



# Harbertonford C of E Primary RE Curriculum Plan Years EYFS-6



## Intent

At Harbertonford, our distinct Christian ethos creates a kind, caring, inclusive environment in which children have the confidence to consider the big questions about life, to discover what people believe and how this makes a difference to their lives. Through gaining the knowledge, understanding and skills to handle these questions, children can reflect on their own ideas and ways of living.

Relying on their excellent subject knowledge, teachers will provide quality RE lessons which require children to think deeply about key questions, access prior learning and make connections between the beliefs and practices already studied.

While we recognise RE has its own distinctive subject matter, it does make an important contribution to other aspects of children's learning, by providing opportunities for promoting Fundamental British Values, developing SMSC and supporting their personal development and mental wellbeing. Links are also made with other curricular areas, particularly history, art, music, drama, ICT and literacy.

As part of our core offer, we provide whole school enrichment opportunities, which enable children to experience events linked to the church calendar: Harvest, Christmas Nativities, Carol concerts, Mothering Sunday, Easter and leavers services. All classes attend our local church regularly and visit an additional place of worship.

Through using the Understanding Christianity Syllabus we encourage children to explore Christianity through making sense of biblical texts, understanding the impact of the concepts of The Big Story and making connections to their own and others' lives. The teaching about other world faiths through the RE Today units of work explores and values what people believe, in order to develop an understanding of religious beliefs, worldviews and a sense of community and belonging.

Religious Education is intertwined with the values and ethos of the school and that of being an 'educated citizen' and developing cultural capital. At Harbertonford we intend for our children to become global citizens, who can begin to recognise diversity and learn about the importance of dialogue to encourage tolerance and respect. We aim to develop the knowledge, skills and understanding of religion and world views to consider the impact of religion and belief locally, nationally and globally.

RE has an important part to play as part of a broad, balanced, and coherent curriculum to which all pupils are entitled. High quality learning experiences in RE are designed and provided by careful planning through the Locally Agreed Syllabus, using Understanding Christianity and RE Today units. We also make use of The Emmanuel Project as a source of ideas and teaching strategies.

We aim to provide an education enriched by our Christian heritage, with four key elements which are at the heart of all that we are and align with the Church of England's Vision for education: Wisdom, Hope, Community and Dignity.

## Implementation

**A rich vocabulary: thinking and talking like an expert...**Children will have the opportunity to use and develop their knowledge of key words including: believer practice follower atheist monotheistic

### **Christianity**

#### **Key Stage 1 Key vocabulary**

Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Harvest, Holy, Hymn, Jesus, Prayer, Priest, Vicar, Worship.

#### **Key Stage 2 Lower Key vocabulary**

Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Gospel, Harvest, Holy, Hymn, Jesus, Lent, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Ten Commandments, Vicar, Worship.

#### **Key Stage 2 Upper Key vocabulary**

Advent, Ascension, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Gospel, Grace, Harvest, Holy, Holy Communion, Holy Spirit, Hymn, Incarnation, Jesus, Lent, Lord's Prayer, Lord's Supper, Mass, Miracle, Myth, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Psalm, Resurrection, Saint, Salvation, Sin, Soul, Ten Commandments, Trinity, Vicar, Worship.

### **Hinduism**

#### **Key Stage 2 Key vocabulary**

Aum or Om, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship

### **Humanism**

#### **Key Stage 1 Key vocabulary**

Celebrant, Happy Human, Humanism, Humanist, Science, The Golden Rule.

#### **Key Stage 2 Key vocabulary**

Agnosticism, Atheism, Celebrant, Compassion, Curiosity, Dignity, Empathy, Evidence, Evolution, Flourishing, Happy Human, Human rights, Humanism, Humanist, Humanity, Natural selection, Reason, Respect, Responsibility, Science, The Big Bang, The Golden Rule.

### **Islam**

#### **Key Stage 1 Key vocabulary**

Allah, Islam, Mosque, Muslim, Prophet, Quran.

#### **Key Stage 2 Key vocabulary**

Allah, Hajj, Islam, Mihrab, Mosque, Muslim, Prophet, Qiblah, Quran, Salaa, Sawm, Shahada.

### **Judaism**

#### **Key Stage 1 Key vocabulary**

*Synagogue:* Ark, Kippah, Tallit, Torah Scrolls, Yad,

*Shabbat:* Kosher Two Candles, Challah, Wine,

*Jewish Life:* Chanukah, Covenant, Dreidel, Maccabees, One God (YHVH), Purim, Rosh Hashanah, Shofar.

#### **Key Stage 2 Key vocabulary**

*Synagogue:* Ark, Bimah, Kippah, Menorah (Chanukiah), Ner Tamid (Eternal Light), Star of David, Rabbi, Tallit, Torah Scrolls, Yad.

*Shabbat*: Besamim (Spices), Challah, Havdalah, Havdalah candle, Kiddush Cup (goblet), Kosher, Two Candles, Wine.  
*Jewish Life*: 5 Books of Moses(Chumash), 24 Books of the written Torah, 613 Commandments, Bar Mitzvah/Bat Mitzvah, Chanukah, Covenant, Dreidel, Egypt, King David Maccabees, Matzah, Messiah, Moses, One God (YHVH), Patriarchs (Abraham, Isaac, Jacob), Pesach, Purim, Rosh Hashanah, Shofar, Sukkah (Booth), Yom Kippur.

## RE Devon and Torbay Agreed Syllabus 2019 - 2024

Pupils in Key Stage 1 will study in depth the religious tradition of the following groups:

- Christians
- Jews
- Muslims

In addition, pupils in Key Stage 2 will study

- Hindus

### **Early Years Foundation Stage: Pupils will:**

- Encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship
- Listen to and talk about stories
- Be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression
- Ask questions and reflect on their own feelings and experiences
- Use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live

### **Key stage 1: Pupils are taught to:**

- Identify core beliefs and concepts studied and give a simple description of what they mean
- Give examples of how stories show what people believe
- Give clear, simple accounts of what stories and other texts mean to believers
- Give examples of how people use stories, texts and teachings to guide their beliefs and actions
- Give examples of ways in which believers put their beliefs into practice
- Think, talk and ask questions about whether the ideas they have been studying, have something to say about them
- Give a good reason for the views they have and the connections they make

### **Lower Key stage 2: Pupils are taught to:**

- Identify and describe the core beliefs studied
- Make clear links between texts/sources of authority and core concepts studied
- Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers
- Make simple links between stories, teachings and concepts studied and how people live, individually and in communities
- Describe how people show their beliefs in how they worship and in the way they live

- Identify some differences in how people put their beliefs into practice
- Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
- Raise important questions or suggest answers about how far the beliefs and practices studied might make a difference to how people think and live
- Give good reasons for the views they have and the connections they make

### Upper Key stage 2: Pupils are taught to:

- Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions
- Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts
- Give meanings for texts/sources of authority, comparing these ideas with some ways in which believers interpret texts/sources of authority
- Make clear connections between what people believe and how they live, individually and in communities
- Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures
- Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)
- Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own response, recognising that others may think differently
- Consider and weigh up how ideas studied in this unit relate to their own experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make

## Progressive curriculum plan

All End points from EYFS-Y6 are colour coded. This links directly to core areas of learning within the RE curriculum:

**Making sense of texts: how they might be interpreted and what they mean for people of faith, or of none.**

**Understanding the impact: examining the ways in which people of faith respond to texts and teachings, and how they put their beliefs into action in diverse ways within faith communities and in the world.**

**Making connections: evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between pupils' own lives and ways of understanding the world.**

EYFS

Unit F1: God	Unit F2: Christmas	Unit F3: Easter	Unit F4: being special	Unit F5: special places	Unit F6: special times
<i>Learning outcomes</i>	<i>Learning outcomes</i>	<i>Learning outcomes</i>	<i>Learning outcomes</i>	<i>Learning outcomes</i>	<i>Learning outcomes</i>
<ul style="list-style-type: none"> <li>talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world <b>PSED (SC&amp;SC)</b></li> <li>re-tell stories, talking about what they say about the world, God, human beings <b>CAL (U)</b></li> <li>think about the wonders of the natural world, expressing ideas and feelings <b>CAL (S)</b></li> <li>say how and when Christians like to thank their Creator <b>UW (P&amp;C)</b></li> <li>talk about what people do to mess up the world and what they do to look after it. <b>UW (TW)</b></li> </ul> <p>Colour key:  <b>Making sense</b>  <b>Understanding impact</b>  <b>Making connections</b></p>	<ul style="list-style-type: none"> <li>talk about people who are special to them <b>UW (P&amp;C)</b></li> <li>say what makes their family and friends special to them <b>UW (P&amp;C)</b></li> <li>recall simply what happens at a traditional Christian festival (Christmas) <b>UW (P&amp;C)</b></li> <li>begin to recognise the word 'incarnation' as describing the belief that God came to earth as Jesus <b>CAL (S)</b></li> <li>re-tell religious stories, making connections with personal experiences <b>CAL (S)</b></li> </ul>	<ul style="list-style-type: none"> <li>Recognise and re-tell stories connected with celebration of Easter <b>UW (P&amp;C)</b></li> <li>Say why Easter is a special time for Christians <b>UW (P&amp;C)</b></li> <li>Talk about ideas of new life in nature. <b>UW (TW)</b></li> <li>Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs etc, <b>UW (P&amp;C)</b> and make connections with signs of new life in nature <b>UW (TW)</b></li> <li>Talk about some ways Christians remember these stories at Easter. <b>UW (P&amp;C)</b></li> </ul>	<ul style="list-style-type: none"> <li>re-tell religious stories making connections with personal experiences <b>CAL (S)</b></li> <li>share and record occasions when things have happened in their lives that made them feel special <b>UW(P&amp;C)</b></li> <li>recall simply what happens at a traditional Christian infant baptism and dedication <b>UW(P&amp;C)</b></li> <li>recall simply what happens when a baby is welcomed into a religion other than Christianity. <b>UW(P&amp;C)</b></li> </ul>	<ul style="list-style-type: none"> <li>talk about somewhere that is special to themselves, saying why <b>CAL(S)</b></li> <li>recognise that some religious people have places which have special meaning for them <b>UW(P&amp;C)</b></li> <li>talk about the things that are special and valued in a place of worship <b>UW(P&amp;C)</b></li> <li>begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God <b>CAL (U)</b></li> <li>get to know and use appropriate words to talk about their thoughts and feelings when visiting a church <b>CAL (S)</b></li> <li>express a personal response to the natural world. <b>CAL(S) UW(TW)</b></li> </ul>	<ul style="list-style-type: none"> <li>talk about some religious stories <b>CAL(U)</b></li> <li>recognise some religious words, e.g. about God <b>CAL (S)</b></li> <li>identify some of their own feelings in the stories they hear <b>PSED (SC&amp;SA)</b></li> <li>identify a sacred text e.g. Bible, Torah <b>UW(TW)</b></li> <li>talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Hanukkah story teaches Jews about standing up for what is right) etc. <b>PSED (MF&amp;B)</b></li> </ul>

KS1

	1.1 God	1.2 Creation	1.3 Incarnation	1.4 Gospel	1.5 Salvation
<ul style="list-style-type: none"> <li>Identify core beliefs and concepts studied and give a simple description of what they mean</li> <li>Give examples of how stories show what people believe (e.g. the meaning behind a festival)</li> <li>Give clear, simple accounts of what stories and other texts mean to believers.</li> </ul>	<ul style="list-style-type: none"> <li>Identify what a parable is</li> <li>Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father.</li> <li>Give clear, simple accounts of what the story means to Christians</li> </ul>	<ul style="list-style-type: none"> <li>Retell the story of creation from Genesis 1:1–2.3 simply.</li> <li>Recognise that 'Creation' is the beginning of the 'big story' of the Bible.</li> <li>Say what the story tells Christians about God, Creation and the world.</li> </ul>	<ul style="list-style-type: none"> <li>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</li> <li>Recognise that stories of Jesus' life come from the Gospels.</li> </ul>	<ul style="list-style-type: none"> <li>Tell stories from the Bible and recognise a link with the concept of 'Gospel' or good news.</li> <li>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</li> <li>Recognise that Jesus gives instructions to people about how to behave.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.</li> <li>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</li> <li>Recognise that Jesus gives instructions about how to behave.</li> </ul>
<ul style="list-style-type: none"> <li>Give examples of how people use stories, texts and teachings to guide their beliefs and actions</li> <li>Give examples of ways in which believers put their beliefs into practice</li> </ul>	<ul style="list-style-type: none"> <li>Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)</li> <li>Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)</li> </ul>	<ul style="list-style-type: none"> <li>Give at least one example of what Christians do to say thank you to God for Creation.</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</li> </ul>	<ul style="list-style-type: none"> <li>Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.</li> <li>Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).</li> </ul>	<ul style="list-style-type: none"> <li>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</li> </ul>
<ul style="list-style-type: none"> <li>Think, talk and ask questions about whether the ideas they have been studying, have something to say to them.</li> <li>Give a good reason for the views they have and the connections they make.</li> </ul>	<ul style="list-style-type: none"> <li>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas</li> <li>Give a reason for the ideas they have and the connections they make.</li> </ul>	<ul style="list-style-type: none"> <li>Think, talk and ask questions about living in an amazing world</li> <li>Give a reason for the ideas they have and the connections they make between the Christian/Jewish Creation story and the world they live in.</li> </ul>	<ul style="list-style-type: none"> <li>Decide what they personally have to be thankful for, giving a reason for their ideas</li> <li>Think, talk and ask questions about Christmas for people who are Christians and for people who are not.</li> </ul>	<ul style="list-style-type: none"> <li>Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</li> </ul>

KS2

	1.6 Jews	1.7 Muslims	1.8 Sacred places	1.9 World and others	1.10 Belonging
<ul style="list-style-type: none"> <li>Identify core beliefs and concepts studied and give a simple description of what they mean</li> <li>Give examples of how stories show what people believe (e.g. the meaning behind a festival)</li> <li>Give clear, simple accounts of what stories and other texts mean to believers.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the words of the Shema as a Jewish prayer</li> <li>Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah)</li> <li>Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the words of the Shahadah and that it is very important for Muslims</li> <li>Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean</li> <li>Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that there are special places where people go to worship, and talk about what people do there</li> <li>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</li> <li>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</li> </ul>	<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> </ul>	<ul style="list-style-type: none"> <li>Recognise that loving others is important in lots of communities.</li> <li>Say simply what Jesus and one other religious leader taught about loving other people.</li> </ul>
<ul style="list-style-type: none"> <li>Give examples of how people use stories, texts and teachings to guide their beliefs and actions</li> <li>Give examples of ways in which believers put their beliefs into practice</li> </ul>	<ul style="list-style-type: none"> <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> <li>Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)</li> </ul>	<ul style="list-style-type: none"> <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 to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</li> <li>Give examples of how Muslims put their beliefs about prayer into action.</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe</li> <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 sacred building or a community.</li> </ul>	<ul style="list-style-type: none"> <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 natural earth</li> <li>Say why Christians and Jews might look after the natural world.</li> </ul>	<ul style="list-style-type: none"> <li>Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean.</li> <li>Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious).</li> </ul>
<ul style="list-style-type: none"> <li>Think, talk and ask questions about whether the ideas they have been studying, have something to say to them.</li> <li>Give a good reason for the views they have and the connections they make.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</li> <li>Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</li> </ul>	<ul style="list-style-type: none"> <li>Think, talk about and ask questions about Muslim beliefs and ways of living</li> <li>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</li> <li>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</li> </ul>	<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li>Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences.</li> <li>Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.</li> </ul>

**LKS2**

<b>End LKS2 Pupils can...</b>	<b>L2.1 Creation</b>	<b>L2.2 People of God</b>	<b>L2.3 Incarnation/God</b>	<b>L2.4 Gospel</b>
<ul style="list-style-type: none"> <li>• <i>Identify and describe the core beliefs and concepts studied</i></li> <li>• <i>Make clear links between texts/sources of authority and the key concepts studied</i></li> <li>• <i>Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</i></li> </ul>	<ul style="list-style-type: none"> <li>• Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'</li> <li>• Make clear links between Genesis 1 and what Christians believe about God and Creation</li> <li>• Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world</li> </ul>	<ul style="list-style-type: none"> <li>• Make clear links between the story of Noah and the idea of covenant</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise what a 'Gospel' is and give an example of the kinds of stories it contains</li> <li>• Offer suggestions about what texts about baptism and Trinity mean.</li> <li>• Give examples of what these texts mean to some Christians today</li> </ul>	<ul style="list-style-type: none"> <li>• Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.</li> <li>• Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</li> <li>• Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</i></li> <li>• <i>Describe how people show their beliefs in how they worship and in the way they live</i></li> <li>• <i>Identify some differences in how people put their beliefs into practice</i></li> </ul>	<ul style="list-style-type: none"> <li>• Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the earth – some specific ways)</li> <li>• Describe how and why Christians might pray to God, say sorry and ask for forgiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live</li> </ul>	<ul style="list-style-type: none"> <li>• Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</i></li> <li>• <i>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.</i></li> <li>• <i>Give a good reason for the views they have and the connections they make.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today</li> </ul>	<ul style="list-style-type: none"> <li>• Make links between the story of Noah and how we live in school and the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>• Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like</li> </ul>	<ul style="list-style-type: none"> <li>• Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.</li> </ul>
<b>LOWER KS2</b>				
	<b>L2.5 Salvation</b>	<b>L2.6 Kingdom of God</b>	<b>L2.7 Hindus &amp; God</b>	<b>L2.8 Hindus in Britain</b>

<ul style="list-style-type: none"> <li>Identify and describe the core beliefs and concepts studied</li> <li>Make clear links between texts/sources of authority and the key concepts studied</li> <li>Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live.</li> <li>Offer informed suggestions about what the events of Holy Week mean to Christians</li> <li>Give examples of what Christians say about the importance of the events of Holy Week</li> </ul>	<ul style="list-style-type: none"> <li>Make clear links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on earth.</li> <li>Offer informed suggestions about what the events of Pentecost in Acts 2 might mean</li> <li>Give examples of what Pentecost means to some Christians now</li> </ul>	<ul style="list-style-type: none"> <li>Identify some Hindu deities and say how they help Hindus describe God</li> <li>Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God</li> <li>Offer informed suggestions about what Hindu murtis express about God</li> </ul>	<ul style="list-style-type: none"> <li>Identify the terms dharma, Sanatana Dharma and Hinduism and say what they mean</li> <li>Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)</li> </ul>
<ul style="list-style-type: none"> <li>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</li> <li>Describe how people show their beliefs in how they worship and in the way they live</li> <li>Identify some differences in how people put their beliefs into practice</li> </ul>	<ul style="list-style-type: none"> <li>Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities</li> <li>Describe how Christians show their beliefs about Jesus in worship in different ways</li> </ul>	<ul style="list-style-type: none"> <li>Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God, and how Christians live now.</li> <li>Describe how Christians show their beliefs about the Holy Spirit in worship</li> </ul>	<ul style="list-style-type: none"> <li>Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali)</li> <li>Identify some different ways in which Hindus worship</li> </ul>	<ul style="list-style-type: none"> <li>Describe how Hindus show their faith within their families in Britain today (e.g. home puja).</li> <li>Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)</li> <li>Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)</li> </ul>
<ul style="list-style-type: none"> <li>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</li> <li>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.</li> <li>Give a good reason for the views they have and the connections they make.</li> </ul>	<ul style="list-style-type: none"> <li>Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.</li> </ul>	<ul style="list-style-type: none"> <li>Make links between ideas about the Kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas</li> </ul>	<ul style="list-style-type: none"> <li>Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas</li> </ul>
<b>LOWER KS2</b>	<b>L2.9 Muslims</b>	<b>L2.10 Jews</b>	<b>L2.11 Stages of life</b>	<b>L2.12 Make the world better</b>
<ul style="list-style-type: none"> <li>Identify and describe the core beliefs and concepts studied</li> </ul>	<ul style="list-style-type: none"> <li>Identify some beliefs about God in Islam, expressed in Surah 1.</li> </ul>	<ul style="list-style-type: none"> <li>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.</li> </ul>	<ul style="list-style-type: none"> <li>Identify some beliefs about love, commitment and promises in</li> </ul>	<ul style="list-style-type: none"> <li>Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin).</li> </ul>

<ul style="list-style-type: none"> <li>• <i>Make clear links between texts/sources of authority and the key concepts studied</i></li> <li>• <i>Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</i></li> </ul>	<ul style="list-style-type: none"> <li>• Make clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshiping; how Muslims submit to God)</li> </ul>	<ul style="list-style-type: none"> <li>• Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people</li> <li>• Offer informed suggestions about the meaning of the Exodus story for Jews today</li> </ul>	<p>two religious traditions and describe what they mean.</p> <ul style="list-style-type: none"> <li>• Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today</li> </ul>	<ul style="list-style-type: none"> <li>• Make links between religious beliefs and teachings and why people try to live and make the world a better place</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</i></li> <li>• <i>Describe how people show their beliefs in how they worship and in the way they live</i></li> <li>• <i>Identify some differences in how people put their beliefs into practice</i></li> </ul>	<ul style="list-style-type: none"> <li>• Give examples of <i>ibadah</i> (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</li> <li>• Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)</li> </ul>	<ul style="list-style-type: none"> <li>• Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</li> <li>• Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean.</li> <li>• Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</li> <li>• Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)</li> </ul>	<ul style="list-style-type: none"> <li>• Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek)</li> <li>• Describe some examples of how people try to live (e.g. individuals and organisations)</li> <li>• Identify some differences in how people put their beliefs into action</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</i></li> <li>• <i>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.</i></li> <li>• <i>Give a good reason for the views they have and the connections they make.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims</li> <li>• Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future.</li> <li>• Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones.</li> <li>• Make links between ideas of love, commitment and promises 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>	<ul style="list-style-type: none"> <li>• Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better</li> <li>• Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas</li> <li>• Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views</li> </ul>

## UPPER KS2

	U2.1 God	U2.2 Creation	U2.3 Incarnation	U2.4 Gospel
<ul style="list-style-type: none"> <li>• <i>Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions</i></li> <li>• <i>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</i></li> </ul>	<ul style="list-style-type: none"> <li>• Identify some different types of biblical texts, using technical terms accurately.</li> <li>• Explain connections between biblical texts and Christian ideas of God, using theological terms</li> </ul>	<ul style="list-style-type: none"> <li>• Identify what type of text some Christians say Genesis 1 is, and its purpose.</li> <li>• Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the place of Incarnation and Messiah within the 'big story' of the Bible.</li> <li>• Identify Gospel and prophecy texts, using technical terms.</li> <li>• Explain connections between biblical texts, Incarnation and Messiah, using theological terms</li> </ul>	<ul style="list-style-type: none"> <li>• Identify features of Gospel texts (for example, teachings, parable, narrative).</li> <li>• Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts</li> </ul>

<ul style="list-style-type: none"> <li>Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority</li> </ul>				
<ul style="list-style-type: none"> <li>Make clear connections between what people believe and how they live, individually and in communities</li> <li>Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</li> </ul>	<ul style="list-style-type: none"> <li>Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed.</li> <li>Show how Christians put their beliefs into practice in worship</li> </ul>	<ul style="list-style-type: none"> <li>Make clear connections between Genesis 1 and Christian belief about God as Creator.</li> <li>Show understanding of why many Christians find science and faith go together</li> </ul>	<ul style="list-style-type: none"> <li>Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</li> <li>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible</li> </ul>	<ul style="list-style-type: none"> <li>Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives</li> </ul>
<ul style="list-style-type: none"> <li>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</li> <li>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.</li> <li>Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.</li> </ul>	<ul style="list-style-type: none"> <li>Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own</li> </ul>	<ul style="list-style-type: none"> <li>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</li> <li>Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views</li> </ul>	<ul style="list-style-type: none"> <li>Weigh up how far the idea of Jesus as the 'Messiah' — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives.</li> <li>Articulate their own responses to the issues studied, recognising different points of view</li> </ul>
<b>UPPER KS2</b>	<b>U2.5 Salvation</b>	<b>U2.6 Kingdom of God</b>	<b>U2.7 Hindus</b>	<b>U2.8 Muslims</b>
<ul style="list-style-type: none"> <li>Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions</li> <li>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</li> <li>Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority</li> </ul>	<ul style="list-style-type: none"> <li>Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.</li> <li>Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.</li> <li>Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts</li> </ul>	<ul style="list-style-type: none"> <li>Explain connections between biblical texts and the concept of the Kingdom of God.</li> <li>Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately.</li> <li>Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha etc</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Muhammad as the Messenger, Qur'an as the message).</li> <li>Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on five pillars; hajj practices follow example of the Prophet)</li> </ul>

<ul style="list-style-type: none"> <li>• <i>Make clear connections between what people believe and how they live, individually and in communities</i></li> <li>• <i>Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</i></li> </ul>	<ul style="list-style-type: none"> <li>• Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</li> <li>• Show how Christians put their beliefs into practice in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice.</li> <li>• Show how Christians put their beliefs into practice in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live</li> <li>• Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha etc.</li> <li>• Give evidence and examples to show how Hindus put their beliefs into practice in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, mosques, art)</li> <li>• Give evidence and examples to show how Muslims put their beliefs into practice in different ways</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</i></li> <li>• <i>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.</i></li> <li>• <i>Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</li> <li>• Articulate their own responses to the idea of sacrifice, recognising different points of view</li> </ul>	<ul style="list-style-type: none"> <li>• Relate the Christian 'Kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today.</li> <li>• Articulate their own responses to the idea of the importance of love and service in the world today</li> </ul>	<ul style="list-style-type: none"> <li>• Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus.</li> <li>• Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view</li> </ul>	<ul style="list-style-type: none"> <li>• Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Gloucestershire today</li> <li>• 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</li> <li>• Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views</li> </ul>

UPPER KS2	U2.9 Jews	U2.10 Humanists Christians	U2.11 Why believe in God	U2.12 Life gets hard
<ul style="list-style-type: none"> <li>• <i>Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions</i></li> <li>• <i>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</i></li> <li>• <i>Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority</i></li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain Jewish beliefs about God</li> <li>• Give examples of some texts that say what God is like and explain how Jewish people interpret them</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)</li> <li>• Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')</li> </ul>	<ul style="list-style-type: none"> <li>• Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs</li> <li>• Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from</li> <li>• Give examples of reasons why people do or do not believe in God.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life</li> <li>• Identify beliefs about life after death in at least two religious traditions, comparing and accounting for similarities and differences</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Make clear connections between what people believe and how they live, individually and in communities</i></li> <li>• <i>Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in</i></li> </ul>	<ul style="list-style-type: none"> <li>• Make clear connections between Jewish beliefs about the Torah and how they use and treat it</li> <li>• Make clear connections between Jewish commandments and how</li> </ul>	<ul style="list-style-type: none"> <li>• Make clear connections between Christian and Humanist ideas about being good and how people live</li> <li>• Suggest reasons why it might be helpful to follow a moral code and</li> </ul>	<ul style="list-style-type: none"> <li>• Make clear connections between what people believe about God and the impact of this belief on how they live</li> <li>• Give evidence and examples to show how Christians sometimes</li> </ul>	<ul style="list-style-type: none"> <li>• Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)</li> </ul>

<p><i>different communities, denominations or cultures</i></p>	<p>Jews live (e.g. in relation to kosher laws)</p> <ul style="list-style-type: none"> <li>Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between orthodox and progressive Jewish practice)</li> </ul>	<p>why it might be difficult, offering different points of view</p> <ul style="list-style-type: none"> <li>Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between orthodox and progressive Jewish practice)</li> </ul>	<p>disagree about what God is like (e.g. some differences in interpreting Genesis)</p>	<ul style="list-style-type: none"> <li>Give examples of ways in which beliefs about resurrection/judgement/heaven/ karma/ reincarnation make a difference to how someone lives</li> </ul>
<ul style="list-style-type: none"> <li><i>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</i></li> <li><i>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.</i></li> <li><i>Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.</i></li> </ul>	<ul style="list-style-type: none"> <li>Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today</li> <li>Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today and articulate responses on how far they are valuable to people who are not Jewish</li> </ul>	<ul style="list-style-type: none"> <li>Raise important questions and suggest answers about how and why people should be good</li> <li>Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging</li> <li>Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not</li> <li>Make connections between belief and behaviour in their own lives, in the light of their learning</li> </ul>	<ul style="list-style-type: none"> <li>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these</li> <li>Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own</li> </ul>

RE is taught in an open and safe environment, where children are encouraged and free to ask questions and seek answers for themselves, with guidance from teachers. Ample opportunity is provided to explore a range of religions, faiths and beliefs. Children are taught to recognise diversity within our local community and the wider world. They gain the ability to make enquiries into what enables different individuals and communities to live together respectfully.

As a school, we have a close relationship with our vicar and curate, who play an integral role in key events and support the delivery of the curriculum by leading question and answer sessions, bringing in special artefacts for children to explore, and providing a direct link with our local community.

All RE units are taught discretely each week or in blocks as appropriate. Harbertonford make full use of the Devon agreed syllabus for RE which includes Understanding Christianity planning. This may also be supplemented by the Emmanuel Project planning where appropriate.

Developing 'religious literacy' is a key part of lessons. Having a wide vocabulary will enable our learners to:

- Evaluate and enquire into key concepts and questions studied
- Challenge the ideas studied
- Articulate their own beliefs, values and attitudes clearly and respond to others with confidence
- Describe, explain and analyse beliefs and concepts in the contexts of living religions

- Interpret religious symbolism in a variety of forms

Learning is not always recorded in a formal written way. Children are given the opportunity to use discussion, drama and art to interpret and present their understanding in different ways. Evidence of learning can be found in RE workbooks, class scrapbooks and photographs taken during enrichment activities.

## Rolling Programme

Year group/Term	1	2	3	4	5	6
EYFS	Being Special: where do we belong?	F2 INCARNATION: Why do Christians perform Nativity Plays at <b>Christmas</b> ?	What times/stories are special and why?	F3 SALVATION: Why do Christians put crosses in an Easter garden?	F1 GOD/ CREATION: Why is the word 'God' so important to Christians?	What places are special and why?
Y1 &2 Yr A	1.2 CREATION: Who Made the World? <b>Harvest</b>	What does it mean to belong to a faith community?	1.1 GOD: What do Christians believe God is Like?	Who is Jewish and how do they live? (PART 1) Who is Jewish and how do they live? (PART 2)		How should we care for the world and for others, and why does it matter?
Y1&2 Yr B	Who is Muslim and how do they live? (PART 1)	1.3 INCARNATION: Why does <b>Christmas</b> matter to Christians?	Who is Muslim and how do they live? (PART 2)	1.5 SALVATION: Why does <b>Easter</b> matter to Christians?	1.4 GOSPEL: What is the good news Jesus brings?	What makes some places sacred to believers?
Y3&4 Yr A	2a.1: CREATION/ FALL: What do Christians learn from the creation story?	How do festivals and family life show what matters to Jewish people?	2a.2 PEOPLE OF GOD: What is it like to follow God?	How do festivals and worship show what matters to a Muslim?	2a.4 GOSPEL: What kind of world did Jesus want?	How and why do religious and non-religious people try to make the world a better place?
Y3&4 Yr B	What do Hindus believe God is like?	2a.3 INCARNATION/ GOD: What is the Trinity? <b>Christmas</b>	What does it mean to be a Hindu in Britain today?	2a.5 SALVATION: Why do Christians call the day Jesus died 'Good Friday'? <b>Easter</b>	2a.6 KINGDOM OF GOD: When Jesus left what was the impact of <b>Pentecost</b> ?	Why do some people think that life is like a journey and what significant events mark this?
Y5&6 Yr A	What does it mean to be a Muslim in Britain today?	2b.4 INCARNATION Was Jesus the Messiah? <b>Christmas</b>	2b.1: GOD: What does it mean if God is Holy and Loving?	Why is the Torah so important to Jewish people?	2b.5 GOSPEL: What would Jesus do?	Why do some people believe in God and some people not? <b>OR</b> What matters most to Humanists and Christians?
Y5&6 Yr B	Why do Hindus want to be good?		2b.2 CREATION/ FALL: Creation & Science – Conflict or Complimentary?	2b.6 SALVATION: What did Jesus do to save Human Beings? <b>Easter OR</b> 2b.7: SALVATION: What difference does the resurrection make to Christians? <b>Easter</b>	2b.8 KINGDOM OF GOD: What kind of King is Jesus? <b>OR</b> 2b.3: PEOPLE OF GOD: How can following God bring freedom and Justice?	How does faith help people when life gets hard?

## Impact

The children at Harbertonford enjoy learning about religions, world views and why people choose, or choose not to follow beliefs and practices in certain ways. Children have the confidence to respectfully ask questions, know where to seek answers and investigate further. Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world. R.E. acts as a hub, therefore, between social aspects of learning, science and geography. Through R.E. our children are developing an understanding of other people's cultures and ways of life, which they are then able to communicate to the wider community. R.E. offers our children the means by which to understand how other people choose to live and to understand why they choose to live in that way. As such, R.E. is invaluable in an ever changing and shrinking world. RE also enables our children to consider the values by which they live, the impact these have on others and how their own belief systems may develop as they grow in understanding and knowledge.