

Our RE Curriculum



Our Assessment Overview linked to detailed adapted Schemes of Work Assessed using triangulated assessment three times a year and against end of year ARE						
Assessment strands	Strand 1	Strand 2	Strand 3	Strand 4	Strand 5	Strand 6
DT 1-2blocked	IPC milepost skills	User and purpose	Design and make	Tools and skills	Safety	Big Ideas
History 1-2blocked	IPC milepost skills	Chronological understanding	Historical depth and knowledge	Historical Enquiry Interpretations of history		Big Ideas
Geography 1-2 blocked	IPC milepost skills	Locational Knowledge	Place Knowledge	Human and physical Geography	Fieldwork and geography skills	Big Ideas Linking concepts across multiple subjects
Art 1-2blocks	IPC milepost skills	Colour Pattern Tone	Technique	Texture and form	Artists and Art from around the world	Big Ideas
Music Ongoing Skills focus	Singing /Play	Listen and appreciation History of music *Key composer knowledge linked to historical periods	Interrelated dimensions Rhythm Pulse Pitch Texture Timbre Dynamics *Chords	Composition and notation	Improvisation	Performance
Science 2-3 Per year	IPC milepost skills	Working scientifically	Biology Anatomy Adaptation Botany	Physics and Chemistry	Materials, states rock and soil formation	Big Ideas
PSHE Ongoing	Changes	Relationships	Differences	Healthy me	Aspirations (dreams and goals)	RSE SEP: 2020
GAMES Ongoing Skills focus	Running /Jumping /Throwing /Catching				Participation and applying skills Competitive games Attack and defence	Health and fitness including mental health and lifestyle choices
GYM/ Dance Ongoing	Movement, pattern Balance		Agility Coordination and flexibility		Personal performance /Group performance Health, Fitness and Lifestyle	
Swim Blocked	Swimming to NC; stand-alone block					
MFL KS2 Ongoing	Oracy		Literacy		Intercultural understanding	
RE Ongoing	Making sense of beliefs		Understanding the impact		Making connections	
Computing Ongoing	Computer science online safety			Information technology online safety		Digital Literacy –including online safety
Our curriculum must: - Have International/SMSC/British values dimensions - Be cyclical - Build in first hand experiences - Reinforces the schools values : AFTER - Have a heavy focus on subject specific vocabulary, learning vocabulary (Blooms WoW) and expected vocabulary (related to spelling) Pupil Discussion in groups and 1:1 Because this is how we know our children learn best				Assessment methodology: - Ongoing assessment via short summative low stakes tests/tasks - Focussed practical activities and sequenced activities observed (FPTs) - Cumulative work individual or group piece, including project based on task centric - Collaborative work/Performance/Demonstration 1:1 or group discussion -questioning - Ongoing assessment formative-including home study or targeted observation		

The Valley Community School RE Curriculum Map (Long term planning)

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	F1 GOD/ CREATION: Why is the word 'God' so important to Muslims/Christians?	F2 INCARNATION: Why is Christmas special for Christians?	*Planned unit F4 Being Special: where do we belong?	F3 SALVATION: Why is Easter special for Christians?	*Planned unit F5 Which places are special and why?	*Planned unit F6 running throughout the year
F6 Which times/stories are special and why?						
1	1.2 CREATION: Who do Christians say made the World? Harvest Link to Islam creation story and charity.	*Planned unit 1.6 Who is a Muslim and how do they live? (PART 1)	1.1 GOD: What do Christians believe God is Like?	1.9 How should we care for the world and for others, and why does it matter? <i>Christians, Muslims and non-religious world views</i>	*Planned unit 1.6 Who is a Muslim and how do they live? (PART 2) *Planned unit	*Planned unit 1.8 What makes some places sacred to believers? <i>(Christians and Muslims)</i>
2	1.7 *Planned unit Who is Jewish and how do they live? (PART 1) Comparisons throughout with Islam.	1.3 INCARNATION: Why does Christmas matter to Christians?	1.4 GOSPEL: What is the good news Jesus brings?	1.5 SALVATION: Why does Easter matter to Christians?	1.7 *Planned unit Who is Jewish and how do they live? (PART 2) Comparisons throughout with Islam.	*Planned unit 1.10 What does it mean to belong to a faith community? <i>(Christians, Jews, Muslims and non-religious worldviews)</i>
3	Unit L2.1 Creation What do Christians learn from the creation story?	L2.2: PEOPLE OF GOD: What is it like for someone to follow God? Christianity/Islam and Judaism focus	*Planned unit L2. 9: How do festivals and worship show what matters to a Muslim?	L2. 4: GOSPEL: What kind of world did Jesus want? Contrast with Islamic teachings	*Planned unit L2.10: How does family life show what matters to Jewish people?	*Planned unit L2. 12: How and why do religious and non-religious people try to make the world a better place? <i>(Christians, Muslims, non-religious)</i>
4	*Planned unit L2.7: What do Hindus believe God is like? Compare with Islamic concept of God.	L2.3: INCARNATION/ GOD: What is the 'Trinity' and why is it important for Christians? Contrast with the concept of God in Judaism.	*Planned unit U2.9: Why is the Torah so important to Jewish people? Compare with the Quran/Hindu scriptures and the role they play in believers lives	L2.5: SALVATION: Why do Christians call the day Jesus died 'Good Friday'? Easter. Compare with Islamic version of events and beliefs	L2.6: KINGDOM OF GOD: For Christians what was the impact of Pentecost ?	*Planned unit L2.11: How and why do people mark the significant events of life? <i>(Christians, Muslims, Hindus and non-religious)</i>
5	*Planned unit U2.8: What does it mean to be a Muslim in Britain today?	U2.1: GOD: What does it mean if Christians believe God is loving and holy? Contrast with God in Hinduism/Islam	People Of God U2B.3 How can following God bring freedom and justice?	U2.3: INCARNATION Why do Christians believe Jesus was the Messiah? Contrast with Jewish and Islamic beliefs about Jesus.	*Planned unit What does it mean to be a Hindu in Britain today?	*Planned unit U2.10: What matters most to Humanists and Christians? <i>(Christians and non-religious)</i>
6	U2.2: CREATION/ FALL: Creation & Science – Conflicting or Complimentary? Link to Islamic beliefs about creation and fall	*Planned unit U2.7: Why do Hindus try to be good? Compare with Islam and Christianity and non-religious world views.	*Planned unit U2.11: Why do some people believe in God and some people not? <i>(Christians/ Muslims and non-religious)</i>	U2.5: SALVATION: What do Christians believe Jesus did to 'save' people? Compare with the idea of salvation in Islam.	U2.6-Kingdom of God For Christians, What kind of king was Jesus?	*Planned unit U2.12: How does faith help people when life gets hard? <i>(Christians, Muslims, and/or Jews and/or Hindus, non-religious)</i>

The Importance of RE

National curriculum: RE

Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society.

Religious education provokes challenging questions about the ultimate 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. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these.

RE also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally

Spiritual, moral, social and cultural development

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

Personal development and well-being

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral

judgements and for evaluating different types of commitment to make positive and healthy choices.

Community cohesion

RE makes an important contribution to a school's duty to promote community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination. Effective RE will promote community cohesion at each of the four levels outlined in DCSF guidance.³

The school community – RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.

- The community within which the school is located – RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area.
- The UK community – a major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.
- The global community – RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

In summary, religious education for children and young people:

- provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- encourages pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives
- enables pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society

- teaches pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice
- prompts pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

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 locally agreed syllabuses and in schools, taking into account the need to offer breadth of content, depth of learning and coherence between concepts, skills and content.

At the Valley School, RE is taught through the Bolton Agreed Syllabus (2020).

The purpose of religious education

The Bolton Agreed Syllabus 2020 asserts the importance and value of religious education (RE) for all pupils, with on-going benefits for an open, articulate and understanding society.

The following purpose statements underpin the syllabus, which is constructed to support pupils and teachers in fulfilling them:

- Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE, pupils learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to these questions.
- Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully.
- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities.
- RE should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

¹ These purpose statements are taken from *A Curriculum Framework for Religious Education in England* (REC 2013).

Curriculum intent: clear purpose and aims

“The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.”

Bolton Agreed Syllabus 2020-2025

This can be best achieved by attention given to this principle aim throughout the planning, teaching and learning of RE.

Rationale – why this curriculum design?

Primarily, we want to be sure the curriculum meets the National Curriculum requirements and offer high quality learning experiences in RE which are designed and provided by careful planning through the Bolton Agreed Syllabus. We take into account the need to offer breadth of content, depth of learning and coherence between concepts, skills and content.

- The Bolton Agreed Syllabus provides teaching sequences, teacher knowledge guides and lesson planning which supports high quality input.
- Secondly, the Bolton Agreed Syllabus provides clear end of unit and end of key stage outcomes that pupils and staff use efficiently, we build on these adding the disciplinary and substantive knowledge pupils need to progress.
- Thirdly, the curriculum is cyclical and each year group has specific objectives that encompass linked learning, British Values and SMSC
- We want our children to love RE!
- Our aim is to give our children every opportunity to meet the principal aim of RE which is to acquire and develop knowledge and understanding of religious and non-religious world views adapted to incorporate principal religions represented in and around Bolton.
- We want children to develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- We provide a curriculum that helps pupils develop the ability to make reasoned and informed judgements about religious and moral issues.
- Children have the opportunity to reflect on their own beliefs, values and experiences through their study.
- Through the teaching of RE, we intend for pupils in our school to develop a positive attitude towards other people, respecting their right to hold different beliefs from their own and towards living in a society of diverse religions.

The aims of RE

The threefold aim of RE elaborates the principal aim.

The curriculum for RE aims to ensure that all pupils:

1. Make sense of a range of religious and non-religious beliefs, so that they can:

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

2. Understand the impact and significance of religious and non-religious beliefs, so that they can:

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

Curriculum implementation: Teaching and learning approach

For each year group the Bolton Agreed Syllabus provides a Programme of study. These give the statutory requirements of the syllabus. The syllabus is structured around the three aims and the three elements: ***Making sense of beliefs, Understanding the impact and Making connections.***

The three aims/elements form the basis of the end of key stage outcomes, and the progressive 'learning outcomes' in each unit of study. An overview of questions (pp.16–17 Agreed Syllabus) shows how questions are based on core concepts in a spiral curriculum.

The syllabus is based around a **key question approach**, where the questions open up the

content to be studied. The syllabus gives **key questions to** help teachers to deliver the statutory Programmes of Study. These are followed by detailed unit outlines for each question with core concepts that are at the heart of the religions taught. These are designed to support teachers in delivering high-quality RE that enables coherence and progression. The unit outlines give structured support in terms of learning outcomes and suggested content, to enable good planning and progression.

There is a **long-term plan** with units chosen in an order so that pupils' understanding is built up in a coherent way. Teachers adapt high quality lesson plans and resources from the Bolton Agreed Syllabus and the Understanding Christianity resource to match the needs of the learners. The syllabus is flexible enough to allow RE to be taught in a variety of ways – RE days or weeks, linking with other subjects and discretely.

Curriculum implementation: Religions and beliefs

Pupils are to study in depth the religious traditions of the following groups:

Reception: Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.

Key Stage 1: Christians, Jews and Muslims

Key Stage 2: Christians, Muslims, Hindus and Jews.

Consideration of other religions and non-religious worldviews occurs at each key stage, as appropriate to the school context.

Teaching of Christianity is supported through the Understanding Christianity resource (RE Today Services).

EYFS RE

RE sits very firmly within the areas of personal, social and emotional development and understanding the world. This Bolton Agreed Syllabus enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have the opportunity to develop their emerging moral and cultural awareness.

The agreed syllabus for RE sets out experiences, opportunities and appropriate topics for children in the Foundation Stage.

Early Years Foundation Stage (EYFS)		Key Stage 1
Nursery	Reception	Year 1 and upwards
RE is non-statutory, but teachers may choose to incorporate RE material into children's activities.	RE is a compulsory part of the basic curriculum for all Reception-age pupils, and should be taught according to this agreed syllabus for RE.	RE is a compulsory part of the basic curriculum for all Key Stage 1 pupils, and should be taught according to this agreed syllabus for RE.
Early Learning Goals outline what pupils should achieve by the end of Reception year. The national curriculum is not taught.		The national curriculum is taught alongside religious education.
Some settings have children from both nursery and Reception in an EYFS Unit. Planning will need to take account of the needs and expectations of both age groups.		

Curriculum implementation: Units of study

Through all Key Stages, pupils at the Valley School are taught to:

“develop a coherent understanding of several religions, by studying one religion at a time (systematic study) before bringing together and comparing different traditions (thematic study). The thematic study allows pupils to draw together their learning each year, as well as offering planned opportunities for retrieval and recall.”

Bolton Agreed Syllabus 2020.

The RE curriculum is a spiral curriculum where content is revisited which ensures knowledge is substantive and progression is clear.

- At The Valley Community Primary School, RE is taught in every year group.
- RE is taught weekly and is supplemented with themed RE days to allow children to focus on developing their knowledge and skills, studying each unit in depth.
- In order to support children in their ability to know more and remember more, there are regular opportunities to review the learning that has taken place in previous units as well as previous lessons.
- At the start of each topic children will review previous learning and will have the opportunity to share what they already know about a current topic.
- Children are given ways to organise their knowledge at the start of each topic, which details some key information and vocabulary. This is not used as part of an assessment, but to support children with their acquisition of knowledge and are used as a reference document.
- Effective CPD and standardisation opportunities are available to staff to ensure high levels of confidence and knowledge are maintained.
- To support teaching, staff access a range of resources and close links to the RE Today Association.

- Effective use of educational visits and visitors are planned, to enrich and enhance the pupil's learning experiences within the RE curriculum.
- Teachers use highly effective Assessment for Learning at different points in each lesson to ensure misconceptions are highlighted and addressed.
- Effective modelling by teachers ensures that children are able to achieve their learning intention, with misconceptions addressed within it.
- Children are given clear success criteria in order to achieve the Learning Intention with different elements of independence.
- Pupils are regularly given the opportunity for Self or Peer Assessment, which will then be used to inform planning, preparation, differentiation and address misconceptions within that lesson, or for the next lesson.
- Cross-curricular links are planned for, with other subjects such as Reading, Writing, Art, Drama and Computing.
- Educational, immersive displays that answer key questions help to create a rich learning environment for RE.
- Our Assessment Tracker allows us to use data to inform future practice and identify gaps in learning.

Curriculum impact:

In all planning there is a specific RE objective, with an expected outcome.

The end of unit outcomes, found in the Bolton Agreed Syllabus (2020), guide assessment along with flexible assessment opportunities linked to the teaching and learning sequence. These link to end of phase outcomes that are used, along with teacher judgments, to assess pupils' attainment in RE.

The unit and end of phase learning outcomes support teachers' planning for all pupils.

- Teachers in RE plan their approach to the whole key stage with the learning intentions of the end of the phase/key stage in clear view.
- Teachers the learning outcomes for each key question when planning learning activities for pupils. Classroom activities enable pupils to build up knowledge and understanding, in a variety of ways, allowing pupils plenty of opportunities to achieve the outcomes. Through the unit, teachers are aware of how far pupils achieve the outcomes, so as to guide their next steps in teaching.
- The learning outcomes are broken down further into smaller 'I can' statements by teachers when planning lessons and learning activities for pupils
- We set high expectations early in the key stage, in terms of the matters, skills and processes of RE to enable pupils to reach the highest possible standards for all groups of pupils.

The impact of this curriculum design will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills.

Children will therefore be expected to leave The Valley reaching at least age-related expectations for RE.

Our RE curriculum will also lead pupils to be enthusiastic RE learners, evidenced in a range of ways, including pupil voice and their work.

Developing knowledge, skills and attitudes in RE

Progress in RE involves the application of general educational skills and processes in handling subject knowledge. This, in turn, strengthens the skills and deepens understanding and knowledge. At the Valley teachers plan to enable pupils to make progress with these skills, as appropriate in each key stage.

Policies

RE POLICY

WORSHIP POLICY

Systemic documents

Key documents held in house and maintained by subject leaders that promote, monitor and support this subject development.

- Position statement
- Action and/or development plan
- External and/or Internal Data Profiles
- Impact statement
- Monitoring plan
- Documents that support exemplification of standards

Substantive knowledge (S)(sometimes called content or conceptual knowledge) is the **knowledge that has been gained through a discipline**. Disciplinary knowledge (D) is knowledge about how a discipline is conducted or investigated.

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F6 Which times/stories are special and why?						
1	1.2 CREATION: Who do Christians say made the World? Harvest Link to Islam creation story and charity.	*Planned unit 1.6 Who is a Muslim and how do they live? (PART 1)	1.1 GOD: What do Christians believe God is Like?	1.9 How should we care for the world and for others, and why does it matter? <i>Christians, Muslims and non-religious world views</i>	*Planned unit 1.6 Who is a Muslim and how do they live? (PART 2) *Planned unit	*Planned unit 1.8 What makes some places sacred to believers? <i>(Christians and Muslims)</i>
2	1.7 *Planned unit Who is Jewish and how do they live? (PART 1) Comparisons throughout with Islam.	1.3 INCARNATION: Why does Christmas matter to Christians?	1.4 GOSPEL: What is the good news Jesus brings?	1.5 SALVATION: Why does Easter matter to Christians?	1.7 *Planned unit Who is Jewish and how do they live? (PART 2) Comparisons throughout with Islam.	*Planned unit 1.10 What does it mean to belong to a faith community? <i>(Christians, Jews, Muslims and non-religious worldviews)</i>
3	Unit L2.1 Creation What do Christians learn from the creation story?	L2.2: PEOPLE OF GOD: What is it like for someone to follow God? Christianity/Islam and Judaism focus	*Planned unit L2. 9: How do festivals and worship show what matters to a Muslim?	L2. 4: GOSPEL: What kind of world did Jesus want? Contrast with Islamic teachings	*Planned unit L2.10: How does family life show what matters to Jewish people?	*Planned unit L2. 12: How and why do religious and non-religious people try to make the world a better place? <i>(Christians, Muslims, non-religious)</i>
4	*Planned unit L2.7: What do Hindus believe God is like? Compare with Islamic concept of God.	L2.3: INCARNATION/ GOD: What is the 'Trinity' and why is it important for Christians? Contrast with the concept of God in Judaism.	*Planned unit U2.9: Why is the Torah so important to Jewish people? Compare with the Quran/Hindu scriptures	L2.5: SALVATION: Why do Christians call the day Jesus died 'Good Friday'? Easter. Compare with Islamic version of events and beliefs	L2.6: KINGDOM OF GOD: For Christians what was the impact of Pentecost ?	*Planned unit L2.11: How and why do people mark the significant events of life? <i>(Christians, Muslims, Hindus and non-religious)</i>
5	*Planned unit U2.8: What does it mean to be a Muslim in Britain today?	U2.1: GOD: What does it mean if Christians believe God is loving and holy? Contrast with God in Hinduism/Islam	People Of God U2B.3 How can following God bring freedom and justice?	U2.3: INCARNATION Why do Christians believe Jesus was the Messiah? Contrast with Jewish and Islamic beliefs about Jesus.	*Planned unit What does it mean to be a Hindu in Britain today?	*Planned unit U2.10: What matters most to Humanists and Christians? <i>(Christians and non-religious)</i>
6	U2.2: CREATION/ FALL: Creation & Science – Conflicting or Complimentary? Link to Islamic beliefs about creation and fall	*Planned unit U2.7: Why do Hindus try to be good? Compare with Islam, Christianity, and non-religious worldviews.	*Planned unit U2.11: Why do some people believe in God and some people not? <i>(Christians/ Muslims and non-religious)</i>	U2.5: SALVATION: What do Christians believe Jesus did to 'save' people? Compare with the idea of salvation in Islam.	U2.6-Kingdom of God For Christians, What kind of king was Jesus?	*Planned unit U2.12: How does faith help people when life gets hard? <i>(Christians, Muslims, and/or Jews and/or Hindus, non-religious)</i>

Religious education key questions: an overview

	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)	KS3 (Applying/Interpreting)
Religion/belief	Christianity plus others	Christians, Jews and Muslims	Christians, Muslims, Hindus and Jews		Christians, Muslims, Buddhists, Sikhs
Christianity: God Creation Fall People of God Incarnation Gospel Salvation Kingdom of God	F1 Why is the word 'God' so important to Christians? [God] F2 Why is Christmas special for Christians? [Incarnation] F3 Why is Easter special for Christians? [Salvation]	1.1 What do Christians believe God is like? [God] 1.2 Who do Christians say made the world? [Creation] 1.3 Why does Christmas matter to Christians? [Incarnation] 1.4 What is the 'good news' Christians believe Jesus brings? [Gospel] 1.5 Why does Easter matter to Christians? [Salvation]	L2.1 What do Christians learn from the creation story? [Creation/Fall] L2.2 What is it like for someone to follow God? [People of God] L2.3 What is the 'Trinity' and why is it important for Christians? [God/Incarnation] L2.4 What kind of world did Jesus want? [Gospel] L2.5 Why do Christians call the day Jesus died 'Good Friday'? [Salvation] L2.6 For Christians, what was the impact of Pentecost? [Kingdom of God]	U2.1 What does it mean if Christians believe God is holy and loving? [God] U2.2 Creation and science: conflicting or complementary? [Creation] U2.3 Why do Christians believe Jesus was the Messiah? [Incarnation] U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel] U2.5 What do Christians believe Jesus did to 'save' people? [Salvation] U2.6 For Christians, what kind of king is Jesus? [Kingdom of God]	3.1 What does it mean for Christians to believe in God as Trinity? [God] 3.2 Should Christians be greener than everyone else? [Creation] 3.3 Why are people good and bad? [Fall] 3.4 Does the world need prophets today? [People of God] 3.5 What do people do when life gets hard? [Wisdom] 3.6 Why do Christians believe Jesus was God on Earth? [Incarnation] 3.7 What is so radical about Jesus? [Gospel]
Buddhism: Buddha Dhamma Sangha					3.8 The Buddha: how and why do his experiences and teachings have meaning for people today? [Buddha/dhamma/sangha]
Hinduism: Samsara and moksha Brahman (God) and atman Karma and dharma			L2.7 What do Hindus believe God is like? [Brahman/atman] L2.8 What does it mean to be Hindu in Britain today? [Dharma]	U2.7 Why do Hindus want to be good? [Karma/dharma/samsara/moksha]	3.9 Why don't Hindus want to be reincarnated and what do they do about it? [Samsara/moksha/Brahman/atman/karma/dharma]
Islam: God/Tawhid Iman (faith) Ibadah (worship) Akhirah (life after death) Akhlaq (virtue/morality)		1.6 Who is a Muslim and how do they live? [God/Tawhid/ibadah/iman]	L2.9 How do festivals and worship show what matters to a Muslim? [ibadah]	U2.8 What does it mean to be a Muslim in Britain today? [Tawhid/iman/ibadah]	3.10 What is good and what is challenging about being a Muslim teenager in Britain today? [Iman/ibadah/akhlaq]

Religion/belief	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)	KS3 (Applying/Interpreting)
Judaism: God Torah The People and the Land		1.7 Who is Jewish and how do they live? [God/Torah/People]	L2.10 How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land]	U2.9 Why is the Torah so important to Jewish people? [God/Torah]	3.11 What is good and what is challenging about being a Jewish teenager in the UK today? [People and the Land]
Sikhism: God Values (Nam Simran, kirat karna, vand chhakna, seva) The Gurus Panth (community)					3.12 How are Sikh teachings on equality and service put into practice today? [God/the Gurus/values/Panth]
Non-religious worldviews				U2.10 What matters most to Humanists and Christians?	3.13 What difference does it make to be an atheist or agnostic in Britain today?
Thematic	F4 Being special: where do we belong?	1.8 What makes some places sacred to believers?	L2.11 How and why do people mark the significant events of life?	U2.11 Why do some people believe in God and some people not?	3.14 Good, bad; right, wrong: how do I decide?
	F5 Which places are special and why?	1.9 How should we care for others and the world, and why does it matter?	L2.12 How and why do people try to make the world a better place?	U2.12 How does faith help when life gets hard?	3.15 How far does it make a difference if you believe in life after death?
	F6 Which stories are special and why?	1.10 What does it mean to belong to a faith community?			3.16 Why is there suffering? Are there any good solutions?
				Note: For Church schools, two additional units are provided in the Understanding Christianity materials: How can following God bring freedom and justice? [People of God]	3.17 Should happiness be the purpose of life?
				What difference does the Resurrection make for Christians? [Salvation]	3.18 How can people express the spiritual through the arts?

End of phase outcomes

Each of the three elements of the teaching and learning approach is important and pupils should make progress in all of them.

Below are the end of phase outcomes for each element. Each unit provides learning outcomes specific to each question, leading to these end of phase outcomes.

Teaching and learning approach	End KS1 Pupils can ...	End lower KS2 Pupils can ...	End upper KS2 Pupils can ...	End of phase outcomes Pupils can ...
Element 1: Making sense of beliefs Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.	- identify core beliefs and concepts studied and give a simple description of what they mean - give examples of how stories show what people believe (e.g. the meaning behind a festival) - give clear, simple accounts of what stories and other texts mean to believers	- identify and describe the core beliefs and concepts studied - make clear links between texts/sources of authority and the core concepts studied - offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers	- 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 studied, comparing these ideas with some ways in which believers interpret texts/sources of authority	- 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 studied, comparing these ideas with some ways in which believers interpret texts/sources of authority
Element 2: Understanding the impact Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.	- 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	- 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 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 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

Teaching and learning approach	End KS1 Pupils can ...	End lower KS2 Pupils can ...	End upper KS2 Pupils can ...
Element 3: Making connections Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.	- think, talk and ask questions about whether the ideas they have been studying, have something to say to them - give a good reason for the views they have and the connections they make	- 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 and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live - give good reasons for the views they have and the connections they make	- 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 responses, recognising that others may think differently - 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

The outcomes for EYFS are the Early Learning Goals (see p. 24).

Unit outcomes

The following pages set out all the end of unit outcomes for Years 1–6. These will help to show how pupils are expected to make progress towards the end of phase outcomes.

KS1 unit outcomes:

End KS1 Pupils can ...	1.1 God	1.2 Creation	1.3 Incarnation	1.4 Gospel	1.5 Salvation
- Identify core beliefs and concepts studied and give a simple description of what they mean - Give examples of how stories show what people believe (e.g. the meaning behind a festival) - Give clear, simple accounts of what stories and other texts mean to believers	- Identify what a parable is - 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 - Give clear, simple accounts of what the story means to Christians	- Retell the story of creation from Genesis 1:1–2:3 simply - Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible - Say what the story tells Christians about God, Creation and the world	- Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians - Recognise that stories of Jesus’ life come from the Gospels	- Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or good news - Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians - Recognise that Jesus gives instructions to people about how to behave	- Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible - Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)
- 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	- 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) - Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)	Give at least one example of what Christians do to say ‘thank you’ to God for Creation	Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas	- 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 - 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)	Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter
- Think, talk and ask questions about whether the ideas they have been studying, have something to say to them - Give a good reason for the views they have and the connections they make.	- Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas - Give a reason for the ideas they have and the connections they make.	- Think, talk and ask questions about living in an amazing world - 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.	- Decide what they personally have to be thankful for, giving a reason for their ideas - Think, talk and ask questions about Christmas for people who are Christians and for people who are not.	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.	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.

End KS1 Pupils can ...	1.6 Muslims	1.7 Jews	1.8 Sacred places	1.9 World and others	1.10 Belonging
- Identify core beliefs and concepts studied and give a simple description of what they mean - Give examples of how stories show what people believe (e.g. the meaning behind a festival) - Give clear, simple accounts of what stories and other texts mean to believers	- Recognise the words of the Shahadah and that it is very important for Muslims - 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 - Give examples of how stories about the Prophet* show what Muslims believe about Muhammad	- Recognise the words of the Shema as a Jewish prayer - Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) - Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like	- 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	- Identify a story or text that says something about each person being unique and valuable - Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) - Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world	- Recognise that loving others is important in lots of communities - Say simply what Jesus and one other religious leader taught about loving other people
- 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	- Give examples of how Muslims use the Shahadah to show what matters to them - Give examples of how Muslims use stories about the Prophet 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	- Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) - Make links between Jewish ideas of God found in the stories and how people live - Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)	- Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe - Give simple examples of how people worship at a church, mosque or synagogue - Talk about why some people like to belong to a sacred building or a community	- 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 - Give examples of how Christians and Jews can show care for the natural Earth - Say why Christians and Jews might look after the natural world	- Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean - 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)
- Think, talk and ask questions about whether the ideas they have been studying, have something to say to them - Give a good reason for the views they have and the connections they make.	- Think, talk 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.	- Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas - Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.	- 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 - Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.	- Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world - Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.	- Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences - 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.

Lower KS2 unit outcomes:

End LKS2 Pupils can ...	L2.1 Creation	L2.2 People of God	L2.3 Incarnation/God	L2.4 Gospel
- Identify and describe the core beliefs and concepts studied - Make clear links between texts/sources of authority and the key concepts studied - Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers	- Place the concepts of God and Creation on a timeline of the Bible's 'big story' - Make clear links between Genesis 1 and what Christians believe about God and Creation - Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world	Make clear links between the story of Noah and the idea of covenant	- Recognise what a 'Gospel' is and give an example of the kinds of stories it contains - Offer suggestions about what texts about baptism and Trinity mean - Give examples of what these texts mean to some Christians today	- Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus - Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' - Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian
- 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	- 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) - Describe how and why Christians might pray to God, say sorry and ask for forgiveness	Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony	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	Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways
- 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 and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live - Give a good reason for the views they have and the connections they make.	Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.	Make links between the story of Noah and how we live in school and the wider world.	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.	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.

End LKS2 Pupils can ...	L2.5 Salvation	L2.6 Kingdom of God	L2.7 Hindus & God	L2.8 Hindus in Britain
- Identify and describe the core beliefs and concepts studied - Make clear links between texts/sources of authority and the key concepts studied - Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers	- Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live - Offer informed suggestions about what the events of Holy Week mean to Christians - Give examples of what Christians say about the importance of the events of Holy Week	- Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth - Offer informed suggestions about what the events of Pentecost in Acts 2 might mean - Give examples of what Pentecost means to some Christians now	- Identify some Hindu deities and say how they help Hindus describe God - Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God - Offer informed suggestions about what Hindu murtis express about God	- Identify the terms 'dharma', 'Sanatan Dharma' and 'Hinduism' and say what they mean - Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)
- 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 simple links between the Gospel accounts and how Christians mark the Easter events in their communities - Describe how Christians show their beliefs about Jesus in worship in different ways	- Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now - Describe how Christians show their beliefs about the Holy Spirit in worship	- Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) - Identify some different ways in which Hindus worship	- Describe how Hindus show their faith within their families in Britain today (e.g. home puja) - 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) - Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)
- 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 and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live - Give a good reason for the views they have and the connections they make.	Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.	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.	- Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today - 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.	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.

End LKS2 Pupils can ...	L2.9 Muslims	L2.10 Jews	L2.11 Stages of life	L2.12 Make the world better
- Identify and describe the core beliefs and concepts studied - Make clear links between texts/sources of authority and the key concepts studied - Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers	- Identify some beliefs about God in Islam, expressed in Surah 1 - Make clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshiping; how Muslims submit to God)	- Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean - Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people - Offer informed suggestions about the meaning of the Exodus story for Jews today	- 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	- Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) - Make links between religious beliefs and teachings and why people try to live and make the world a better place
- 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	- Give examples of <i>ibadah</i> (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve - 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)	- 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) - Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities	- Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean - 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) - Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)	- Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. <i>tikkun olam</i> and the charity Tzedek) - Describe some examples of how people try to live (e.g. individuals and organisations) - Identify some differences in how people put their beliefs into action
- 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 and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live - Give a good reason for the views they have and the connections they make.	- 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 - 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.	- 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 - 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.	- Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones - Make links between ideas of love, commitment and promises in religious and non-religious ceremonies - Give good reasons why they think ceremonies of commitment are or are not valuable today.	- 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 - Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas - 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.

Upper KS2 unit outcomes:

End UKS2 Pupils can ...	U2.1 God	U2.2 Creation	U2.3 Incarnation	U2.4 Gospel
- Identify and explain the core beliefs and concepts studied, using examples from 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 studied, comparing these ideas with ways in which believers interpret texts/sources of authority	- Identify some different types of biblical texts, using technical terms accurately - Explain connections between biblical texts and Christian ideas of God, using theological terms	- Identify what type of text some Christians say Genesis 1 is, and its purpose - 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	- Explain the place of Incarnation and Messiah within the 'big story' of the Bible - Identify Gospel and prophecy texts, using technical terms - Explain connections between biblical texts, Incarnation and Messiah, using theological terms	- Identify features of Gospel texts (for example, teachings, parable, narrative) - Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts
- 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 clear connections between Bible texts studied and what Christians believe about God, for example, through how cathedrals are designed - Show how Christians put their beliefs into practice in worship	- Make clear connections between Genesis 1 and Christian belief about God as Creator - Show understanding of why many Christians find science and faith go together	- Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas - Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible	Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives
- 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 responses, recognising that others may think differently - 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.	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.	- Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses - 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.	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.	- 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 - Articulate their own responses to the issues studied, recognising different points of view.

End UKS2 Pupils can ...	U2.5 Salvation	U2.6 Kingdom of God	U2.7 Hindus	U2.8 Muslims
- Identify and explain the core beliefs and concepts studied, using examples from 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 studied, comparing these ideas with 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 responses, recognising that others may think differently - 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.	- Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it - Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms - Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts - Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper - Show how Christians put their beliefs into practice in different ways - Weigh up the value and impact of ideas of sacrifice in their own lives and the world today - Articulate their own responses to the idea of sacrifice, recognising different points of view.	- Explain connections between biblical texts and the concept of the kingdom of God - Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations - Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice - Show how Christians put their beliefs into practice in different ways - Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today - Articulate their own responses to the idea of the importance of love and service in the world today.	- Identify and explain Hindu beliefs, e.g. <i>dharma</i>, <i>karma</i>, <i>samsara</i>, <i>moksha</i>, using technical terms accurately - Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about <i>samsara</i>, <i>moksha</i>, etc. - Make clear connections between Hindu beliefs about <i>dharma</i>, <i>karma</i>, <i>samsara</i> and <i>moksha</i> and ways in which Hindus live - Connect the four Hindu aims of life and the four stages of life with beliefs about <i>dharma</i>, <i>karma</i>, <i>moksha</i>, etc. - Give evidence and examples to show how Hindus put their beliefs into practice in different ways - Make connections between Hindu beliefs studied (e.g. <i>karma</i> and <i>dharma</i>), and explain how and why they are important to Hindus - Reflect on and articulate what impact belief in <i>karma</i> and <i>dharma</i> might have on individuals and the world, recognising different points of view.	- Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. <i>Tawhid</i>; Muhammad as the Messenger, Qur'an as the message) - Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; <i>Hajj</i> practices follow example of the Prophet) - Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, 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/ Bolton 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 articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.

End UKS2 Pupils can ...	U2.9 Jews	U2.10 Humanists and Christians	U2.11 Why believe in God	U2.12 Life gets hard
- Identify and explain the core beliefs and concepts studied, using examples from 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 studied, comparing these ideas with ways in which believers interpret texts/sources of authority	- Identify and explain Jewish beliefs about God - Give examples of some texts that say what God is like and explain how Jewish people interpret them	- Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) - 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')	- Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs - Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from - Give examples of reasons why people do or do not believe in God	- Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life - Identify beliefs about life after death in at least two religious traditions, comparing and accounting for similarities and differences
- 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 clear connections between Jewish beliefs about the Torah and how they use and treat it - Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) - 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)	- Make clear connections between Christian and Humanist ideas about being good and how people live - Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view	- 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)	- Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) - Give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives
- 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 responses, recognising that others may think differently - 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.	- Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today - 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.	- Raise important questions and suggest answers about how and why people should be good - Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.	- 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, in the light of their learning.	- Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these - Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.

RE in the Early Years Foundation Stage

Children in EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

In line with the DfE's 2017 EYFS Profile, RE can provide many opportunities for pupils, through planned, purposeful play and through a mix of adult-led and child-initiated activity.

The ideas below are drawn from both the Early Years Outcomes and the Early Learning Goals.

Communication and language

- Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions.
- They use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Children answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources.
- They talk about how they and others show feelings.
- They develop their own narratives in relation to stories they hear from different communities.

Personal, social and emotional development

- Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect.
- They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously.
- They talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable.
- Children think and talk about issues of right and wrong and why these questions matter.
- They respond to significant experiences showing a range of feelings when appropriate.

- They have a developing awareness of their own needs, views and feelings and can be sensitive to those of others.
- Children have a developing respect for their own cultures and beliefs, and those of other people.
- They show sensitivity to others' needs and feelings, and form positive relationships.

Understanding the world

- Children talk about similarities and differences between themselves and others, among families, communities and traditions.
- They begin to know about their own cultures and beliefs and those of other people.
- They explore, observe and find out about places and objects that matter in different cultures and beliefs.

Expressive arts and design

- Children use their imaginations in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings.
- They respond in a variety of ways to what they see, hear, smell, touch and taste.

Literacy

- Children are given access to a wide range of books, poems and other written materials to ignite their interest.

Mathematics

- Children recognise, create and describe some patterns, sorting and ordering objects simply.

Developing knowledge, skills and attitudes in RE

RE teaching is intended to develop these skills:	Examples of progression from 5–16: Pupils will be increasingly able to:
Investigating – in RE this includes abilities such as: • asking relevant questions • knowing how to use different types of sources as ways of gathering information • knowing what may constitute evidence for understanding religion(s).	• Ask increasingly deep and complex questions about religion. • Use a widening range of sources to pursue answers. • Focus on selecting and understanding relevant sources to deal with religious and spiritual questions with increasing insight and sensitivity. • Evaluate a range of responses to the questions and issues they study.
Reflecting – in RE this includes abilities such as: • reflecting on religious beliefs and practices and ultimate questions • reflecting upon feelings, relationships, and experiences • thinking and speaking carefully about religious and spiritual topics.	• Describe how action and atmosphere makes them feel. • Experience the use of silence and thoughtfulness in religion and in life. • Take increasing account of the meanings of experience and discern the depth of questions religion addresses. • Respond sensitively and with insight to religious and spiritual phenomena and their meanings.
Expressing – in RE this includes abilities such as: • explaining concepts, rituals and practices • identifying and articulating matters of deep conviction and concern, and responding to religious issues through a variety of media.	• Explain what words and actions might mean to believers. • Articulate their own reactions and ideas about religious questions and practices. • Clarify and analyse with growing confidence aspects of religion which they find valuable or interesting or negative. • Explain in words and other ways their own responses to matters of deep conviction.
Interpreting – in RE this includes abilities such as: • drawing meaning from, for example artefacts, works of art, poetry and symbols • interpreting religious language • suggesting meanings of religious texts.	• Say what an object means, or explain a symbol. • Use figures of speech or metaphors to speak creatively about religious ideas. • Understand increasingly the diverse ways in which religious and spiritual experience can be interpreted. • Clarify and express the role of interpretation in religion and life.
Empathising – in RE this includes abilities such as: • considering the thoughts, feelings, experiences, attitudes, beliefs and values of others • developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow • seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices.	• See with sensitivity how others respond to their actions, words or behaviour. • Connect their feelings, both positive and negative, with those of others, including those in religious stories and contexts. • Imagine with growing awareness how they would feel in a different situation from their own. • Identify thoughtfully with other people from a range of communities and stances for life.

RE teaching is intended to develop these skills:	Examples of progression from 5–16: Pupils will be increasingly able to:
Applying – in RE this includes abilities such as: • using RE learning in new situations • making the association between religions and individual community, national and international life • identifying key religious values and their connections with secular values.	• Recognise religious materials and take note of their details and style. • See links and simple connections between aspects of religions. • Make increasingly subtle and complex links between religious material and their own ideas. • Apply learning from one religious context to new contexts with growing awareness and clarity. • Synthesise their learning from different religious sources and their own ideas.
Discerning – in RE this includes abilities such as: • developing insight into personal experience and religion • exploring the positive and negative aspects of religious and secular beliefs and ways of life • relating learning to life • making thoughtful judgements about the personal value of religious beliefs and practices.	• Experience the awe and wonder of the natural world and of human relations. • Be willing to look beyond the surface at underlying ideas and questions. • Weigh up the value religious believers find in their faith with insight, relating it to their own experience. • Discern with clarity, respect and thoughtfulness the impact (positive and negative) of religious and secular ways of living.
Analysing – in RE this includes abilities such as: • distinguishing between opinion, belief and fact • distinguishing between the features of different religions • recognising similarities and distinctiveness of religious ways of life.	• See what kinds of reasons are given to explain religious aspects of life. • Join in discussion about issues arising from the study of religion. • Use reasons, facts, opinions, examples and experience to justify or question a view of a religious issue. • Analyse the religious views encountered with fairness, balance, empathy and critical rigour.
Synthesising – in RE this includes abilities such as: • linking significant features of religion together in a coherent pattern • connecting different aspects of life into a meaningful whole • making links between religion and human experience, including the pupil's own experience.	• Notice similarities between stories and practices from religions. • Use general words to describe a range of religious practice and teaching. • Make links between different aspects of one religion, or similar and contrasting aspects of two or more religions. • Explain clearly the relationships, similarities and differences between a range of religious arguments, ideas, views and teachings.
Evaluating – in RE this includes abilities such as: • debating issues of religious significance with reference to experience, evidence and argument • weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience • drawing conclusions which are balanced, and related to evidence, dialogue and experience.	• Talk about what makes people choose religious ways of life. • Describe how religious people show the importance of symbols, key figures, texts or stories. • Weigh up with fairness and balance the value they see in a range of religious practices. • Evaluate skilfully some religious responses to moral issues, and their own responses.

Developing attitudes

Attitudes such as respect, care and concern should be promoted through all areas of school life. There are some attitudes that are fundamental to religious education in that they are prerequisites for entering fully into the study of religions, and learning from that experience. The following attitudes are to be fostered through the agreed syllabus:

a) Curiosity and wonder – in RE this includes:

- developing imagination and curiosity
- recognising that knowledge is bounded by mystery
- appreciating the sense of wonder at the world in which they live
- developing their interest in and capacity to respond to questions of meaning and purpose
- exploring the nature of religious practices and teachings
- being willing to look carefully at 'the other' and be open to learning from it
- following mysterious and profound lines of thinking through, to see where they lead.

b) Commitment – in RE this includes:

- understanding the importance of commitment to a set of values by which to live one's life
- willingness to develop a positive approach to life
- the ability to learn, while living with certainty and uncertainty.

c) Fairness – in RE this includes:

- listening to the views of others without prejudging one's response
- careful consideration of other views
- willingness to consider evidence, experience and argument
- readiness to look beyond surface impressions
- developing the courage to pursue fairness.

d) Respect – in RE this includes:

- being sensitive to the feelings and ideas of others
- developing skills of listening and a willingness to learn from others, even when others' views are different from their own
- being ready to value difference and diversity for the common good
- appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society
- being prepared to recognise and acknowledge their own bias
- recognising the rights of others to hold their own views
- avoidance of ridicule
- discerning between what is worthy of respect and what is not
- appreciation that religious convictions are often deeply felt.

e) Self-understanding – in RE this includes:

- feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule
- developing a realistic and positive sense of their own religious, moral and spiritual ideas and a mature sense of self worth
- recognising their own uniqueness as human beings and affirming their self-worth
- becoming increasingly sensitive to the impact of their ideas and behaviour on other people
- developing the capacity to discern the personal relevance of religious questions
- deepening awareness of the role of belief and tradition in identity and culture.

f) Open mindedness – in RE this includes:

- being willing to learn and gain new understanding
- engaging in argument or disagreeing reasonably and respectfully (without belittling or abusing others) about religious, moral and spiritual questions
- developing the confidence in one's own identity to appreciate the identity of others
- willingness to seek new truth through learning
- openness to points of view different from one's own.

g) Critical mindedness – in RE this includes:

- a willingness to examine ideas, questions and disputes about religious and spiritual questions
- distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith
- the development of attitudes that distinguish between such things as superstition or prejudice and such things as conviction, personal commitment and faith
- the ability to argue respectfully, reasonably and evidentially about religious and spiritual questions.

h) Enquiry – in RE this includes:

- a desire to seek after the truth
- developing a personal interest in ultimate or metaphysical questions
- an ability to live with ambiguities and paradox
- the desire to search for the meaning of life
- being prepared to reconsider existing views critically
- being prepared to acknowledge bias and prejudice in oneself
- willingness to value insight and imagination as ways of perceiving reality.

Vocabulary across the school RE Specific Focussed Vocabulary:

YEAR:	Specific 6-10 key words per Unit Children Must know
Reception	Christmas and Nativity General: celebrate, decorate, prepare, welcome Specific: Christmas, church, Christians, Muslims, Advent calendar, Christmas tree, shepherds, wise men, inn keeper Being Special: General: Unique, special, Christianity, God, Allah, bible, precious Specific: Baptism, new life, vicar, christening, aqiqah, Shahadah
Year 1	Unit:1 1.2 CREATION: Who do Christians say made the World? General: God, creation, people of God, Specific to unit Unit:2 1.6 Who is a Muslim and how do they live? (PART 1) God, God/Tahid, Imaan, Ibbadah, Shahadah, Pillar, General: Specific to unit Unit:3 1.1 GOD: What do Christians believe God is Like? General: God, creation, people of God, Christianity, bible, beliefs, parable, Specific to unit: Unit: 4 1.9 How should we care for the world and for others, and why does it matter? General: Faith, belief, Specific to unit Unit: 1.6 Who is a Muslim and how do they live? (PART 2) God, God/Tahid, Imaan, Ibbadah, Shahadah, Pillar, General: Specific to unit Unit:6 1.8 What makes some places sacred to believers? (<i>Christians and Muslims</i>) General: Mosque, church, Kabah Specific to unit
Year 2	Unit:1 Judaism – Who is Jewish and How Do They Live? (Part 1) General: beliefs, differences, reflection Specific to unit: Sheema, Channukah, Shabat, Sukkot, Mezzuzah, Torah Unit:2 Incarnation – Why Does Christmas Matter to Christians? General: beliefs, differences, reflection

	Specific to unit: Gospels, Nativity, Incarnation, Advent, Unit:3 Gospel – What is the Good News Jesus Brings? General: beliefs, differences, reflection Specific to unit: Bible, Gospel, New Testament, forgiveness, peace Unit:4 Salvation – Why Does Easter Matter to Christians? General: beliefs, differences, reflection Specific to unit: Salvation, Incarnation, crucifixion, resurrection Unit:5 Judaism – Who is Jewish and How Do They Live? (Part 2) General: beliefs, differences, reflection Specific to unit: Sheema, Channukah, Shabat, Sukkot, Mezzuzah, Torah Unit:6 What Does it Mean to Belong to a Faith Community? General: beliefs, differences, reflection Specific to unit: faith, community, love, identity, belonging Specific to unit
Year 3	Unit:1 What do Christians learn from the creation story? General: nature, Christian, Jewish, Bible, Torah, beliefs, God Specific to unit: creation, Adam, Eve, 'The Fall, sin, separated Unit:2 What is it like for someone to follow God? General: Christian, Bible, God Specific to unit: Old Testament, New testament, Genesis, flood, covenant, rules, promises, Unit:3 How do festivals and worship show what matters to a Muslim? General: Islam, Muslim, prayer, celebrations, God Specific to unit: Salah positions, preparations (wudhu), community, fasting (sawm), Eid-il-Fitr, Ramadan, 'Night of Power (Laylat-ul-Qadar), Unit:4 What kind of world did Jesus want? General: Jesus, God, church, teachings Specific to unit: gospel, disciple, healing, love, vulnerable, church leader Unit:5 How do festivals and family life show what matters to Jews? General: God, synagogue Specific to unit: Torah, Shabbat, Rosh Hashanah, Yom Kippur, Pesach (Passover), Siddur prayer book, exodus Unit:6 How and why do people try to make the world a better place? General: world, better, global, values Specific to unit: faith, beliefs, holy spirit, good deeds, guides for living, charity, inspirational people, humanist
Year 4	Unit:1 What do Hindus believe God is like? General: belief, life cycle, symbol, image, connection, statue Specific to unit: Deities, Aum, Brahman Unit:2 What is the Trinity and why is it important to Christians? General: Father, Son, Holy Spirit Specific to unit: Almighty, Creator, Fortress, Rock, Saviour, Shepherd, Prophet Unit:3 Why is the Torah so important to Jewish people? General: beliefs, Tradition, Ritual, Community, Study, Worship Specific to unit: Torah, Commandments, Orthodox, Progressive, The Shema, Mezuzah, Tefillin Unit:4 Why do Christians call the day Jesus died Good Friday? General: Salvation, Emotions, Joy, Sadness, Despair, Hope

	Specific to unit Palm Sunday, Good Friday, Holy Week, Easter Sunday, Last Supper Unit:5 For Christians what was the impact of Pentecost? General: Pentecost, Kingdom of God, amazed, confused, fearful, mystified Specific to unit: Holy Spirit, salvation, Resurrection Unit:6 How and why do people mark the significant events of life? General: Rite of passage, Milestone, marriage, Religious, Spiritual, Love, Commitment Specific to unit Communion, Bar/Bat Mitzvah, Samskaras, Baptism
Year 5	Unit:1 2.8 What does it mean to be a Muslim in Britain today? General: belief faith community pilgrimage Specific to unit: Shahadah Salat Sawm Zakat Hajj Qu'ran iman(faith) Unit:2 U2.1: GOD: What does it mean if Christians believe God is loving and holy? General: connections traditions traditional contemporary guidelines Specific: biblical text psalm worship mediaeval Christians Humanist Unit:3 U2B.3 How can following God bring freedom and justice? General: freedom suffering leadership vulnerable obedience evil Specific: Moses salvation Hebrews exodus Egypt Israel pharaoh Unit:4 2.3 Why do Christians believe that Jesus is the Messiah? General: prophecy incarnation prophet old/new testament sin Specific: Messiah trinity gospel Bible saviour Unit:5 2.8 What does it mean to be a Hindu in Britain today? General: faith diverse tradition practices ritual Specific to unit: dharma karma sanatana dharma puja mandir bhajans murtis prasad Unit:6 2.10 What matters most to humanists and Christians? General: belief prayer moral spiritual values Specific: humanist divinity Genesis Good Samaritan
Year 6	Unit:1 U2 2 Creation and science General: unbeliever, Specific to unit: Genesis, scientific, cosmology, Adam and Eve Unit:2 U2 7 Why do Hindus try to be good? General: duties, aims, guidance, worship, temple Specific to unit: dharma, karma, samsara, moksha, atman Unit:3 U2 11 Why do some people believe in God and some do not? General: beliefs, existence, leaders, teachings Specific to unit: theist, agnostic, atheist, bible, prayer

	Unit:4 U2 5 What do Christians believe Jesus did to save people? General: responsibilities, Specific to unit: salvation, sacrifice, martyr Unit:5 U2 6 For Christians, what kind of king was Jesus? General: biblical text, connections, concept Specific to unit: God, kingdom, heaven, parables Unit:6 U2 12 How does faith help people when life gets hard? General: stimulus, prayer, guide, ceremonies, afterlife Specific to unit: suffering, bereavement, judgement, resurrection, reincarnation, karma, secular, humanism
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Pupil Discussion forms

Date: Autumn Class: Y1	Pupil discussion: Year 1 Monitoring Pupil Voice Form : Name: Name of Interviewer :
Specific Area of Review : RE focussed	
1.2 CREATION: Who do Christians say made the World? This Unit builds directly on experiences and learning from the EYFS F1 GOD/ CREATION: Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief: • Retell the story of creation from Genesis 1:1–2:3 simply • Recognise that 'Creation' is the beginning of the 'big story' of the Bible • Say what the story tells Christians about God, Creation and the world Understand the impact: • Give at least one example of what Christians do to say 'thank you' to God for Creation Make connections: • Think, talk and ask questions about living in an amazing world • Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.	
Stakeholder Views: Can the pupil accurately use/explain/contextualise at least 90% of the key vocabulary? Specifically: creation, people of God,	
Where can you find the Christian creation story? Can you retell the story of creation? Answer the key question: Who do Christians say made the world? What does the Christian story of creation tell Christians about God? What does the story tell Christians about how they should look after Creation? What does the story tell Christians about the world? Do you know any other creation stories? How are they similar or different to this one?	
Look at objects in the natural world: suppose these objects have a creator, what do pupils think that this creator would be like? What questions they would ask about living in an amazing world? Can pupils talk about: if Christians believe God made the world, what should they do?	

Can pupils make links with grace before meals? (many Christians thank God every time they eat).

Do you know any of these prayers and talk about why people say them?

What difference does it make to how they live?

What happens at Harvest?

What do Christians thank God for during Harvest? (Creation)

Can you tell me what you did for harvest in school?

How do people at Church celebrate harvest?

Who is Harvest food given to and why?

If there was a Creator and worldmaker they could ask, what questions would they ask the Creator?

Date: Autumn Class: Y2	Pupil discussion: Year 2 Monitoring Pupil Voice Form : Name: Name of Interviewer :
Specific Area of Review : RE focussed	
1.7 *Planned unit Who is Jewish and how do they live? (PART 1) Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief: • Recognise the words of the Shema as a Jewish prayer • Retell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like Understand the impact: • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. <i>mezuzah</i>, on Shabbat) Make connections: • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.	
Stakeholder Views: Can the pupil accurately use/explain/contextualise at least 90% of the key vocabulary? Specific to unit: Sheema, Channukah, Shabat, Sukkot, Mezzuzah, Torah	
What special objects do Jewish people have in their home? What does the Shema tell Jews about God? How and why do Jews use a <i>mezuzah</i>? Can you tell me about the festivals of Shabbat? What do many Jewish people do in the home on Shabbat? What would be good about times of rest if the rest of life is very busy? Can you share examples of times of rest and for family in in your home? What is the story of Sukkot? What happens at this festival? What do Jews remember at this festival? Can you tell me about Chanukah? How does this festival help Jews remember God? What do you celebrate and remember in your own life?	

Date: Autumn Class: Y3	Pupil discussion: Year 3 Monitoring Pupil Voice Form : Name: Name of Interviewer :
Specific Area of Review : RE focussed	
Unit L2.1 Creation What do Christians learn from the creation story? Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief: • Place the concepts of God and Creation on a timeline of the Bible's 'big story' • Make clear links between Genesis 1 and what Christians believe about God and Creation • Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world Understand the impact: • 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) • Describe how and why Christians might pray to God, say sorry and ask for forgiveness Make connections: • Ask questions and suggest answers about what might be important in the Creation story for Christians and for non- Christians living today.	
Stakeholder Views: Can the pupil accurately use/explain/contextualise at least 90% of the key vocabulary? General: nature, Christian, Jewish, Bible, Torah, beliefs, God Specific to unit: creation, Adam, Eve, 'The Fall, sin, separated	
Where in the Bible would you find the creation story? What do Christians believe the creation story tells people about God? What are humans like in the creation story? How do Christians believe everyone should treat the world/creation and why? What can Christians learn about God, humans, animals, nature, creation, and caring for the world from the creation story? Many people are not Christians and don't believe the world was created by God. Can you think of other reasons why nature/humans are important and why we should look after the world/each other? GDO: What is The Fall? What happened in this part of the story?	

Date: Autumn Class: Y4	Pupil discussion: Year 4 Monitoring Pupil Voice Form : Name: Name of Interviewer :
Specific Area of Review : RE focussed	
*Planned unit L2.7: What do Hindus believe God is like? Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief: • Identify some Hindu deities and say how they help Hindus describe God • Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God • Offer informed suggestions about what Hindu <i>murtis</i> express about God Understand the impact: • Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali) • Identify some different ways in which Hindus worship Make connections: • Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today • 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.	
Stakeholder Views: Can the pupil accurately use/explain/contextualise at least 90% of the key vocabulary? General: belief, life cycle, symbol, image, connection, statue Specific to unit Deities, Aum, Brahman	
How would a Hindu person describe God? What do Hindus believe God is like? How do deities help Hindus to understand God? Where can we see the cycle of birth, death and rebirth in nature/the world around us? Can you talk about <i>Trimurti</i> – Brahma (Creator), Vishnu (Preserver) and Shiva (Destroyer) and how these link to the cycle of life? Why do hindus have a shrine at home? What is it like and how is it used? How do hindus celebrate divali? What is the role of God in the divali story? Why do hindus believe all living things are sacred? What difference would this make to how people treat each other and the natural world if everyone believed that all living beings contained the 'spark' of God? What is good about this idea? Is there anything helpful about it for people who are not Hindus, or who do not believe there is a god? Why do you think everyone should be treated as if they are special?	

Date: Autumn Class: Y5	Pupil discussion: Year 5 Monitoring Pupil Voice Form : Name: Name of Interviewer :
Specific Area of Review : RE focussed	
Planned unit U2.8: What does it mean to be a Muslim in Britain today? Note that this unit builds on two previous units on Islam (1.6, L2.9) and some thematic study (e.g. 1.8, L2.12), so start by finding out what pupils already know. Recall key concepts: <i>ibadah</i>, <i>Tawhid</i>, <i>iman</i> (see Guidance p.142) Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief: - Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. <i>Tawhid</i>; Muhammad as the Messenger, Qur'an as the message) - Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; <i>Hajj</i> practices follow example of the Prophet) Understand the impact: - Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, mosques, art) - Give evidence and examples to show how Muslims put their beliefs into practice in different ways Make connections: - Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Bolton 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 articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.	
Stakeholder Views: Can the pupil accurately use/explain/contextualise at least 90% of the key vocabulary? General: belief faith community pilgrimage Specific to unit: Shahadah Salat Sawm Zakat Hajj Qu'ran iman(faith)	
Do you know the names of different muslim groups? What can you tell me about the 5 pillars of Islam? What difference do the 5 pillars make to individual Muslims and to the Muslim community (<i>ummah</i>)? Why is Hajj important for a muslim? Why is the festival of Eid-ul-Adha, at the end of <i>Hajj</i>, celebrated? (to recall Ibrahim's faith being tested when he was asked to sacrifice Ismail). Why is the holy Quran important for muslims? How is it used? Why do some people choose to memorise it? What other forms of guidance do Muslims use? How do Muslims put the words of the Qur'an and the words and actions of the Prophet Muhammad into practice? What difference they do these make to the lives of Muslims? , e.g. giving of <i>sadaqah</i> (voluntary charity); respect for guests, teachers, elders and the wise; refraining from gossip; being truthful and trustworthy Are submission, obedience, generosity, self-control and worship important in the lives of Muslims today? How far are they valuable to people who are not Muslims?	

Date: Autumn Class: Y6	Pupil discussion: Year 6 Monitoring Pupil Voice Form : Name: Name of Interviewer :
Specific Area of Review : RE focussed	
U2.2: CREATION/ FALL: Creation & Science – Conflicting or Complimentary? Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief: • Identify what type of text some Christians say Genesis 1 is, and its purpose • 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 Understand the impact: • Make clear connections between Genesis 1 and Christian belief about God as Creator • Show understanding of why many Christians find science and faith go together Make connections: • Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses • 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.	
Stakeholder Views: Can the pupil accurately use/explain/contextualise at least 90% of the key vocabulary? General: unbeliever, Specific to unit: Genesis, scientific, cosmology, Adam and Eve	
What happens in Genesis 1:1–2:3? How do people (including Christians) disagree about the genre, purpose and meaning of Genesis? (Some say it is a literal account (the universe was created in six days), others that it is more a description of what God and creation are like rather than how creation actually happened). Can you summarize the scientific account of cosmology (the beginning of the universe) and evolution (the development of living beings)? What difference it makes if someone interprets Genesis literally or poetically, when considering the connection between Genesis and science? (Literal readings lead to conflict with science; poetic do not necessarily.) Do you think science and belief in creation are in conflict or complementary? Can you tell me about someone who is a scientist and a Christian? GDO: How do they reconcile their faith with their professional work? Look at the key question: Creation and science: conflicting or complementary? Can you give good reasons, and/or a creative response to the ideas explored? <i>Do you agree or disagree with the statement: ‘Genesis explores why the universe and life exists. Science explores how the universe works the way it does.’?</i>	

Appendix 7: Teaching Modules into practice

From observation and results over time we know that the majority of pupils at The Valley like structure, this creates a degree of *ubiquitous understanding* for “peer coaching” and “supported development” in methods that work. Many of our teaching methods employ a range of teaching modules. However, we do not stifle creativity and consider teaching to be a creative craft not a process of ticking boxes.

Here are our components that we look for in high quality lesson delivery:

High degrees of vocabulary reinforcement

High degree of first hand experiences and enquiry

High degree of structured and scaffolded conversation

Structured recall of prior learning

Our 10 Theories of Action are embedded and evident

Guides to teaching models:

- Comprehend the concept of Models of Teaching
- Understand the various essential elements of Models of Teaching
- Acquire information about various families of Models of Teaching
- See how this applies in a real life context

A model of teaching can be defined as the depiction of teaching and learning environment, including the behaviour of teachers and students, while the lesson is presented through that model.

Models of teaching enable the students to engage in robust, cognitive and social task and teach the student how to use them productively. Models of teaching are the specific instructional plans which are designed according to the concerned learning theories. It provides a comprehensive blue print for curriculum to design instructional materials, planning lessons, teacher pupil roles, supporting aids and so forth. Joyce & Weil (2014) defines A model of teaching is a description of a learning environment, including our behavior as teachers when that model is used, outcome of instruction may be the student's increased capabilities to learn more easily and effectively in the future. Hence the main aim of models of teaching is to *create powerful learners*.

CHARACTERISTICS OF A GOOD AND BETTER TEACHING MODEL

The following are the chief characteristics of a good teaching model

- Each model has built up based on particular learning theory
- Creation of congenial learning environment in the classroom
- Effective interaction between the teacher and students
- Planned use of appropriate strategies
- Teaching process are systematically, sequentially and logically arranged
- Clear and specified roles for teachers and students
- Large scope for supporting material
- Ensure active participation of entire students in the class
- It raises the students' level of aspiration, motivation and interest in learning
- Every model foster and strengthen the cognitive structure of the student

ELEMENTS OF MODELS OF TEACHING

Element of a model of teaching represent its structure, process and teaching aids of the instruction. A model of teaching consists of syntax, social system, principle of reaction and support system. The detailed descriptions are as follows.

Syntax

It is the steps or phases of the model being presented before the class. It illustrates the logical and sequential order of the teacher student activities of the instruction procedure. It describes the complete programme of action of the model.

Social system

Social system of a model explains its nature of learning environment. It describes the role and relationship of the teacher and students through the phases as well as designing the lesson. As each and every model is unique, the role of teacher and students in every model may vary according to the respective learning theory of the model is built. It also varies in phases to phases.

Principle of Reaction

This is the extension of social system. It deals with the rules of reaction to the students responses in the classroom interaction. The reaction of the teacher must be in accordance with the theory of which model has been built. The teacher reaction is desired when the students' responses/ behavior are untouched with expected level responses and for giving reinforcement. It depends the family of the model is presented.

Effect of models of Teaching

Models of teaching have a very positive effect on students' behavior. Bruce Joyce classified the effect as Instructional effect and Nurturant Effect. Instructional effects are the direct effect of an instruction on students' cognitive, affective and psychomotor domain. Nurturant effects are the indirect effect other than the teacher intends to achieve through the model. It is the additional achievement gained by the students through the unique nature classroom interaction. Examples are the development of problem solving ability, analytical thinking, critical thinking, social skill, tolerance etc.

FAMILIES OF MODELS OF TEACHING

Joyce & Weil (2014) categorized the models of teaching into four families. The classification has been made in accordance with the theoretical basis and fundamental aim of the teaching model. The four families explained below in detail.

THE INFORMATION PROCESSING FAMILY

Models in the information processing family focus on the cognitive activity of child. It includes scientific inquiry for collecting original information, organizing and properly storing of the information. Some models provide the learners with information and concept, some emphasis concept formation and hypothesis testing and still others generate creative thinking. Joyce & Weil (2014) listed eight models in Information Processing Model.

Inquiring and investigating: (problem solving and enquiry focused)

Models	Developers (Redevelopers)
1. Inductive Thinking Model (Classification Oriented)	Hilda <u>Taba</u> (Bruce Joyce)
2. Concept Attainment Model	Jerome Bruner (Fred <u>Lighthall</u>), (Tennyson and <u>Cocchiarella</u>), (Bruce Joyce)
3. The Picture–word inductive Model	Emily Calhoun
4. Scientific Inquiry Model	Joseph Schwab
5. Inquiry Training Model	Richard <u>Suchman</u> (Howard Jones)
6. Mnemonics Model (Memory assists)	Michael Pressley (Joel Levin,, Richard Anderson)
7. <u>Synectics</u> Model	William <u>Gorden</u>
8. Advance Organizer Model	David <u>Ausubel</u> (Lawton and <u>Wanska</u>)

THE SOCIAL FAMILY (Discursive activities) The focus of the social model family is to build synergy (collective energy) in the classroom for addressing ongoing problems of personal, social, national as well as international importance. Social models help the students to develop Self-directed problem solving ability, sense of belongingness towards the society and make them responsible citizens of the country.

Models	Developers (Redevelopers)
1. Partners in Learning	David Johnson, Roger Johnson
2. Structured Inquiry	Robert Salvin (Aronson)
3. Group Investigation	John Dewy, Herbert Thelen
4. Role Playing	Fannie Shaftel
5. Jurisprudential Inquiry	Donald Oliver, James Shaver

THE PERSONAL FAMILY: (Reflection PSHE/RE/RSE/International understanding)

The personal models begin from the perspective of the selfhood of the individual. Individual consciousness and development of unique personality is the chief focus of this family. The models in personal family attempt to make them understand their self and thereby students can shape their future. The cluster of personal models pays great attention to the individual perspective and seeks to encourage productive interdependence, increasing people's self-awareness and sense of responsibility for their own destinies.

Models	Developers
1. Nondirective teaching	Carl Rogers
2. Enhancing Self Esteem	Abraham Maslow

THE BEHAVIOURAL SYSTEM FAMILY: structured lessons with predetermined activities, objectives and outcomes that can be readily predicted.

Maths, Literacy and default position

Modification of behavior is the main focus of this family. The stance taken is that human beings are self-correcting communication systems that modify behavior in response to the information about how successfully tasks are navigated. The role of predetermined objectives, observable behavior, clearly defined task and methods, feedback and reinforcement are the foundations of models in behavior family.

Models	Developers
1. Mastery Learning	Benjamin Bloom, James Block
2. Direct Instruction	Tom Good, Jere Brophy, Carl Bereiter, Ziggy Engleman, Wes Becker
3. Simulation	Carl smith, Mary Smith
4. Social Learning	Albert Bandura, Carl Thoresen, Wes Becker
5. Programmed Schedule (Task Performance Reinforcement)	<u>B.F.Skinner</u>

Appendix 1: Adaptations to support pupils below expectations or with fragility

Systemic	When	By Whom
We use a range of tried and tested and often research informed intervention strategies Interventions are either “prescriptive” and developed in house or “programmed” off the shelf and sequential	Often these take place outside of the normal class time but at times to ensure that no one subject is affected	Where possible our philosophy is to use teachers for intervention, where this is not possible highly trained and quality assured teaching assistants are used.
Same day Intervention, at the point of error, is always our preferred way of addressing misconceptions	In class during or immediately after the lesson	Teachers and trained adults
Pre teach and post teach Prior to a sequence of lessons we will often pre-assess pupils and begin earlier supportive work, especially around language acquisition. This is usually the ‘key’ and ‘linked’ vocabulary from the geography vocabulary wall as well as other relevant vocabulary from that week’s lesson.	Pre-teach before sequence starts Post teach within sequence or in following weeks	Teachers and trained adults
Systemic tracking of small step improvement and question level analysis with a strong focus on milestone assessment, strong link of data to feedback	Post teach and within each half termly assessment block	Teachers and SLT
Home project based guidance-we will often encourage research at home with pupils prior to a new unit of work	Weekends and holiday periods	Parents
Paired pupils of mixed ability and groups with a variety of pupils	Intra-lesson	Pupils as peer support
Knowledge organisers and prompts –to support metacognition and long term memory	Before and during taught sequences	Pupil led
Concrete and hands on learning	Intra-lesson	Teachers and trained adults
Visible prompts to reinforce learning.	Intra-lesson	Teachers and trained adults
Sequenced default “mastery” focussed lessons that allow time to synthesise information	Intra-lesson	Teachers and trained adults
Metacognitive practices use of Rosenshine’s principles –staff coaching and mentoring	Intra-lesson	Teachers and trained adults
Blue files of school support pupils and individualised small step learning plans	Intra-lesson and pre sequence reference	Teachers and trained adults
Parental engagement and additional support —additional assertive mentoring 6 weekly	Intra-lesson and pre sequence reference	Teachers and Parents