



# Religious Education (RE) at Oxenhope C of E Primary School

## School Vision

We provide the rich soil allowing children to flourish and develop deep roots. We nurture **growth**, enabling children to thrive as our Christian values blossom in their lives. We cultivate a sense of pride in our rural **community** where children are **loved** and valued.

*May our children flourish in their youth like well-nurtured plants. Psalm 144 v 12.*

Throughout our curriculum and school life, along with our school vision, these three golden strands permeate through everything we do.

## Community

Jesus often spoke of unity in our communities and encouraging one another on our journey. He spoke of bearing each other's burdens in love and helping those in need.

'Live in harmony with one another.' Romans 12 v 16



## Love

It says in the Bible that God is Love and encompasses all that is loving and good. Jesus showed the ultimate unconditional love when he laid down his life for us on the cross. Therefore, this love should lead to a desire to love other people.

'Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us.' Ephesians 5 v 2



## Growth

Just like a plant, we must endure the difficult times along with the good; but God has sent us his Holy Spirit to help and strengthen us so we can bear fruit and grow in the likeness of Christ.

'Grown in the grace and knowledge of our Lord and Saviour Jesus Christ.' 2 Peter 3 v 18



# RE at Oxenhope

## **Intent:**

That our children love, respect, question and apply; and treat others how they want to be treated. To learn about world faiths and their influence on the world around them.

## **Implementation:**

- Religious Education is a statutory subject of the curriculum for all pupils in each year group and 'should be provided for all registered pupils except those withdrawn at the request of their parents.
- Parents have the right to request that their son or daughter be excused from all or part of the RE provided at school.
- The syllabus should 'reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.' (s375 (3) Education Act 1996)

We ensure that we comply with the legal requirements by following the Bradford Agreed Syllabus for Religious Education and Understanding Christianity: Text, Impact, and Connections.

Religious Education is taught on a weekly through lessons, collective worships, reflection times and whole school theme days. Teachers and the subject lead develop key questions linked to the themes in the syllabus, allowing links with other subject areas where appropriate.

Lessons are planned and delivered in a variety of ways ensuring that all children can access and participate in lessons. Interactive, practical activities encourage the children to discuss their ideas and extend their understanding of difficult concepts and challenging questions.

Pupils' progress in RE is based on the expected outcomes outlined in the Agreed Syllabus and in Understanding Christianity, which in turn have been developed in line with guidance produced nationally. These outcomes have been developed into 10 Key Performance Indicators for each year group and students are assessed regularly against these KPIs.

We track individual pupil's progress in this way, whilst also bearing in mind that the statements do not cover all aspects of teaching and learning in RE. For example, pupil's personal views and ideas are not subject to formal assessment, and yet are central to good RE.

Progress in RE is reported annually to parents and has a prominent position in the end of year report.

## Impact

Religious Education at Oxenhope develops pupils'...

- knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions, other religious traditions and world views;
- understanding and respect for different religions, beliefs, values and traditions (including ethical life stances), through exploring issues within and between faiths;
- understanding of the influence of faith and belief on individuals, societies, communities and cultures;
- skills of enquiry and response through the use of religious vocabulary, questioning and empathy;
- skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these.

Religious Education at Oxenhope encourages pupils to...

- consider challenging questions of the meaning and purpose of life; beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human;
- understand the influence of religion on individuals, families, communities and cultures;
- learn from different religions, beliefs, values and traditions while exploring questions of meaning and their own beliefs;
- learn about religious and ethical teaching, enabling them to make reasoned and informed responses to religious, moral and social issues;
- develop their sense of identity and belonging, preparing them for life as citizens in a plural, global society;
- develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

Religious Education at Oxenhope enhances pupils'...

- awareness and understanding of religions and beliefs, teachings, practices and forms of expression;
- ability to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Religious Education at Oxenhope offers...

- opportunities for personal reflection and spiritual development.

# RE Long Term Plan

## Oxenhope Primary School Long Term Plan using Understanding Christianity and Diocesan syllabus 2022/23

Love, Community, Growth

Year Group	Autumn 1	Autumn 2 CHRISTMAS	Spring 1	Spring 2 EASTER	Summer 1	Summer 2 RE OPEN AFTERNOON
<b>Discovering</b>						
Reception	Unit F1 Why is the word God so important to Christians?	Unit F2 Why do Christians perform nativity plays at Christmas?	Unit F4 Being special – where do we belong? – Links to other faiths and local area	Unit F3 Why do Christians put a cross in an Easter garden? Link to local area	Unit F5 Which places are special and why? – Links to other faiths and local area	Unit F6 Which stories are special and why? – links to other faiths.
<b>Exploring</b>						
Year 1	Unit 1.1 What do Christians believe God is like? Core and digging deeper	Unit 1.3 Why does Christmas matter to Christians? Core	Unit 1.9 What makes some places sacred to believers? Core and digging deeper	Unit 1.5 Why does Easter matter to Christians? Core	Unit 1.6 Who is <u>Jewish</u> and how do they live? Core AND Digging Deeper	Unit 1.8 Who am I and what does it mean to belong? Core AND Digging Deeper
Year 2	Unit 1.2 Who do Christians say made the world? Core and digging deeper	Unit 1.3 Why does Christmas matter to Christians? DD	Unit 1.4 What is the Good news Christians believe Jesus brings? Core and Digging Deeper	Unit 1.5 Why does Easter matter to Christians? Digging Deeper	Unit 1.6 Who is a <u>Muslim</u> and what do they believe? Core AND Digging Deeper	Unit 1.10 How should we care for the world and for others and why does it matter?






### Connecting

Year 3	Unit L2.2 What is it like to follow God? Core AND Digging Deeper	What if you don't believe in a God? Non-religious world views Atheist (why do some people believe in a God and some people do not?)	Unit L2.4 What kind of world did Jesus want? Core AND Digging Deeper	Unit L2.5 Why do Christians call the day Jesus died Good Friday? Core AND Digging Deeper	L2.7 What does it mean to be a <u>Hindu</u> in Britain today? Core AND Digging Deeper	Unit L2.1 What do Christians learn from the creation story? Core AND Digging Deeper
Year 4	Local places of worship and their beliefs	Unit L2.9 What are the deeper meanings of festivals? Core and Digging Deeper	Unit L2.3 What is the Trinity? (Incarnation and God) Core AND Digging Deeper	Unit L2.8 What does it mean to be a <u>Sikh</u> in Britain today? Core AND Digging Deeper	Unit L2.6 When Jesus left, what next? Core AND Digging Deeper	Unit L2.10 How and why do believers show their commitments during the journey of life? C/H/S
Year 5	Unit U2.1 What does it mean if God is holy and loving?	Unit U2.4 Was Jesus the Messiah?	Unit U2.5 What would Jesus do?	Unit U2.6 What did Jesus do to save human beings?	Unit U2.12 What will make Oxenhope a more respectful place?	Unit U2.9 What does it mean for <u>Muslims</u> to follow God?  <u>Trip to Mosque</u>
Year 6	Unit U2.3 How can following God bring freedom and justice?	Unit U2.2 Creation and science, conflicting or complimentary?	Unit U2.13 Why is pilgrimage important to some religious believers?	Unit U2.7 What difference does the resurrection make for Christians?	Unit 2.10 – What does it mean for a <u>Jewish</u> person to follow God? Theme day <u>Trip to synagogue.</u>	Unit U2.14 How do religions help people live through good times and bad times?

## **RE Skills and knowledge Progression**

1. Skills and Knowledge
  - We use the Syllabus I Can statements for outcomes and identify which learning is taking place by using the following types of knowledge
2. Substantive knowledge (religions, traditions, making links
  - what they should know
  - subject specific knowledge) ensuring depth and breadth
3. Disciplinary Knowledge
  - methods and techniques (how they use that to develop over time) Needs to be balance of: -
    - THEOLOGY (how beliefs are applied)
    - PHILOSOPHY (the diverse impact on individuals, communities, and society)
    - SOCIAL SCIENCES (making sense of it, questioning, morals, ethics)
4. Personal Knowledge
  - where they stand

## RE progression in Knowledge and Understanding

	God	Creation and Fall	People of God	Incarnation
	 <p>Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit.</p>	 <p><b>Creation:</b> The universe and human life are God's good creation. Humans are made in the image of God.</p> <p><b>Fall:</b> Humans tend to go their own way rather than keep their place in relation to their Creator. This attitude is called sin, popularly 'the Fall'.</p> 	<p>The Old Testament tells the story of God's plan to reverse the impact of the Fall, to save humanity. It involves choosing a people who will model a restored relationship with God, who will attract all their people back to God.</p> 	<p>The Old Testament tells the story of God's plan to reverse the impact of the Fall, to save humanity. It involves choosing a people who will model a restored relationship with God, who will attract all other people back to God.</p> 
Year R	F1 Why is the word God so important to Christians? ~(see Creation and Fall)	<p>F1 Why is the word God so important to Christians?</p> <p><b>Children will know that:</b></p> <ul style="list-style-type: none"> <li>• The word <b>God</b> is a name.</li> <li>• <b>Christians</b> believe God is <b>Creator</b> of the universe.</li> <li>• Christians believe God made our wonderful world and so we should look after it.</li> </ul>		<p>F2 Why do Christians perform nativity plays at Christmas?</p> <p><b>Children will know that:</b></p> <ul style="list-style-type: none"> <li>• Christians believe God came to Earth in human form as <b>Jesus</b>.</li> <li>• Christians believe Jesus came to show that all people are <b>precious</b> and special to God.</li> <li>• Singing carols and performing <b>nativity</b> plays is about telling the <b>good news</b> of God coming to earth</li> <li>• Church events at <b>Christmas</b> are an annual reminder of God's love for people a bit like birthdays reminding us of how friends and family love us</li> <li>• Christmas is about sharing God's love with others</li> </ul>






<p><b>Year 1</b></p>	<p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>• <b>Christians</b> believe in God, and that they find out about God in the <b>Bible</b>.</li> <li>• Christians believe God is loving, kind, fair, and also <b>Lord and King</b>; and there are some stories that show this.</li> <li>• Christians <b>worship</b> God, and try to live in ways that please him.</li> </ul>	<p>1.2 Who made the world?</p> <p><b>Pupils will know that Christians believe:</b></p> <ul style="list-style-type: none"> <li>• God <b>created</b> the <b>universe</b>.</li> <li>• The Earth and everything in it are important to God.</li> <li>• God has a <b>unique</b> relationship with human beings as their <b>Creator and Sustainer</b></li> <li>• <b>Humans should care for the world because it belongs to God.</b></li> </ul>		<p>1.3 Why does Christmas matter to Christians?</p> <p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>• Christians believe that Jesus is God and that he was born as a baby in <b>Bethlehem</b>.</li> <li>• The Bible points out that his birth showed he was <b>extraordinary</b> (e.g. he is worshipped as a king, in Matthew) and that he came to bring good news (e.g. to the poor, in Luke).</li> <li>• <b>Christians celebrate Jesus' birth; Advent</b> for Christians is a time for getting ready for Jesus' coming.</li> </ul>
<p><b>Year 2</b></p>		<p>1.2 Who made the world? (Digging Deeper)</p> <p><b>Pupils will know that Christians believe:</b></p> <ul style="list-style-type: none"> <li>• God created the universe.</li> <li>• The Earth and everything in it are important to God.</li> <li>• God has a <b>unique</b> relationship with human beings as their <b>Creator and Sustainer</b>.</li> <li>• <b>Humans should care for the world because it belongs to God.</b></li> </ul>		
<p><b>Year 3</b></p>		<p>L2.1 What do Christians learn from the Creation story?</p> <p><b>Pupils will know that Christians believe:</b></p> <ul style="list-style-type: none"> <li>• God the <b>Creator</b> cares for the creation, including human beings.</li> <li>• As human beings are part of God's good creation, they do best when they listen to God.</li> <li>• The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called '<b>the Fall</b>').</li> </ul>		<p>L2.3 What is the Trinity?</p> <p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>• Christians believe Jesus is one of the three persons of the <b>Trinity: God the Father, God the Son and God the Holy Spirit</b>.</li> <li>• Christians believe the Father creates; he sends the Son, who saves his people; the Son sends the Holy Spirit to his <b>followers</b>.</li> <li>• <b>Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help to express this belief.</b></li> </ul>



		<ul style="list-style-type: none"> <li>• This means that humans cannot get close to God without God's help.</li> <li>• The Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as the <b>Ten Commandments</b>), and offers forgiveness even when they keep on falling short.</li> <li>• Christians show that they want to be close to God too, through <b>obedience</b> and <b>worship</b>, which includes saying sorry for falling short.</li> </ul>		<ul style="list-style-type: none"> <li>• Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</li> </ul>
Year 4		<p>L2.1 What do Christians learn from the Creation story? (Digging Deeper)</p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• Be able to place the concepts of God, Creation and the Fall on a timeline of the Bible's 'Big Story'.</li> <li>• Offer suggestions about what the story of Adam and Eve might show about human nature and how to act.</li> <li>• Describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness.</li> <li>• Make links between what stories in the Bible say about human beings, and pupils' own ideas about how people should behave.</li> </ul>		
Year 5		<p>U2.2 Creation &amp; Science, conflicting or complimenting?</p> <p><b>Pupils will know that:</b></p>		<p>U2.4 Was Jesus the Messiah?</p> <p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>• Jesus was <b>Jewish</b>.</li> </ul>

	<ul style="list-style-type: none"> <li>• There is much <b>debate</b> and some <b>controversy</b> around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.</li> <li>• These debates and controversies relate to the <b>purpose</b> and <b>interpretation</b> of the texts: for example, does reading Genesis as a <b>poetic account</b> conflict with scientific accounts?</li> <li>• There are many <b>scientists</b> through history and now who are Christians.</li> <li>• The discoveries of science make Christians wonder even more about the power and <b>majesty</b> of the Creator.</li> </ul>		<ul style="list-style-type: none"> <li>• Christians believe <b>Jesus</b> is God in the flesh.</li> <li>• They believe that his birth, life, death and <b>resurrection</b> were part of a longer plan by God to <b>restore</b> the relationship between humans and God.</li> <li>• The <b>Old Testament</b> talks about a '<b>rescuer</b>' or '<b>anointed one</b>' — a <b>messiah</b>. Some texts talk about what this 'messiah' would be like.</li> <li>• Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)</li> <li>• Christians see Jesus as their <b>Saviour</b> (see Salvation).</li> </ul>
Year 6	<p>U2.2 Creation &amp; Science, conflicting or complimenting? (Digging deeper)</p> <p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>• There are many scientists through history and now who are Christians.</li> <li>• The discoveries of science make Christians wonder even more about the power and majesty of the Creator.</li> </ul> <p>EXTENSION (FROM KS3 BUILDING BLOCKS):</p> <ul style="list-style-type: none"> <li>• Creation reveals something about the nature of God — for example, power, creativity, concern for life — and reminds humans of their place as <b>dependent</b> upon the Creator.</li> </ul>		

## RE progression in Knowledge and Understanding

Concept	Gospel	Salvation	Kingdom of God	Learning about and from Other Faiths
	<p>Jesus' incarnation is 'good news' for all people. ('Gospel' means 'good news'.) His life, teaching and ministry embody what it is like to be one of the people of God, what it means to live in relationship with God.</p> 	<p>Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.</p> 	<p>This does not mean that no one sins anymore! The Bible talks in terms of God's 'Kingdom' having begun in human hearts through Jesus. The idea of the 'Kingdom of God' reflects God's ideal for human life in the world — a vision of life lived in the way God intended for human beings.</p> 	
Year R		<p>F3 Why do Christians put a cross in the Easter garden?  <b>Children will know that:</b></p> <ul style="list-style-type: none"> <li>• Christians remember Jesus' last week at <b>Easter</b>.</li> <li>• Jesus' name means 'He saves'.</li> <li>• Christians believe Jesus came to show God's love.</li> <li>• <b>Christians try to show love to others.</b></li> </ul>		<p><b>Christianity</b>            F4 Being special, where do we belong?  <b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>• retell religious stories, making connections with personal experiences.</li> <li>• <b>Share and record occasions</b> when things have happened in their lives that made them feel special.</li> <li>• Recall simply what happens at a traditional Christian infant <b>baptism</b> and <b>dedication</b>.</li> <li>• Recall simply what happens when a baby is <b>welcomed</b> into a religion other than Christianity.</li> </ul> <p>F5 Which places are special &amp; why?  <b>Children will be able to:</b></p>

				<ul style="list-style-type: none"> <li>• talk about somewhere that is <b>special</b> to themselves, saying why</li> <li>• Recognise that some religious people have places which have special meaning for them</li> <li>• Talk about the things that are <b>special</b> and <b>valued</b> in a <b>place of worship</b></li> <li>• Identify some significant features of sacred places</li> <li>• Recognise a place of worship</li> <li>• Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church</li> <li>• Express a personal response to the natural world.</li> </ul>
Year 1		<p>1.5 Why does Easter matter to Christians?</p> <p><b>Children will know that:</b></p> <ul style="list-style-type: none"> <li>• <b>Easter</b> is very important in the 'big story' of the <b>Bible</b>.</li> <li>• Jesus showed that he was willing to forgive all people, even for putting him on the cross.</li> <li>• Christians believe Jesus builds a bridge between God and humans.</li> <li>• Christians believe Jesus <b>rose</b> from the dead, giving people <b>hope</b> of a new life.</li> </ul>		<p><b>Islam</b></p> <p>1.7 Who is a Muslim &amp; what do they believe?</p> <p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Recognise the words of the <b>Shahadah</b> and that it is very important for <b>Muslims</b></li> <li>• Identify some of the key Muslim beliefs about God found in the Shahadah and <b>the 99 names</b>, and give a simple description of what some of them mean</li> <li>• Give examples of how stories about the <b>Prophet</b> show what Muslims believe about <b>Muhammad</b>.</li> <li>• Give examples of how Muslims use the Shahadah to show what matters to them</li> <li>• Give examples of how Muslims use stories about the Prophet</li> </ul>

to guide their beliefs and actions (e.g. care for **creation, fast in Ramadan**)

- Give examples of how Muslims put their beliefs about prayer into action.
- Think, talk about and ask questions about Muslim beliefs and ways of living
- Talk about what they think is good for Muslims about **prayer, respect, celebration and self-control**, giving a good reason for their ideas
- Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.

1.9 What makes some places sacred to believers?

**Children will be able to:**

- Recognise that there are special places where people go to worship, and talk about what people do there
- Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean
- Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.
- Give examples of stories, objects, symbols and actions used in **churches, mosques** and/or **synagogues** which show what people believe

				<ul style="list-style-type: none"> <li>• Give simple examples of how people worship at a church, mosque or synagogue</li> <li>• Talk about why some people like to belong to a <b>sacred</b> building or a community.</li> <li>• Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas</li> <li>• Talk about what makes some places special to people, and what the difference is between religious and non-religious special places</li> <li>• Talk about what they have learned and what has helped them to learn.</li> </ul>
Year 2	<p>1.4 What is the good news that Jesus brings?  <b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>• Christians believe Jesus brings <b>good news</b> for all people.</li> <li>• For Christians, this good news includes being loved by God, and being <b>forgiven</b> for bad things.</li> <li>• Christians believe Jesus is a friend to the poor and <b>friendless</b>.</li> <li>• Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</li> </ul>	<p>1.5 Why does Easter matter to Christians? (Digging Deeper)  <b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• Recognise that <b>God, Incarnation, Gospel</b> and <b>Salvation</b> are part of the 'big story' of the <b>Bible</b>.</li> <li>• Tell stories of <b>Holy Week</b> and <b>Easter</b> and make a link with the idea of <b>Salvation</b> (Jesus <b>rescuing</b> people).</li> <li>• Give at least three examples of how Christians show their beliefs about Jesus as <b>saviour</b> in church worship.</li> <li>• Think, talk and ask questions about whether the text has something to say to them (for example, about whether</li> </ul>		<p><b>Judaism</b>  1.6 Who is Jewish &amp; how do they live?  <b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• Recognise the words of the <b>Shema</b> as a <b>Jewish</b> prayer</li> <li>• Re-tell simply some stories used in Jewish celebrations (e.g. <b>Chanukah</b> or <b>Sukkot</b>)</li> <li>• Give examples of how the stories used in <b>celebrations</b> (e.g. <b>Shabbat</b>) remind Jews about what God is like.</li> <li>• Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</li> <li>• Make links between Jewish ideas of God found in the stories and how people live</li> </ul>



		forgiveness is important), exploring different ideas.		<ul style="list-style-type: none"><li>• Give an example of how some Jewish people might remember God in different ways (e.g. <b>mezuzah</b>, on Shabbat).</li><li>• Ask some questions about what Jewish people celebrate and why</li><li>• Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people</li><li>• Give a good reason for their ideas about whether any of these things are good for them too.</li></ul> <p>1.10 How should we care for the world &amp; others &amp; why does it matter?</p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"><li>• Identify a story or text that says something about each person being unique and valuable</li><li>• Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</li><li>• Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world.</li><li>• Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories</li><li>• Give examples of how Christians and Jews can show care for the <b>natural earth</b></li></ul>
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				<ul style="list-style-type: none"> <li>• Say why Christians and Jews might look after the natural world.</li> <li>• Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world</li> <li>• Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</li> <li>• Talk about what they have learned and how their ideas have changed.</li> </ul>
Year 3		<p>L2.5 Why do Christians call the day Jesus died Good Friday?</p> <p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>• Christians see <b>Holy Week</b> as the culmination of Jesus' <b>earthly</b> life, leading to his <b>death</b> and <b>resurrection</b>.</li> <li>• The various events of Holy Week, such as the <b>Last Supper</b>, were important in showing the <b>disciples</b> what Jesus came to earth to do.</li> <li>• Christians today trust that Jesus really did rise from the dead, and so is still alive today.</li> <li>• Christians remember and celebrate Jesus' last week, death and resurrection.</li> </ul>		<p><b>Hinduism</b></p> <p>L2.7 What does it mean to be a Hindu in Britain today?</p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• Identify some <b>Hindu deities</b> and describe Hindu beliefs about God (e.g. <b>Brahman, trimurti</b>)</li> <li>• Offer informed suggestions about what Hindu <b>murtis</b> express about God</li> <li>• Make links between Hindu beliefs and the aims of life (e.g. <b>karma</b>).</li> <li>• Describe how Hindus show their faith within their families in Britain today (e.g. <b>home puja</b>)</li> <li>• Describe how Hindus show their faith within their faith communities in Britain today (e.g. <b>arti</b> and <b>bhajans</b> at the <b>mandir</b>;</li> </ul>

**Diwali**), indicating some differences in how Hindus show their faith.

- Make links between the Hindu idea of everyone having a '**spark**' of **God** in them and ideas about the value of people in the world today, giving good reasons for their ideas
- Consider and weigh up the value of taking part in family and community **rituals** in Hindu communities and express insights on whether it is a good thing for everyone, giving good reasons for their ideas and talking about whether their learning has changed their thinking.

L2.10 How & why do believers show their commitment during the journey of life?

**Pupils will:**

- Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean
- Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today.
- Describe what happens in ceremonies of commitment

				<p>(e.g. <b>baptism, sacred thread, marriage</b>) and say what these rituals mean</p> <ul style="list-style-type: none"> <li>• Make simple links between beliefs about love and commitment and how people in at least two <b>religious traditions</b> live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</li> <li>• Identify some differences in how people celebrate <b>commitment</b> (e.g. different practices of marriage, or Christian baptism).</li> <li>• Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the <b>milestones</b></li> <li>• Make links between ideas of love, <b>commitment</b> and <b>promises</b> in religious and non-religious ceremonies</li> <li>• Give good reasons why they think ceremonies of commitment are or are not valuable today.</li> </ul>
Year 4	<p>L2.4 What kind of world did Jesus want?  <b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>• Christians believe Jesus <b>challenges</b> everyone about how to live — he <b>sets the example</b> for loving God and your neighbour, putting others first.</li> <li>• Christians believe Jesus challenges people who pretend to be good (<b>hypocrisy</b>)</li> </ul>	<p>L2.5 Why do Christians remember the events of Holy Week every year? (Digging Deeper)  <b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• Offer suggestions about what the <b>narrative</b> of the <b>Last Supper, Judas' betrayal</b> and <b>Peter's denial</b> might mean.</li> <li>• Give examples of what the texts studied mean to some Christians.</li> </ul>		<p><b>Sikhism</b>  L2.8 What does it mean to be a Sikh in Britain today?  <b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• Identify some of the core beliefs of <b>Sikhism</b>, e.g. one God, the message of <b>Guru Nanak, equality</b> and <b>service</b></li> <li>• Make clear links between the <b>Mool Mantar</b> and Sikh beliefs and actions</li> </ul>

and shows love and forgiveness to unlikely people.

- Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour.

- Christians try to be like Jesus — they want to know him better and better.

- Christians try to put his teaching and example into practice in lots of ways, from church worship to **social justice**.

- Make clear links between Gospel texts and how Christians remember, celebrate and serve on **Maundy Thursday**, including **Holy Communion**.
- Describe how Christians show their beliefs about Jesus in their everyday lives: for example, **prayer, serving, sharing the message** and the example of Jesus.
- Raise questions and suggest answers about how serving and celebrating, remembering and **betrayal**, trust and standing up for your beliefs might make a difference to how pupils think and live.

- Offer informed suggestions about what some of the teachings of the Gurus mean to Sikhs today.
- Make simple links between the life of at least one of the **Gurus** and some actions Sikhs take today (e.g. **Guru Nanak and the langar; Guru Gobind Singh and the Khalsa**)
- Give some examples that demonstrate that remembering God, working hard and serving others are important to Sikhs today.
- Raise questions about what matters to Sikhs (e.g. equality, service, honest work), and say why they still matter today
- Make links between key Sikh values and life in the world today, identifying which values would make most difference in pupils' own lives and in the world today
- Talk about what they have learned and whether they have changed their thinking.

L2.9 What is the deeper meaning of festivals?

**Pupils will:**

- Identify the main beliefs at the heart of religious festivals (i.e. at least one festival in at least two religions)
- Make clear links between these beliefs and the stories recalled at the festivals.
- Make connections between stories, teachings, symbols and

				<p>beliefs and how believers celebrate these festivals</p> <ul style="list-style-type: none"> <li>• Describe how believers celebrate festivals in different ways (e.g. between celebrations at home and in community; and/or a variety of ways of celebrating within a <b>religious tradition</b>).</li> <li>• Raise questions and suggest answers about what is worth celebrating and remembering in religious communities and in their own lives</li> <li>• Make links between the beliefs and practices studied and the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, giving good reasons for their ideas</li> <li>• Talk about what they have learned, how and why their thinking has changed.</li> </ul>
Year 5		<p>U2.6 What did Jesus do to save human beings?</p> <p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>• Christians read the '<b>big story</b>' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing <b>restoration</b> of humans' relationship with God.</li> <li>• The <b>Gospels</b> give accounts of Jesus' death and <b>resurrection</b>.</li> <li>• The <b>New Testament</b> says that Jesus' death was somehow 'for us'.</li> <li>• Christians interpret this in a variety of ways: for example, as a</li> </ul>		<p><b>Islam</b></p> <p>U2.9 What does it mean for Muslims to follow God?</p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• Identify and explain <b>Muslim</b> beliefs about God, the Prophet and the <b>Holy Qur'an</b> (e.g. <b>tawhid</b>; <b>Muhammad as the Messenger</b>, Qur'an as the message)</li> <li>• Describe and explain ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on <b>five pillars</b>; <b>hajj practices</b> follow example of <b>the Prophet</b>).</li> </ul>



sacrifice for sin; as a **victory** over sin, death and **the Devil**; paying the **punishment** as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom.

- Christians remember Jesus' **sacrifice** through the service of **Holy Communion** (also called the **Lord's Supper**, the **Eucharist** or the **Mass**).
- Belief in Jesus' resurrection confirms to Christians that Jesus is the **incarnate** Son of God, but also that death is not the end.
- This belief gives Christians **hope** for life with God, starting now and continuing in a new life (**Heaven**).
- Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared

- Make clear connections between Muslim beliefs and worship (e.g. Five Pillars, **mosques**, art)
- Give evidence and examples to show how Muslims put their beliefs into practice in different ways.
- Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Yorkshire today
- Consider and weigh up the value of e.g. **submission**, **obedience**, **generosity**, **self-control** and **worship** in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims
- Reflect on and talk about what and how they have learned, and how and why their thinking has changed.

U2.12 What will make our village a more respectful place?

**Pupils will:**

- Identify the religions and beliefs represented locally and regionally, and explain some of their key beliefs
- Describe examples of how different communities deal with **diversity** and **interfaith** issues.
- Make clear connections between what different people believe and the way they live (e.g. involvement in

				<p>community, in interfaith projects etc.)</p> <ul style="list-style-type: none"> <li>• Explain how and why people respond differently to diversity and interfaith issues (e.g. inclusivism, exclusivism etc).</li> <li>• Make connections between religious and non-religious beliefs and practices related to living with difference in community</li> <li>• Reflect on and articulate lessons people might gain from the experience of living in communities of diverse beliefs and practices, including their own responses</li> <li>• Talk about how and why people think differently about diversity and interfaith, giving good reasons for their own views</li> <li>• Consider and weigh up the ways in which the ideas studied relate to their own experiences and views of the world today.</li> </ul>
<p><b>Year 6</b></p>	<p>U2.5 What would Jesus do?  <b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>• Christians believe <b>the good news</b> is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.</li> <li>• Christians see that Jesus' teachings and example cut across expectations — <b>the Sermon on the Mount</b> is an example of this, where Jesus'</li> </ul>	<p>U2.7 What difference does the resurrection make to Christians?  <b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>• Christians read the 'big story' of the Bible as pointing out the need for God to save people. This <b>salvation</b> includes the ongoing <b>restoration</b> of humans' relationship with God.</li> <li>• The Gospels give accounts of Jesus' death and <b>resurrection</b>.</li> </ul>		<p><b>Humanism</b>  U2.11 Why do some people believe in God &amp; some people not?  <b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• Define the terms '<b>theist</b>', '<b>atheist</b>' and '<b>agnostic</b>' and give examples of statements that reflect these beliefs</li> <li>• Identify and explain what religious and non-religious people believe about God,</li> </ul>

values favour **servicing** the weak and vulnerable, not making people comfortable.

- Christians believe that Jesus' good news transforms lives now, but also points towards a restored, transformed life in the future (see Salvation and Kingdom of God).

- Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, **national** and **global community**.

- Belief in Jesus' resurrection confirms to Christians that Jesus is the **incarnate** Son of God, but also that death is not the end.

- This belief gives Christians **hope** for life with God, starting now and continuing in a new life (**heaven**).

saying where they get their ideas from

- Give examples of reasons why people do or do not believe in God.
- Make clear connections between what people believe about God and the impact of this belief on how they live
- Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis).
- Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging
- Consider and weigh up different views on **theism**, **agnosticism** and **atheism**, expressing insights of their own about why people believe in God or not
- Make connections between belief and behaviour in their own lives, talking about what they have learned and how and why their thinking may or may not have changed in the light of their learning.

U2.13 Why is pilgrimage important to believers?

**Pupils will:**

- Identify some of the beliefs that lie behind places and times of **pilgrimage** in at least two religions (e.g. **ummah** in

				<p>Islam; Mary in <b>Roman Catholicism</b>)</p> <ul style="list-style-type: none"> <li>• Explain ways in which stories that lie behind sites of pilgrimage connect with beliefs (e.g. <b>Shiva and the Ganges; Israel as G-d's Chosen or Favoured people</b> in Judaism).</li> <li>• Explain the spiritual significance and impact of <b>pilgrimage</b> on pilgrims in at least two religions</li> <li>• Compare the similarities and differences between ways in which people undertake pilgrimage and how they affect the way they live.</li> <li>• Evaluate and explain the importance of pilgrimage in the world today, giving good reasons for their views</li> <li>• Reflect on and articulate lessons that people might gain from the idea and practice of pilgrimage, including their own responses</li> <li>• Consider and weigh up the value of e.g. <b>reflection, repentance</b> and <b>remembrance</b>, in the world today, including in their own lives</li> <li>• Talk about how and why their thinking has developed through this unit.</li> </ul>
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Key vocabulary in bold