

Winwick Church of England Primary School



Religious Education Policy

In God's love, aspire and achieve to be the best'

1 Corinthians 16:14 'Do everything in love.'

Written by R. Codd

At Winwick C.E, the children learn that they are part of the Christian community and Christian World. They are taught through a values-led approach with Christ at the centre of everything. All members of the school community are children of God and should be treated with love, respect and care. We ensure that all members of the school community respect, tolerate and celebrate our Religious Education (RE) curriculum by following the teachings of the Lord so that we can all aspire and achieve in God's love. This is driven by our core Christian Values of love, perseverance and respect. It is lived out in our mission statement through the love of God and our love of one another and how we respect all things and the world we live in.

AIMS OF RELIGIOUS EDUCATION POLICY

The purpose of teaching RE is to:

- enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage
- enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights
- contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values. (RE Statement of Entitlement: The Church of England Education Office 2016)

Our school aims are to help children to:

- Gain an initial understanding of the beliefs, truths and teachings of Christianity as taught by and upheld by The Church of England
- Explore, respect and develop an understanding and appreciation of other major World Religions in society today in addition to those with no faith
- Engage in rich and diverse religious experiences
- Develop spiritually and morally; becoming more aware of their own unique beliefs, values, and ideals in an environment which they feel safe, valued, and accepted
- Be aware and reflect upon their own emotions and feelings
- Develop an understanding of their own and others' actions in relation to their religion
- Appreciate and promote diversity and equality, in line with British Values
- Become active members of society in creating and shaping a better world to live in

INTENT - PURPOSE OF STUDY-WHY TEACH RELIGIOUS EDUCATION?

Through the teaching of Religious Education, we seek to promote a stimulating and caring learning environment: an environment where children are encouraged to reach their full potential. This will be achieved through a broad and balanced curriculum, which has Christian beliefs and values at its heart. Through our curriculum we aim to raise the children's awareness of the world around them and to show concern for its people, their ways of thinking and living, and for its resources. This solid foundation will be built upon to prepare children for the experiences and responsibilities they will meet throughout their lives. At Winiwick CE Primary School, we value the partnership of home, school, parish and community as it is through this partnership that the best interests of the children will be served. Our children will, therefore, see their school as part of a wider community in which they are a valued member.

Religious Education is at the heart of our curriculum and serves to enable pupils to engage in a deep and meaningful understanding of the Christian faith and other faiths within the wider world. The Syllabus adopted by the school is that of The Blackburn Diocesan Board of Education Syllabus, which adopts an enquiry approach to learning through a range of purposeful experiences. Taught within an environment where Christianity is witnessed and experienced in action, the use of thought-provoking resources and environments aim to engage children in a rich and diverse experience; enabling children to make links between beliefs and practices within Christianity and other world faiths. Religious Education is respected as a highly academic subject which integrates the fundamental Christian Values of the school and significantly contributes to children's personal, spiritual, moral, social and cultural development. Through the teaching of Religious Education, we aim to educate for wisdom, hope, community, dignity and respect. The teaching of RE strives to have a significant impact on learners' understanding of how religion affects their own and others' lives; embracing a way to "live life in all its fullness" and to live well together as one. Our Religious Education curriculum is taught in accordance with the school's Trust Deed and in accordance with the rights, practices and doctrines of the Church of England.

TEACHING AND LEARNING

At Winwick CE, teachers plan and deliver high-quality and engaging Religious Education lessons incorporating a range of teaching and learning styles. Topics are planned using the resources and ideas from The Blackburn Diocese alongside teacher's own resources. Our teachers will provide opportunities for pupils to:

- learn about the Christian and major World Faith Religions, where possible, through first hand experiences;
- develop their research skills through appropriate use of sources;
- ask big questions and lead enquiries to answer them.
- develop their understanding of the Christian faith in addition to other major World Religions.
- develop their questioning and answering skills
- be motivated and inspired by inspirational displays which include key vocabulary and relevant questions
- develop children's understanding of their Spiritual, Moral, Social and Cultural being

IMPLEMENTATION

School Curriculum

The management of Religious Education is a distinctive role of the governors and headteacher, and The Governing Body as a whole is responsible for determining the nature of Religious Education provided in the school. Entitlement and Delivery Religious Education is, as legally required, included alongside the National Curriculum and is taught in accordance with the RE Statement of Entitlement (The Church of England Education office, 2016). When planning, teachers will ensure that the Curriculum statutory requirements are covered through their teaching in addition to following guidance for the Christianity units from The Blackburn Diocese Syllabus and Understanding Christianity units incorporated into the curriculum coverage for each year group (see appendix 1). In addition to the Christianity Units, in each year group children learn about another World Religion during Religious Education curriculum time as stated in the subject overview. Additionally, a full day dedicated to teaching about 'World Religions' is allocated each academic year to further enhance understanding of other faiths. Teachers may use a variety of high-quality resources to supplement resources provided in The Blackburn Diocese Syllabus Units. Religious Education is taught on a weekly basis within classes to explore a big question linked to the unit coverage, and it is the responsibility of the class teacher or designated teacher to timetable weekly RE sessions into the curriculum. RE is taught as a discrete subject at Key Stages 1 and 2 but is integrated within the Foundation Stage Framework under the area of Understanding the World. At least 5% of curriculum time is devoted to RE in addition to Collective Worship time.

Parents have the legal right to withdraw their children from Religious Education if they wish (a formal letter is required). Although there is no obligation to state the reasons for their action, parents are encouraged to discuss the situation with the Headteacher or a member of staff to avoid any misunderstandings and to explore how withdrawal can be best accommodated. The school will continue to be responsible for the supervision of any child withdrawn from lessons, and it will ensure that the pupil has something purposeful to do so that he/she is not made to feel isolated or different. However, we consider it reasonable to assume that parents who send their children to Winwick CE Primary School are sympathetic to the Christian character of the school, as this permeates through all that we do.

Differentiation

The study of Religious Education will be planned to give a suitable range of differentiated activities appropriate to their age and abilities. Tasks will be set which challenge all pupils, including the more able. For pupils with SEND the task may be adjusted or given pupils may be given extra support. Teachers may choose to adapt groupings based on the activity to take into account strengths and weaknesses and ensure that all children take an active part in the task and gain in confidence. Gifted and Talented pupils will be challenged further to develop their Greater Depth skills within RE.

Educational Visits and Visitors

Each year group are required to undertake at least one Religious Education related educational visit per year (this can include a visitor from the school). These visits will alternate each year to either have a focus on Christianity or Other World Religions. The two-year cycle is shown in the table below.

Cycle	Educational trip/ visitation
1	EYFS and KS1: Visit to Liverpool Cathedral for Advent Lower KS2: Trip to Liverpool Cathedral for Easter Upper KS2: Visit to Liverpool Cathedral for Remembrance Day

2	<p>EYFS and KS1: Trip to a synagogue or visit in school from a member of the Jewish community</p> <p>Lower KS2: Trip to a Buddhist Temple or Gurdwara, or a visit from a member of the Buddhist or Sikh community.</p> <p>Upper KS2: Trip to a Mosque or a visit into school from a member of the Muslim community.</p>
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Teacher knowledge and understanding

CPD

The subject leaders are to support any member of staff with subject knowledge and delivery of the Religious Education curriculum throughout any point in the academic year. The CPD will be offered through:

- sharing outstanding practice in Religious Education;
- working closely with staff during different stages of planning;
- provide opportunities for the staff to attend external training opportunities within subject specific areas;
- team teaching and team planning with appropriate year groups.

IMPACT

Assessment

In the EYFS, teachers assess against the 'Development Matters' statements in the 'Understanding of the world', area of the Early Years Curriculum.

Formative assessment is carried out through the use of effective Assessment for Learning (AfL) which are used to inform teachers planning and teaching. AfL is carried out in a variety of ways including pupil observations, pupil discussions, marking and pre-assessment tasks. Within KS2, individual mind maps will be created at the start of a unit and these will be added to throughout the course of the unit using purple pen to demonstrate learning within the subject. Within KS1, class mind maps will be created and added to. To gain further evidence of children's knowledge and understanding, from Year 2 upwards, retrieval quizzes and reflections will be used each week and recorded in children's books. Assessment will be informed by work in individual RE books or the RE Class Big Book.

Summative assessment will be carried out every half term throughout the year and progress will be tracked via the Foundation Subject Tracking Document. To aid with assessment, children will be assessed against the “I know” and “I can” criteria designed for each Christianity unit in addition to assessing whether children are able to answer big questions linked to learning in the other World Religions unit (see appendix 1). Within a child’s book or through discussions children will be able to answer the key questions from the document to be working at the expected standard. For a child to be assessed at Greater Depth there should be evidence of the children demonstrating a greater understanding of the topic than the criteria set out in the Blackburn Diocese Syllabus in addition to big questions in the other World Religions unit. Assessing pupils with SEND will include photo and video evidence that demonstrates how they are achieving the different learning objectives.

Attainment targets

At Winwick CE we will ensure that all staff, including those in a supportive role, have a clear idea of the concepts and skills to be taught. Children will learn both about and from religion.

MONITORING AND EVALUATION

Evaluation and monitoring of the Religious Education takes place every term by the Religious Education and Worship lead within the school alongside the Headteacher. It is the responsibility of the RE lead alongside the Headteacher, to develop, action and evaluate action plans to ensure the continuous improvement of RE within the school, in line with the school’s Strategic Vision.

The subject leaders will select appropriate monitoring tools and will select effective monitoring tools including:

- monitoring and evaluation of pupils’ work (work in books);
- lesson observations;
- pupil and staff interviews;
- planning and assessment monitoring;
- learning walks.

Monitoring and evaluation will be shared with link Governors.

SAFETY

Following COSHH guidance, ‘be safe’ book and school’s health and safety policy as outlined on our school website. Teachers at Winwick will plan safe activities for Religious Education and complete a risk assessment if necessary. All staff involved

with Religious Education teaching must be aware of health and safety procedures when using Religious Education resources including artefacts, food and living things. Staff will check Religious Education resources regularly and report any damage, taking defective equipment out of action. Defective equipment will be passed on to the Subject leaders or the maintenance officer for recycling. Children will also be made aware of the need for personal safety and the safety of others during Religious Education lessons. Where possible links will be made to PSHE and Wellbeing and children will be involved with risk assessments.

REPORTING TO PARENTS

Following whole school policy based on National Requirements and WBC guidelines. Parents will be well informed of their child's progress through Autumn and Spring term parents' evenings and written annual reports. Parents will be encouraged to develop positive attitudes to Religious Education and actively support their children when homework is given.

MARKING WORK

Refer to the whole school policy.

Resources

Religious education resources are stored in a large cupboard within the Lower Key Stage 2 Department. An inventory of resources is kept on the school server and is updated when new resources are ordered. When staff require new resources, they should put in an order request to the subject leaders.

Role of the Subject Leader/s

The Subject Leader will provide professional leadership and management for Religious Education and will ensure that it is managed and organised so that it meets the needs and objectives of the school. The Subject Leader will monitor teaching and learning within the subject and will initiate reviews of schemes of work and planning. The Subject Leader will manage the resources and budget for Religious Education.

Headteacher: Mrs S Dymond

RE and Worship Lead: Miss R Codd

Appendix 1

Religious Education Curriculum Coverage Document

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	<p>What is Harvest? Study some Bible stories linked to Harvest</p> <p>I am special</p>	<p>Special People What makes a person special?</p> <p>What is Christmas and why do Christians celebrate it? (Christmas Story and people in it. (Linked to Incarnation - Why do Christians perform Nativity plays at Christmas?)</p>	<p>Stories Jesus Told Why did Jesus tell stories? (F1 Why do Christians put a cross in the garden?)</p> <p>Friendship- What makes a good friend?</p>	<p>Easter</p> <p>What is Easter? Why do Christians celebrate Easter? The Easter story. (Linked to Salvation - Why do Christians put a cross in the Easter garden?)</p> <p>What is a prayer?</p>	<p>Listening to stories Jesus heard</p> <p>Special Places What makes a place special/holy?</p>	<p>EYFS – Special Times How do we celebrate special times?</p> <p>Other faiths: Knowing the names of other faiths and that they don't believe in the same God as Christians (apart from Judaism).</p>

<p>Key questions</p>	<p>Harvest</p> <ul style="list-style-type: none"> • Why is it important to say thank you? • Why do we say thank you to God at Harvest time? • Can you think of a way to give thanks to God for his creation and the harvest? • Why is it important to help others? • What are your favourite 	<p>Special people</p> <ul style="list-style-type: none"> • Who is special? • What makes someone special? • How do we decide who is special? • What do special people do? • Why is Jesus special? • Who is special to me? <p>Christmas</p> <ul style="list-style-type: none"> • What is a birthday? 	<p>Stories Jesus Told</p> <ul style="list-style-type: none"> • Where will you find the stories which Jesus told? • To whom did he tell these stories? • What do the stories teach us? • Why did Jesus tell stories? <p>Friendship</p> <ul style="list-style-type: none"> • What is a friend? 	<p>Easter</p> <ul style="list-style-type: none"> • What is love? • Where is love? • Who do you love? • Who loves you? • How do you/they show that love? • How did Jesus show that he loved us? <p>Prayer</p>	<p>Stories Jesus heard</p> <ul style="list-style-type: none"> • What stories did Jesus hear when he was a boy? • Do you like listening to stories? • What are your favourite stories? • Where and when do you hear stories? • Who tells you stories? <p>Special holy places</p> <ul style="list-style-type: none"> • Where is your special place? • Why is it special? • Why is the church a special place? 	<p>Special Times</p> <ul style="list-style-type: none"> • When are your special times? • How are special times celebrated? • What makes time special? • Where do people go for their special times of prayer? • Why does the church celebrate Pentecost? <p>Other faiths</p> <p>What is the name of other faiths?</p>
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	<p>foods and why do you enjoy them?</p> <p>I am Special</p> <ul style="list-style-type: none"> • How do we know that we are special in the eyes of God? • How do we know that God is our heavenly father? • What are my favourite things? • Why are names important? 	<ul style="list-style-type: none"> • When is your birthday? • In what ways do you celebrate your birthday? • How do we celebrate Jesus' birthday? • Why was Jesus a special baby? 	<ul style="list-style-type: none"> • How do we make friends? How do we choose friends? • Who are our friends? What makes a good friend? • Why are friends important? • How does it feel when we have no friends? • Why do we trust our friends? • Who were Jesus' special friends? 	<ul style="list-style-type: none"> • What is a prayer? How do we pray? • Where do people pray? • When you talk to God what do you say? • How does God listen to and answer our prayers? • Can you think of different ways to pray? • When do people pray? 	<ul style="list-style-type: none"> • When do you visit your special place? • Who goes with you to your special place? • What makes a place a holy place? 	<p>What are some stories from other faiths?</p> <p>Do all people believe in the same God?</p>
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			<ul style="list-style-type: none"> • What makes you a good friend? 	<ul style="list-style-type: none"> • Can you think of some reasons why people pray? 		
Vocabulary	<p>Harvest</p> <p>God, food, creation, harvest, thank you and prayer.</p> <p>I am special</p> <p>God, love, father and unique</p>	<p>Special people</p> <p>Love, trust, compassion, generosity, courage, Jesus, miracle and Bible.</p> <p>Christmas</p> <p>Christmas, Jesus, Bethlehem, Mary, Joseph, donkey, inn, shepherds, star and stable</p>	<p>Stories Jesus Told</p> <p>Jesus, Bible, parable, gospels and God</p> <p>Friendship</p> <p>Friend, Friendship, Trust, Love, Jesus</p>	<p>Easter</p> <p>Love, sacrifice, Jesus, Easter, disciples, Holy Week, Palm Sunday, crucified, cross, tomb and risen</p> <p>Prayer</p> <p>Pray, prayer, God, Jesus, the Lord's Prayer</p>	<p>Stories Jesus heard</p> <p>Bible, Old Testament, God, Jesus, Creation, Noah, Joseph, Moses, Joshua, Gideon, Jonah, David, Goliath and Israelites</p> <p>Special holy places</p> <p>Church, Jesus, Mosque, holy and Temple.</p>	<p>Special Times</p> <p>Anniversary, christening, baptism, wedding, celebration, funeral, Holy Spirit, birthday and prayer.</p> <p>Other faiths</p> <p>Buddhism, Judaism, Sikhism, Hinduism, Islam, Christianity</p>

Christian Concept	HARVEST	Special People	Stories Jesus Told	Easter	Stories Jesus heard	Special Times
	<p>GOD – CREATION – Fall – People of God – Incarnation – Gospel – Salvation – Kingdom of God</p> <p>I AM SPECIAL</p> <p>God – Creation – Fall – People of God – Incarnation – GOSPEL – Salvation – Kingdom of God</p>	<p>God – Creation – Fall – People of God – Incarnation – GOSPEL – Salvation – Kingdom of God</p> <p>Christmas</p> <p>God – Creation – Fall – People of God – INCARNATION – Gospel – Salvation – Kingdom of God</p>	<p>God – Creation – Fall – People of God – Incarnation – GOSPEL – Salvation – Kingdom of God</p> <p>Friendship</p> <p>God – Creation – Fall – PEOPLE OF GOD – GOSPEL – Salvation – Kingdom of God</p>	<p>God – Creation – Fall – People of God – Incarnation – Gospel – SALVATION – Kingdom of God</p> <p>Prayer</p> <p>GOD – Creation – Fall – People of God – Incarnation – Gospel – Salvation – Kingdom of God</p>	<p>God – Creation – Fall – PEOPLE OF GOD – Incarnation – Gospel – Salvation – Kingdom of God</p> <p>Special holy places</p> <p>GOD – Creation – Fall – People of God – Incarnation – Gospel – Salvation – Kingdom of God</p>	<p>GOD – Creation – Fall – People of God – Incarnation – Gospel – Salvation – Kingdom of God</p> <p>Other faiths</p> <p>N/A</p>

Christian Values	Harvest	Special people	Stories Jesus Told	Easter	Stories Jesus heard	Special Times
	Thankfulness Responsibility I am special This unit does not clearly enrich any one particular Christian value. It stresses instead how much God loves and values us and the value of self-worth.	Love Trust Compassion Generosity Courage Christmas Love Joy Hope	Compassion Love Faith Friendship Friendship Love Trust	Love Forgiveness Prayer Faith Love	Faith Courage Trust Special Holy places Creativity Friendship Respect Reverence	Thankfulness Love Faith Other faiths N/A

<u>Year 1</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Unit</u>	1.1 Harvest	1.3 Christmas. Why do we give and receive gifts?	1.2 God and creation	1.5 Easter. Celebrating life, new life and new beginnings	1.7 Why is Baptism special?	Other faith: Judaism
Key questions/	<ul style="list-style-type: none"> • Why do we celebrate Harvest Festival? • Where does our food come from? • Which foods do you enjoy the most? • How can we help those who do 	<ul style="list-style-type: none"> • Why do people give and receive gifts at Christmas ? • Why is Jesus described as a gift? • How does it feel when you give and receive gifts? 	<ul style="list-style-type: none"> • What do we know and believe about God the creator of the world? • I wonder how God felt when he had made the world? • How have the actions of people 	<ul style="list-style-type: none"> • What do you think is the most important part of the Easter Story? • In what way is the Easter Story about new life? • How do you think people feel when someone 	<ul style="list-style-type: none"> • What does it mean to 'belong'? • What is baptism? Why are some people baptised? Why is Baptism special? • What is a promise? Where is it kept? How is it kept? • What makes you feel as if 	<p>1) Who and where?</p> <p>I can explain who founded Judaism and where.</p> <p>2) Main Beliefs?</p> <p>I can explain the main beliefs in Judaism</p> <p>3) Special Places</p> <p>I can explain which places are special to Jews.</p>

	<p>not have a good harvest?</p> <ul style="list-style-type: none"> • Why should we help those who do not have a good harvest? 	<ul style="list-style-type: none"> • What is the best gift you have ever received? 	<p>spoil the world?</p> <ul style="list-style-type: none"> • What do you feel about the wonder of creation? • What are your favourite things that God created? 	<p>they love has died?</p> <ul style="list-style-type: none"> • How does the life cycle of a butterfly reflect the events of Easter? • In what way is Easter a new beginning ? 	<p>you are part of God's family? How do people of faith welcome new babies?</p>	<p>4) Special Festivals</p> <p>I can name and describe some special Jewish festivals.</p> <p>5) Holy Book</p> <p>I can explain that Jews have a holy book.</p> <p>6) Symbols and Meanings</p> <p>I can name and explain the meanings of Jewish symbols</p>
Vocabulary	Harvest, Harvest Festival and Christian Aid	Gift, Wise Men, Magi, Jesus, promise and St Nicholas.	God, Creation, Genesis, pollution, world, environment, psalm and hymns.	Good Friday, Easter Sunday, Jesus, new life, Holy Week, disciples, Mary, resurrection, garden and tomb.	Baptism, font, Christening, Vicar/Minister, Priest, Godparents, water and belonging.	Ten Commandments, the Sabbath, pilgrimage, synagogue, rabbi, Ark, Torah, Hebrew,

						Hannukah menorah, fast, barmitzvah, batmitzvah
Key skills	Empathise Investigate Enquire	Investigate Empathise Reflect.	Investigate Reflect Interpret	Reflect Investigate	Investigate Apply Empathise	Investigate Analyse Reflect
Christian Concept	GOD – CREATION – Fall – People of God – Incarnation – GOSPEL – Salvation – Kingdom of God	God – Creation – Fall – People of God – INCARNATION – Gospel – Salvation – Kingdom of God	GOD – CREATION – Fall – People of God – Incarnation – Gospel – Salvation – Kingdom of God	God – Creation – Fall – People of God – Incarnation – Gospel – SALVATION – Kingdom of God	GOD – Creation – Fall – People of God – Incarnation – Gospel – SALVATION – Kingdom of God	N/A
Christian Values	Responsibility Justice Compassion Generosity	Love Generosity Thankfulness.	Creativity Respect Reverence	Faith Hope Love Joy	Faith Love	N/A

Key experiences	To take part in a harvest festival service in school or Church. Looking at Christian Aid (or equivalent) materials.	To listen to the nativity story, the story of the Wise Men and the story of St Nicholas. To experience giving and receiving gifts.	Listening to the story of Creation, taking time to look at God's beautiful creation, writing prayers of thanks and praise.	To create an Easter garden. To hear, discuss and retell the events of the Easter Story. To study the miracle of the life cycle of a butterfly, plant, frog etc.	The re-enactment of a baptism service. Hearing the Story of Jesus being baptised by John. Exploring the objects in the chatterbox and the religious traditions of at least 2 other faiths.	To be able to look at artefacts from Judaism. To speak to a Jewish person. Visit a synagogue (in year 1 or 2)
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Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	2.1 The Bible. Why is it such a special book?	2.2 Christmas. Why was the birth of Jesus such good news?	2.3 Jesus a friend to everyone	2.4 Easter. How do symbols help us to understand the story?	2.5 Why is the church a special place for Christians?	Other faith: Hinduism
Key questions	<ul style="list-style-type: none"> Why is the Bible special? Why does the vicar/minister 	<ul style="list-style-type: none"> How is good news delivered? Who passes on 	<ul style="list-style-type: none"> What is a miracle? Why are these stories 	<ul style="list-style-type: none"> How do symbols help us to understand the meaning 	<ul style="list-style-type: none"> What makes a place special? Where is your special place? What do you think makes a 	1) Who and where? I can explain who founded

	<p>think that the Bible is special?</p> <ul style="list-style-type: none"> • Which Bible stories do you enjoy? Why? • Who uses the Bible? Why? • The Bible is in two parts which are different. Why/how are they different? 	<p>good news?</p> <ul style="list-style-type: none"> • Why was the birth of Jesus good news? • Why is this news so important ? • What difference did it make to the world? • How did the good news spread further? • How is this good news told today? • How is this good news celebrated today? 	<p>important ?</p> <ul style="list-style-type: none"> • Why did Jesus welcome everyone? • I wonder how it felt to meet Jesus? • What did Jesus want us to learn from his behaviour ? • What do these stories reveal about Jesus? 	<p>of the story?</p> <ul style="list-style-type: none"> • What do you think this means? • Why is Easter the most important festival in the Christian calendar? • What has saving people and rescue got to do with Jesus and Easter? 	<p>Church a special place?</p> <ul style="list-style-type: none"> • Why is the church a special place for Christians? • Why/when do people go to Church? What happens in the Church? • What makes a place holy/sacred? • Why do people of other faiths have their own special buildings? • Why do people build special places to meet and worship? 	<p>Hinduism and where.</p> <p>2) Main Beliefs</p> <p>I can explain the main beliefs in Hinduism</p> <p>3) Special Places</p> <p>I can explain which places are special to Hindus.</p> <p>4) Special Festivals</p> <p>I can name and describe some special Hindu festivals.</p> <p>5) Holy Book</p>
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		<ul style="list-style-type: none"> • The news is very old, how can it still be good news? • What do angels do? • What do angels look like? 				<p>I can explain that Hindus have multiple holy books.</p> <p>6) Symbols and Meanings</p> <p>I can name and explain the meanings of Hindu symbols.</p>
Vocabulary	Bible, Old Testament, New Testament, Holy, Gospel, Word of God, Mary Jones, Dead Sea Scrolls	Good news, Elizabeth, Zechariah, Jesus, Mary, Angel Gabriel, Joseph, shepherds and Bethlehem	Miracle, New Testament, Gospels, faith and trust	Cross, crucifix, Paschal candle, resurrection, Last Supper, Eucharist, symbol, Light of the World, sacrifice and celebration.	Church, Vicar, Minister, pews, font, altar, stained glass, worship, holy, sacred	Hindu, Vishnu, Brahma, Trimurti, Trivedi, Brahman, mandir, puja, murtis, shrine, Shruti, Smirti, Vedas

Key skills	Enquire Investigate Analyse Evaluate	Empathy Interpret	Interpret Empathise Reflect	Investigate Interpret Reflect	Reflect Investigate Apply	Investigate Analyse Reflect
Christian Concept	<p>God – Creation – Fall – People of God – Incarnation – Gospel – Salvation – Kingdom of God</p> <p>The Bible is the source of Christian belief and teaching therefore each one of the concepts can be found in the Bible.</p>	<p>God – Creation – Fall – People of God – INCARNATION – Gospel – Salvation – Kingdom of God</p>	<p>God – Creation – Fall – People of God – Incarnation – GOSPEL – Salvation – Kingdom of God</p>	<p>God – Creation – Fall – People of God – Incarnation – Gospel – SALVATION – Kingdom of God</p>	<p>God – Creation – Fall – PEOPLE OF GOD – Incarnation – GOSPEL – Salvation – KINGDOM OF GOD</p>	N/A
Christian Values	Faith Reverence Respect	Hope Love Faith	Friendship Compassion Faith	Faith Hope Love	Faith Respect Reverence	N/A

	Wisdom		Hope			
Key experiences	<p>Opportunity to look at and handle many different Bibles.</p> <p>Look at the Bible as a library.</p> <p>Hear stories from both Testaments and know where they can be found. Hear about the Dead Sea Scrolls.</p> <p>Hear and discuss the story of Mary Jones.</p>	<p>Sending and receiving good news.</p> <p>Discussing angels and looking at artwork.</p> <p>Hearing the stories and considering the answers to the key questions.</p>	<p>Artwork interpretation of Jesus and the children.</p> <p>Using drama to explore feelings and experiences.</p> <p>Considering how the events in these stories connect to Christian belief.</p>	<p>The Symbolism of the Paschal candle.</p> <p>Look at a variety of crosses and make one.</p>	<p>To visit the church and meet the clergy.</p> <p>An opportunity to sense the atmosphere of a special holy place. Answering the key questions.</p>	<p>To be able to look at artefacts from Hinduism.</p> <p>To speak to a Hindu.</p>

<u>Year 3</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Unit</u>	3.6 Harvest	3.2 Christmas. God with us.	3.1 Called by God	3.4 Exploring the sadness and joy of Easter.	3.5 Which rules should we follow?	Other faith: Sikhism

<p>Key questions</p>	<ul style="list-style-type: none"> ● Why do we celebrate harvest? ● How do we celebrate harvest? ● What do we celebrate at harvest? ● What are we actually giving thanks for? ● When do we celebrate harvest? ● Who celebrates the harvest? ● How is the harvest celebrated around the world? ● Why is the harvest celebrated 	<ul style="list-style-type: none"> ● In what ways is God with us? ● How does it feel to be in the presence of God? ● How did/does the presence of Jesus have an impact on people's lives? ● In what ways are we in the presence of Jesus in the world today? 	<ul style="list-style-type: none"> ● What does it mean to be called by God? ● In what ways does God call people? How does God speak to people? ● What sort of tasks does God call people to do? ● Who has been/or could be called by God? 	<ul style="list-style-type: none"> ● Is it possible to describe the events of Holy Week and Easter simply as events of joy or sadness? Why? Why not? ● Is the cross a symbol of sadness or joy? ● How do the services held in churches during Holy Week and Easter reflect the sadness and joy? ● Is Good Friday the beginning or the end? ● Is Easter Sunday the end or the beginning? 	<ul style="list-style-type: none"> ● What are rules? ● Why do we have rules? ● Who makes the rules? ● Who keeps the rules? ● Is there a difference between rules and laws? ● Who makes the law? ● What would happen if there were no rules/laws? ● Are the ten commandments still as relevant today? ● Why did Jesus bring a new commandment? ● Why do religions have rules? 	<p>1) Who and Where?</p> <p>I can explain who founded Sikhism and where.</p> <p>2) Main Beliefs</p> <p>I can explain the main beliefs</p> <p>Religious Education: Other Faith Coverage</p> <p>in Sikhism.</p> <p>3) Special Places</p> <p>I can explain what makes the Gurdwara a special place for Sikhs.</p>
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	by everyone?					<p>4) Special Festivals</p> <p>I can name and describe some special Sikh festivals.</p> <p>5) Holy Book</p> <p>I can explain what the Sikh holy book is and how it is used.</p> <p>6) Symbols and Meanings</p> <p>I can name and explain the meanings of Sikh symbols.</p>
Vocabulary	Harvest Festival, thankfulness, sukkot	Emmanuel, Incarnation	Prophet, God, Old Testament and the names of the Prophets,	Palm Sunday, Temple, Last Supper, Gethsemane, Good Friday, Crucified,	Rules, Laws, Moses, Commandment, Mount Sinai, Covenant, Old and New Testament	Sikhism, Sikh, Guru, Guru Nanak, gurdwara, Guru Granth Sahib,

			ministry and ordination.	Easter Sunday and Resurrection		sargun, nirgun, Nam Japna, Kirt Karna, Vand Chhakna, shabads
Key skills	Analyse Investigate Enquire	Reflect Enquire Evaluate	Reflect Interpret	Investigate Empathise Interpret Reflect	Reflect Apply Enquire Analyse	Investigate Analyse Reflect
Christian Concept	GOD – CREATION – Fall – People of God – Incarnation – Gospel – Salvation – Kingdom of God	God – Creation – Fall – People of God – INCARNATION – Gospel – Salvation – Kingdom of God	GOD – Creation – Fall – PEOPLE OF GOD – Incarnation – Gospel – Salvation – Kingdom of God	God – Creation – Fall - People of God – Incarnation – Gospel – SALVATION – Kingdom of God	God – Creation – FALL – PEOPLE OF GOD – Incarnation – GOSPEL – Salvation – Kingdom of God	N/A
Christian Values	Thankfulness	Faith Compassion Love	Faith Service Courage	Faith Love Hope	Justice Responsibility Love Forgiveness	N/A
Key experiences	Reflecting upon their own	A guided meditation to the	Exploring the stories of Old	To listen to and retell the Easter Story, emphasising	To listen to the story of Moses receiving	To be able to look at artefacts from Sikhism.

	<p>experiences of Harvest Festivals.</p> <p>Learning about a few harvest celebrations around the world.</p>	<p>hills of Bethlehem..</p> <p>Discussing preparations for Christmas and the presence of Jesus</p> <p>The story of Papa Panov.</p> <p>Thinking about the story of the statue in Strasbourg.</p>	<p>Testament Prophets.</p> <p>Interviewing Clergy and/or those in Ministry.</p> <p>Considering what Prophets of today would speak in favour of or speak out against.</p>	<p>the emotions expressed by the people.</p> <p>To consider how the emotions of the events of Holy Week and Easter are reflected in church services.</p>	<p>the 10 Commandments.</p> <p>Discussion about the rules given by God and following those rules.</p> <p>To interview a Christian and ask questions about following the 'rules'.</p>	<p>To speak to a Sikh.</p>
Year 4	4.3 Jesus Son of God	4.2 Christmas. Exploring the symbolism of light.	4.5 Are all churches the same?	Exploring Easter as trust and betrayal?	4.6 What is prayer?	Other faith: Buddhism
Key questions	<ul style="list-style-type: none"> How do we know Jesus had power and authority? Where did Jesus' power and authority 	<ul style="list-style-type: none"> Why is Jesus described as the Light of the World? What does the 	<ul style="list-style-type: none"> What does 'church' mean? Are all churches the same? What does it mean to belong to a church? 	<ul style="list-style-type: none"> What is trust? How do we show trust? Who do we trust? Why? Why is trust important? 	<ul style="list-style-type: none"> What is prayer? How do people pray? When do people pray? Why do people pray? Where do people pray? 	<p>1) Who and Where?</p> <p>I can explain who and where Buddhism was founded.</p>

	<p>come from?</p> <ul style="list-style-type: none"> • How do the actions of Jesus show that he is the Son of God? • How do the actions of Jesus show his divine nature? • How do these stories reveal Jesus to be the Son of God? • What do Christians believe about Jesus and God because of these events? 	<p>light do to the dark?</p> <ul style="list-style-type: none"> • Why is light such a powerful symbol? • Is light a good metaphor for Jesus? • The sun already lights the world so how can Jesus be the light? • How did Jesus bring light? • How does Jesus bring light? 	<ul style="list-style-type: none"> • What have you learned about the church that you didn't know before? • Where do people of other faiths worship? Are they all the same? (mentioned when referring to other faiths they have learnt in Y1,2,3) • Are there any similarities between places of worship? What are the key differences 	<ul style="list-style-type: none"> • Why did Judas betray Jesus? • What does it mean to betray someone? • How does it feel to be betrayed? • What is forgiveness? • Have you ever forgiven someone? • Have you experienced being forgiven? 		<p>2) Main Beliefs</p> <p>I can explain the main beliefs held by Buddhists.</p> <p>3) Special Places</p> <p>I can explain which places are special for Buddhists.</p> <p>4) Special Festivals</p> <p>I can explain what happens at the major Buddhist festival.</p> <p>5) Holy Book</p> <p>I can explain what the Buddhist holy book is and</p>
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			? (compare what they have learnt in Y1, 2 and 3)			what is in it. 6) Symbols and Meanings I can name and explain the meaning of Buddhist symbols.
Vocabulary	Son of God, authority, miracle, Sabbath/Shabbat and Pharisees	Jesus, light, candles, Christingle, Light of the World, Saviour and incarnation, Dreidel, Hanukkah, Hannukiah, Jerusalem, Temple.	church, chapel, cathedral, sacrament, vicar, curate, priest and minister	Trust, betrayal, forgiveness, Judas, loyalty, Peter, Gethsemane and Jerusalem.	Pray, prayer, collect	Buddha, meditate, Enlightenment, Eightfold Path, Dharmachakra, Nirvana, puja, shrine, Wesak, Dhvaja, Chattra
Key skills	Apply Evaluate Analyse Reflect	Reflect Empathise Apply Interpret	Reflect Investigate Apply Enquire	Empathise Analyse Investigate	Reflect Interpret	Investigate Analyse Reflect

		Investigate				
Christian Concept	God – Creation – Fall – People of God – INCARNATION – GOSPEL – SALVATION – Kingdom of God	God – Creation – Fall – People of God – INCARNATION – Gospel – SALVATION – Kingdom of God	God – Creation – Fall – People of God – Incarnation – GOSPEL – Salvation – KINGDOM OF GOD	God – Creation – Fall - People of God – Incarnation – Gospel – SALVATION – Kingdom of God	GOD – Creation – Fall – People of God – Incarnation – Gospel – Salvation – Kingdom of God	N/A
Christian Values	Justice Responsibility Respect Reverence	Hope Peace	Faith Respect Reverence Service	Trust Forgiveness Hope Reconciliation	Hope Faith	N/A
Key experiences	Exploring Jesus' authority revealed through his teaching and miracles.	Discussing the key questions. Sitting in a darkened room in candlelight.	Visiting the Parish Church and at least one church of a different denomination followed by a	Critical analysis of Easter story, highlighting times of trust and betrayal.	Reflecting upon the different styles of prayer. Creating prayers in different ways.	To be able to look at artefacts from Buddhism. To speak to a Buddhist.

	Exploring the Jewish celebration of the Sabbath.	Considering how Jesus and the actions of his followers brings light into people's lives.	discussion of the similarities and differences.	<p>Role play of Peter's denial and Jesus' forgiveness.</p> <p>Looking at artwork depicting the events in the Easter story. Ask pupils to describe/explain what they could learn from the behaviour of Peter, Judas and the women.</p>	Explaining how prayer is an expression of belief and commitment.	
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<u>Year 5</u>	5.1 How and why do Christians read The Bible?	5.2 Christmas. The Gospels of Matthew and Luke	5.5 Exploring the significant women in The Old Testament	5.4 Why do Christians believe that Easter is a celebration of victory?	5.6 Loss, Death and Christian Hope	Other Faith: Islam
Key questions	<ul style="list-style-type: none"> How and why is 	<ul style="list-style-type: none"> Where in the Bible is the 	<ul style="list-style-type: none"> What can I learn from this story? 	<ul style="list-style-type: none"> Why do Christians believe 	<ul style="list-style-type: none"> What is death? 	1) Who and Where?

	<p>the Bible used?</p> <ul style="list-style-type: none"> • Do you need a Bible to be a Christian ? • Why is the Bible holy? • Why is the Bible a best seller? • Why are there so many versions of the Bible? 	<p>Christmas story?</p> <ul style="list-style-type: none"> • How are the stories in Matthew and Luke similar/different? • How do our celebrations reflect the true meaning of Christmas? • Where do the ideas of including a donkey and a stable in the story come from? 	<ul style="list-style-type: none"> • Why is this a significant moment? Why is this woman important? • In which values and beliefs are the actions of the women rooted? • Did she do the right thing? • Where does this story fit into God's big story? 	<p>that Easter is a celebration of victory?</p> <ul style="list-style-type: none"> • In what ways is Christ's death and resurrection a victory? • What is Jesus victorious over and why? • How does his victory affect us today? • What did Jesus do to save human beings? 	<ul style="list-style-type: none"> • What does it mean when something or someone dies? • Is death an ending or a beginning ? • What happens when we die? Where do we go? • Where is heaven? • What is heaven like? 	<p>I can explain where Islam was founded and who founded the Muslim faith.</p> <p>2) Main Beliefs</p> <p>I can explain the key beliefs held by Muslims.</p> <p>3) Special Places</p> <p>I can explain the key features in a Muslim's place of worship.</p> <p>4) Special Festivals</p>
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						<p>Religious Education: Other Faith Coverage</p> <p>I can name and explain the key Muslim festivals.</p> <p>5) Holy Book</p> <p>I can explain what the Muslim holy book is and how it is used.</p> <p>6) Symbols and Meanings</p> <p>I can recognise the main</p>
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						symbol associated with Islam.
Vocabulary	Old Testament, New Testament Gospel, Word of God and translation	Saviour, Messiah, Gospel, Matthew, Luke, nativity, Herod, incarnation and salvation	Ruth, Esther, Purim and the names of the other women you choose to study.	Victory, triumph, resurrection, sacrifice, salvation and redeemer.	Life, death, heaven, eternal life, funeral and hope	Islam, Muslim, Allah, Five Pillars of Islam, Prophets, Muhammad, Mecca, Hajj, The Qur'an, Ramadan, fast, mosque, pilgrimage,
Key skills	Interpret Analyse Evaluate Investigate	Analyse Interpret Reflect Evaluate Synthesise	Investigate Empathise Reflect	Interpret Reflect Analyse	Enquire Empathise Reflect	N/A
Christian Concept	God – Creation – Fall – People of God –	God – Creation – Fall – People of God – INCARNATION –	God – Creation – Fall – PEOPLE OF GOD – Incarnation –	God – Creation – Fall – People of God –	God – Creation – Fall – People of God –	N/A

	Incarnation – Gospel – Salvation – Kingdom of God	Gospel – SALVATION – Kingdom of God	Gospel – Salvation – Kingdom of God	Incarnation – Gospel – SALVATION – Kingdom of God	Incarnation – Gospel – SALVATION – Kingdom of God	
Christian Values	Wisdom Faith Truth	Hope Humility	Wisdom Justice Perseverance	Faith Hope Service Joy	Hope Peace Faith Love	N/A
Key experience s	To see and handle a wide variety of Bibles. To talk to an adult about how and why they use/read the Bible. Compare the teaching of the	Identifying the two nativity stories and considering the purpose of the Gospel writers.	To explore the story and festival of Purim. To discuss choices, values and behaviour.	Looking at the imagery and words of Easter hymns and songs. Reading and discussing the story of <i>The Lion, the Witch and the Wardrobe</i> by CS Lewis.	Time to talk about this sensitive subject, then reflect and respond in a positive safe environment. To discuss questions and ideas about heaven.	To be able to look at artefacts from Islam . To speak to a Muslim. (Visit a mosque in Year 5 or 6)

	<p>Bible and Christian behaviour.</p> <p>Making connections between Bible passages and Christian values, attitudes or beliefs.</p>					
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Year 6	6.6 Ideas about God	6.2 How do Christians prepare for Christmas?	6.1 Life is a Journey and a Pilgrimage	6.3A Why is Exodus such a significant event in Jewish and Christian history?	6.7 People of Faith	Other Faith: Thinking deeper about other faiths
Key questions	<ul style="list-style-type: none"> • What words would you use to describe God? • What is the nature and 	<ul style="list-style-type: none"> • What is Advent? • When is Advent? • Why is Advent a time of 	<ul style="list-style-type: none"> • Life is a journey. Do you agree? Why? • In what ways can life be compared 	<ul style="list-style-type: none"> • Why did God choose Moses? • Why is the Exodus such a significant event in 	<ul style="list-style-type: none"> • What is faith? • What does it mean for a person 	<ul style="list-style-type: none"> • Comparing all 6 major religions (religions that have been covered

	<p>character of God? What images do you have of God?</p> <ul style="list-style-type: none"> • How is it possible for God to be visible and yet invisible? • Where is God? How old is God? • What is God's name? What makes God happy? What makes God sad? • What does God do all day? 	<p>preparation ?</p> <ul style="list-style-type: none"> • What is being prepared for during Advent? • What has this unit taught you about what it means to be a Christian? • What has this unit taught you about Christian beliefs? • Have you learnt anything about yourself from this unit? 	<p>to a journey?</p> <ul style="list-style-type: none"> • In what ways does having faith give meaning and purpose to the journey of life? • Is choosing to journey through life as a Christian an easy option? Why? Why not? • Is every person's journey the same? Why not? • Why do people go 	<p>Jewish and Christian history?</p> <ul style="list-style-type: none"> • What is freedom? • Why is freedom important? • What does it mean to be free? • Why is it important to remember? 	<p>to have faith?</p> <ul style="list-style-type: none"> • What does it mean to be a person of faith? • What motivates people of faith? • How does having faith affect people's lives? • In what ways have people of Christian faith built God's 	<p>from Year 1 to Year 5).</p> <ul style="list-style-type: none"> • What do other religions believe about Creation? (2 lessons) • What do other religions believe about Death? (2 lessons) • Does everyone believe in a God?
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	<ul style="list-style-type: none"> Does God really know everything? How do you know? 		<ul style="list-style-type: none"> on a pilgrimage? Does a pilgrimage have to be to a place of worship? 		<ul style="list-style-type: none"> kingdom on earth? In what ways do people of Christian faith build God's kingdom on earth today? 	
Vocabulary	God, Father, Son and Holy Spirit, Trinity and Celtic	Advent, prophet, prophesy, John the Baptist, Messiah, annunciation, incarnation, Mary	Journey, pilgrimage, rites of passage and Holy Land	Moses, Exodus, Israel, freedom, slavery, Seder, Passover.	Faith, ministry, mission, kingdom of God and vocation.	<p>All vocabulary from previous years in Other Faith unit.</p> <p>Creation</p> <p>Death</p> <p>Agnostic</p> <p>Science</p> <p>Evolution</p>

						Omnicism
Key skills	Analyse Investigate Apply Reflect	Enquire Synthesise Analyse Reflect Evaluate Apply	Enquire Reflect Analyse Evaluate Investigate	Enquire Investigate Apply Express	Interpret Evaluate Apply Enquire	Interpret Evaluate Analyse Reflect Enquire Investigate
Christian Concept	GOD – Creation – Fall – People of God – Incarnation – Gospel – Salvation – Kingdom of God	God – Creation – Fall – PEOPLE OF GOD – Incarnation – GOSPEL – Salvation – KINGDOM OF GOD	N/A	God – Creation – Fall – PEOPLE OF GOD – Incarnation – Gospel – Salvation – Kingdom of God	God – Creation – Fall – People of God – Incarnation – Gospel – Salvation – KINGDOM OF GOD	N/A
Christian Values	Faith Wisdom Respect Reverence	Hope Faith Wisdom Truth	Perseverance Trust Hope	Justice Faith Hope Peace	Faith Courage Compassion Perseverance Service	N/A

Key experiences	<p>Reading and discussing at least two of the Old Testament stories.</p> <p>The Celtic Trinity knot and prayers.</p> <p>Creating a graffiti wall.</p> <p>Exploring how Christian beliefs are reflected in worship.</p>	<p>Discuss in what ways Jesus fulfilled the Old Testament prophecies.</p> <p>Think about what John's message would be today.</p> <p>Talk about the pupils' hopes and dreams.</p> <p>Be introduced to the belief that Christ will come again.</p>	<p>Creating a map of the children's journey so far.</p> <p>'Mapping' the journey of a Christian highlighting rites of passage.</p> <p>Researching places of pilgrimage</p>	<p>Revisiting knowledge of the Exodus story.</p> <p>Re-enacting a Passover meal.</p> <p>Discussing the meaning of freedom.</p>	<p>Jesus' teaching on faith.</p> <p>Learning about the life of at least one extraordinary person of faith.</p> <p>Considering the opinion of a person of faith on a specific issue.</p> <p>Discussing the ways in which Christian people build God's kingdom on earth today.</p>	N/A

