembrance?*]B1, B2L1, L2, L3, L4a, L4bT1, T2, T3 | **Salvation**UC 2b.7 (core)What difference does the resurrection make for Christians? B1, B2L2, L3, L4a, L4bT1, T2, T3 | **God** UC 2b.1 (core)What does it mean if God is loving and holy?B1, B2L2, L3, L4aT1, T2, T3 |
| **Why this, why now?**At the start of the year, pupils will be learning more about each other. This is a chance for them to learn that, for some people, occupying a religious worldview is part of who they are. | **Why this, why now?**Pupils build on learning in EYFS by exploring in detail ways in which Christians articulate their beliefs about God. | **Why this, why now?**In this term, pupils have the opportunity to explore in depth the story of Jesus’ crucifixion and resurrection as something for which Christians express gratitude. | **Why this, why now?**In this unit, pupils build on their learning in spring term by exploring the second person of the Trinity (God the Son, Jesus) in more depth. In particular, they explore reasons why Christians understand the crucifixion to be a ‘good’ think. | **Why this, why now?**In this unit asks pupils to think of different reasons why humans celebrate. It explores how people celebrate good things and difficult things. It builds on learning in EYFS and KS1 around festivals and rites of passage. | **Why this, why now?**This unit builds on learning about Christian beliefs about God, Jesus and human beings from KS1. It focuses on the impact that belief in the resurrection of Jesus has on a Christian’s decisions and actions. | **Why this, why now?**This unit interrogates the evidence for the Christian belief that God is holy and loving. It also explores some of the real-life implications for Christians if God is holy and loving. This builds on prior learning about God as Trinity and Jesus as God incarnate (God ‘in the flesh’). |
| **LAS Unit**Special people to me[*Introduce people who are important to members of a religious group, e.g. Jesus, Prophet Muhammad, vicar, imam, etc.*]**Incarnation**UC F2 (core)Why do Christians perform Nativity plays at Christmas? | **Creation**UC 1.2 (core)Who do Christians believe made the world?B1, B2L3, L4a, L4bT1, T2, T3 | **Incarnation** UC 1.3 (core)Why does Christmas matter to Christians?B1, B2L2, L3, L4a, L4bT1, T3 | **God/Incarnation**UC 2a.3 (core)What is the Trinity?B1, B2L2, L3, L4a, L4bT1, T2, T3 | **Creation** UC 2a.1 (core)What do Christians learn from the creation story?B1, B2L2, L3, L4aT2, T3 | **Incarnation**UC 2b.4 (core)Was Jesus the Messiah?B1, B2L2, L3, L4a, L4bT1, T2, T3 | **LAS Additional**Unit Designed by the School (*including Christianity*): Do you have to believe in God to be good? [*Opportunity to study Buddhism/Humanism/atheism and explore e.g. issues of social justice*]B1, B2, B3L1, L2, L3, L4a, L4bT1, T2, T3 |
|  | **Why this, why now?**Having introduced the idea of religious worldviews, this is an opportunity to introduce some people who are important within a range of religious worldviews. The Understanding Christianity unit offers an opportunity to do this with a focus on the significance of Jesus for Christians. | **Why this, why now?**Building on learning in the previous term, pupils explore how Christians articulate their different beliefs about the origins of the universe and the ways in which these connect with beliefs about God. | **Why this, why now?**Pupils have the opportunity to explore in more depth the key figure of Jesus, making connections between Jesus’ early years and his adult life (explored in the previous term). | **Why this, why now?**In this unit, pupils build on their learning about Christian beliefs about God in KS1 with a key focus on the Christian understanding of God as Trinity. There are also opportunities to compare and contrast with learning in autumn term on Hindu and Muslim beliefs about God. | **Why this, why now?**This unit explores different Christian views about the natural world and explores what Christians believe about the relationship between the natural world and human beings. It considers the impact of human action on the natural world, building on the work carried out in the previous two terms. | **Why this, why now?**This unit interrogates the evidence for Jesus’ resurrection and asks how Christians seek to reason about their belief in the resurrection and its significance in their lives. This builds on learning about the significance of Jesus to Christians from KS1. | **Why this, why now?**This unit builds on the prior term by exploring some of the arguments for and against the existence of God. It builds on prior learning in Year 3 (‘What is a Good Life?’) by deepening pupils’ understanding of how different religious and nonreligious worldviews articulate what it means to be ‘good’. |
| **Terms 3 and 4****What can we learn from world faiths?** | **LAS Unit** Our special books[*Introduce stories from religions and important books for members of a religious group*] | **LAS Compulsory**God – Islam*How is Allah described in the Qur’an?**What do Muslims learn about Allah and their faith through the Qur’an?*B1, B2T1, T3 | **LAS Compulsory**Being Human – Islam*What does the Qur’an say about how Muslims should treat others and live their lives?**How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?*B1, B2T1, T3 | **LAS Compulsory**God – Hinduism*How are deities and key figures described in Hindu sacred texts and stories?* *What might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the mandir?*B1, B2T2, T3 | **LAS Compulsory**Community – Hinduism[*How is Hindu belief expressed personally and 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. Beliefs about creation and natural world*]B2L1, L2, L3, L4aT2, T2 | **LAS Compulsory**Being Human – Hinduism*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?**The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals*]B2L2, L3T2, T3 | **LAS Compulsory**Life Journey – Hinduism/Islam*Hinduism: How do Hindus show they belong?**Islam: How do Muslims show they belong?**Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity; have looked at how we know whether religious claims are true or not – this unit considers whether their truth or otherwise actually matters – what impact does religion have on people’s lives, regardless of whether they can prove their beliefs to be true or not*]B1, B2, B3L2, L3, L4a, L4bT1**Why this, why now?**This unit looks back at the previous terms, which have all focused on the question of how religious and non-religious people reason about the world around them, using different kinds of evidence to support their beliefs and claims. In this unit, pupils ask the fundamental question of whether having ‘proof’ of a truth claim actually matters to religious believers. It explores a range of rites of passage, asking whether the value of religion is in its claims about God, humanity and the world, or in the rhythm it provides in a human life: every day, every week, every year, and across a whole lifetime. |
| **Why this, why now?**At this point, pupils should feel more secure in phonics. This is a good opportunity to explore more about religious worldviews through story. | **Why this, why now?**Pupils have the opportunity to build on learning in EYFS and autumn term by exploring in detail ways in which Muslims articulate their beliefs about Allah (God). | **Why this, why now?**Building on the learning from Year 1, pupils learn more about what Muslims believe about human beings, their relationship to each other and their relationship to Allah (God). | **Why this, why now?**In this unit, pupils build on prior learning about God in KS1. Hinduism is a new focus for the pupils, but there are opportunities to compare and contrast with knowledge covered on Christianity and Islam at KS1. | **Why this, why now?**This unit explores specific celebrations related to a Hindu worldview. It builds on learning about worship and celebration from KS1 and the previous term, and introduces questioning about the impact of worship and celebration on the natural world. This latter theme runs as a golden thread throughout this year. | **Why this, why now?**This unit builds on learning about Christian and Muslim beliefs about being human from KS1. It introduces Hindu beliefs about human beings, their relationship to Brahman and to each other. It focuses on the ways in which religious beliefs impact on individuals’ decisions and actions. |
| **Salvation**UC F3 (core)Why do Christians put a cross in an Easter garden? | **LAS Compulsory**Community – Islam*What do Muslims do to express their beliefs?**Which celebrations are important to Muslims?*B2L2, L3, L4a, L4bT1, T3 | **LAS Compulsory**Life Journey – Islam[*What do Muslims do to celebrate birth?**What does it mean and why does it matter to belong>*B2L3, L4a, L4bT1, T3 | **LAS Compulsory**God – Islam*What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?*]B1, B2T2, T3 | **LAS Compulsory**Community –Islam[*How is Muslim worship expressed collectively? How does Muslim worship and celebration build a sense of community?**Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world*]B2L1, L2, L3, L4aT2, T2 | **LAS Compulsory**Being Human – Islam *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?**The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals*]B2L2, L3T2, T3 |
|  | **Why this, why now?**Having learned about stories that are important to religious people, this is an opportunity to look in depth at a story that is very important to Christians. | **Why this, why now?**Pupils build on their learning in the previous term by exploring different ways in which Muslims worship Allah (God). | **Why this, why now?**Having explored beliefs about human beings in the previous term, pupils now have the opportunity to learn about how Muslims welcome a new human into the world. | **Why this, why now?**In this unit, pupils build on their learning about Muslim beliefs about Allah (God) in KS1. Here, they explore different ways in which Muslims use symbols to articulate beliefs about God. There are opportunities to compare and contrast with Hindu beliefs about God. | **Why this, why now?**This unit explores specific celebrations related to a Muslim worldview. It builds on learning about worship and celebration from KS1 and the previous term, and introduces questioning about the impact of worship and celebration on the natural world. This latter theme runs as a golden thread throughout this year. | **Why this, why now?**This unit builds on learning about Christian and Muslim beliefs about being human from KS1, and Hindu beliefs about being human from the previous term. It focuses on the ways in which religious beliefs impact on individuals’ decisions and actions. |  |
| **Terms 5 and 6****How can faith impact our lives?** | **Creation**UC F1 (core)Why is the word ‘God’ so important to Christians? | **LAS Additional**Places of worship (*including Christianity*)How do places of worship help people?[*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**Must include at least one religion/worldview other than Christianity and Islam*]B1, B2L1, L2, L3, L4a, L4bT1, T2, T3 | **LAS Additional**Thankfulness (*including Christianity*)Why is it important to say thank you?[*Must include at least one religion/worldview other than Christianity and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism*]B1, B2L1, L2, L3, L4a, L4bT1, T3 | **LAS Additional**Big Questions (*including Christianity*): What does it mean to live a good life?[*Opportunity to look at guidelines and laws in various religions and non-religious worldviews. Chance to explore whether ‘good’ means the same thing to everybody*]B1, B2L1, L2, L3, L4a, L4bT1, T2, T3 | **LAS Additional**Pilgrimage (*including Christianity*)Should all people have to go on a pilgrimage?[*What is a pilgrimage? What does pilgrimage involve? E.g. Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage to Makkah, Jewish pilgrimage to Jerusalem, Hindu pilgrimage to the Ganges, etc. Environmental impact of pilgrimage*]B1, B2L1, L2, L3, L4a, L4bT1, T2, T3 | **LAS Additional**Expressing Beliefs through the Arts (*including Christianity*)[*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 might some religious people not use pictorial representation to express belief, e.g. Muslims? Spirited Arts competition run by NATRE*]B1, B2, B3L1, L2, L3, L4a, L4bT1, T2, T3 | **Creation**UC 2b.2 (core)UC 2b.2 (digging deeper)Creation and Science: Conflicting or Complementary?B1, B2, B3L2, L3, L4a, L4bT1, T2, T3 |
| his builds on pupils’ learning about special books and special stories by exploring the Christian story of creation in more detail. |
| **LAS Unit** Our beautiful world[*Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment*] |
|  | **Why this, why now?**Having learned about the Christian story of creation, this unit broadens the pupils’ understanding of different ways in which religious and non-religious people understand and engage with the natural world. | **Why this, why now?**Having learned about different ways in which Muslims worship Allah (God), pupils have the opportunity to explore different places of worship across different religious traditions. This also builds on learning in Early Years. | **Why this, why now?**Building on the learning in autumn term, pupils broaden their understanding of different ways in which religious and nonreligious people show gratitude. | **Why this, why now?**Having explored why Christians believe the crucifixion of Jesus is a ‘good’ thing, pupils develop their learning by investigating different ways in which religious and non-religious people articulate what they mean by a ‘good’ life. | **Why this, why now?**This unit introduces the theme of pilgrimage, looking at it through the lens of both religious and non-religious worldviews. It particularly focuses on the impact of pilgrimage on the natural world, exploring questions about what happens if religious beliefs and practices conflict with each other (e.g. the central Hindu belief in ahimsa [non-violence] and the detrimental impact of the Kumbh Mela pilgrimage festival on the River Ganges). | **Why this, why now?**The previous units have focused on ways in which religious people express their beliefs through their decision-making and actions. This unit explores a different form of expression: the creative arts. There are opportunities to build on prior learning about celebrations, places of worship and symbols. | **Why this, why now?**The previous two terms have explored some of the ways in which religious and non-religious people present evidence to support their beliefs and claims. This unit deepens this learning by interrogating the relationship between science and religion, asking whether a scientific worldview is compatible with a religious worldview.This unit provides pupils with a further opportunity to deepen their understanding of different ways of reasoning about the world. |

**Lincolnshire Locally Agreed Syllabus Aims**

**2.0 The aim of RE in Lincolnshire**

*To produce pupils who are religiously literate and able to hold balanced and informed conversations about religion and belief5.*

**2.1 Good RE should:**

develop pupils’ 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

reflect diversity in terms of the changing religious landscape of the UK so that they are prepared for life in modern Britain

engage and challenge pupils

reflect pupils’ own experiences and provide a safe space for discussion

present religious belief as a real, lived phenomenon, not something exotic or belonging to the past

take into account the increase in the number of people with non-religious beliefs and identities

provide opportunities for personal reflection and spiritual development

help to prepare pupils for adult life, enabling them to develop respect and sensitivity for others

**2.2 Skills in RE**

Pupils should develop key skills in RE in order to enhance learning and this should be evident across key stages:

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.

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| **The progression grid outlines the specific skills and knowledge which pupils are expected to learn in each phase, along with specific vocabulary to support this understanding.**  |
| Believing  |
| **At EYFS:** To be developed with new EYFS curriculum 2021.  | **At Key Stage 1:** * Be able to use clear and simple language to retell a story (e.g. a parable from the New Testament, the story of the Prophet Muhammad and the spider, the story of Rama and Sita).
* Recognise a link between a story and a belief/concept (e.g. the story of the Lost Son in the New Testament and beliefs about forgiveness).
 | **At Lower Key Stage 2:** * Be able to explain what it means for a text/story to 'have authority' for a group of believers.
* Be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories, e.g. salvation and incarnation, tawhid and creation, dharma and moksha.
 | **At Upper Key Stage 2:** * Be able to name at least three sources of authority (e.g. text, religious leader, tradition, etc.) for a group of believers and identify the beliefs/concepts they make reference to.
* Be able to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories.
* Be able to identify how similar concepts, e.g. creation, are presented across different belief traditions with reference to authoritative texts/stories.
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| **Living**  |
|  **At EYFS:** To be developed with new EYFS curriculum 2021.  | **At Key Stage 1:** * Be able to identify that different people have different beliefs about the world around them.
* Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world.
* Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer (e.g. prayer, diet, etc.).
* Be able to describe at least two ways in which people express/practise their beliefs as a community e.g. festivals.
* Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage.
 | **At Lower Key Stage 2:** * Be able to describe the difference between ‘beliefs’ and ‘religion’.
* Be able to identify ways in which religious practices vary depending on geographic, social, and cultural context.
* Be able to identify ways in which religious practices vary depending on geographic, social, and cultural context.
* Be able to explain at the importance of community within the religious/non-religious tradition studied.
* Be able to explain connections between religious beliefs and worship as a community in at least two belief traditions.
 | **At Upper Key Stage 2:** * Explain the reasons why some belief traditions are not comfortable with the term ‘religion’ and be able to identify what makes a non-religious worldview different from a religion.
* Be able to explain the impact that society/culture/geography can have on religious practices, e.g. by comparing the way in which a religious practice from one belief tradition varies in different areas of the world.
* Be able to show understanding that an individual is affected by a range of beliefs, both religious and non-religious (e.g. that God made the world and that it is important to promote fundamental British values).
* Be able to identify a diverse range of ways in which community impacts on a believer’s experience of a belief tradition (e.g. through festivals, rites of passage, communal worship, etc.).
* Be able to identify some of the ways in which the wider local/national community impacts on a believer’s experience of a belief tradition (e.g. keeping the fast during Ramadan whilst sitting exams in school).
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| **Thinking**  |
| **At EYFS:** To be developed with new EYFS curriculum 2021.  | **At Key Stage 1:** * Be able to ask questions about the world around them.
* Be able to make connections between using their senses and what they know about the world around them.
* Use reasons to support personal opinions about religions/beliefs.
 | **At Lower Key Stage 2:** * Be able to identify ways in which different people think about the world differently.
* Be able to identify ways in which different people think about the world differently.
* Be able to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief (e.g. that the world was created, that God exists).
 | **At Upper Key Stage 2:** * Be able to analyse different ways in which people think about the world and make connections between this and their beliefs.
* Be able to explain the distinctions between ‘belief’, ‘faith’, ‘opinion’, ‘truth’ and ‘knowledge’.
* Begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.
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| Vocabulary To be developed with new EYFS curriculum 2021.  | See individual plans.  | See individual plans. | See individual plans. |