

RE

Southwark Diocesan Board of Education Primary Syllabus for Religious Education

2024



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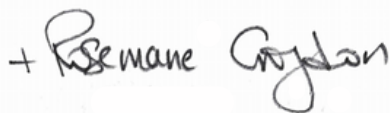
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FOREWARD

There is no longer Jew or Greek, there is no longer slave or free, there is no longer male and female; for all of you are one in Christ Jesus. Galatians 3:28

As Chair of the Southwark Diocesan Board of Education, I am delighted to present the SDBE Primary Religious Education Syllabus 2024. As a Diocese, we are very aware of the vital role of religious education for our pupils and in our schools. We believe high quality RE provision is key to enabling every child to flourish. It can raise aspirations and standards, help educate for dignity and respect, foster curiosity and wonder and create a sense of belonging. This syllabus reflects our broader work and commitment towards racial justice, social justice and environmental justice across the SDBE and Diocese. Our hope for this syllabus is that learning about, and from, a range of religions, worldviews and key concepts provides unique opportunities for all pupils across the Diocese to live life in all its fullness.

THE RT REVD DR M ROSEMARIE MALLET **CHAIR, SOUTHWARK DIOCESE BOARD OF EDUCATION**



It gives me great pleasure to introduce the 2024 Southwark Diocesan Board of Education Primary Religious Education Syllabus. In this syllabus, we present a clear curriculum vision and intent, structure for implementation and provision for evaluating impact.

The syllabus will give pupils across all our schools a deep understanding and appreciation of a range of religions and worldviews, providing the opportunity to make sense of their own place in the world and enabling them to be well prepared for their futures.

This syllabus considers the most recent developments in policy and research. Extensive work has been done to ensure coherence across the curriculum, opportunities to embed learning and to reflect our diverse community. New units, such as 'Who are the fearless women of faith?' and 'How can people of faith serve God and bring freedom and justice to others?' sit alongside revised units which have been updated to be relevant, valuable and meaningful for pupils in the current time.

Schools can expect this syllabus to enable pupils to acquire rich, deep knowledge and understanding while engaging them through the exploration of core concepts and questions in the areas of theology, philosophy and the social sciences. There is much inspiring religious education teaching and learning taking place across our Diocesan schools and I am grateful to all school staff who will be implementing and supporting this syllabus as we move forward. As inclusive, diverse communities, RE in our schools makes a significant contribution to every pupil's own development as well as fostering respect for others both inside and outside the school community. This syllabus will continue to support and extend this excellent work.

ROZ CORDER **DIOCESAN DIRECTOR OF EDUCATION**



INTENT

HIGH QUALITY RELIGIOUS EDUCATION

“Religious Education in a Church school should enable every child to flourish and to live life in all its fullness (John 10:10). It will help educate for dignity and respect encouraging all to live well together.

‘Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions . . . and for the religious freedom of each person.’”

*Religious Education in Church of England Schools A Statement of Entitlement,
The Church of England Education Office, 2019*

Religious Education should enable pupils of all abilities and needs to:

- develop strong substantive, disciplinary and personal knowledge of the Christian faith and delve into the concepts, beliefs, practices and diversity of the principle religions and diverse worldviews. This exploration should take place by viewing the concepts and beliefs through three ‘lenses’, the theological lens (believing), the philosophical lens (thinking) and the lens of human and social sciences (living);
- study the Christian faith by exploring aspects including The Bible, Old Testament characters, the life, teachings and actions of Jesus, Christian festivals, creation, wisdom, saints, liturgy, the local Church, the Christian community, rites of passage, living out the faith, values rooted in Christianity and Christianity as a global faith;
- apply an understanding of Christianity to make reasoned and informed responses to life issues and moral choices;
- recognise that there are a number of different branches of Christianity who may share common beliefs, but interpret and practise their faith in different ways;
- similarly, recognise that there is diversity within the other principal world faiths and worldviews;
- apply religious literacy as they express and demonstrate an informed respect, empathy and sensitivity towards all people, building bridges of understanding leading to community cohesion;
- grow and deepen their spiritual, moral, social and cultural development including an active promotion of equality, equity, diversity and inclusion through the kaleidoscope of faith and belief;
- develop the ability to reflect on their own beliefs, values, misconceptions and experiences, and communicate issues of faith and truth e.g. faith and worldview responses to climate justice;
- flourish as they develop skills of enquiry, critical analysis, interpretation, evaluation, and reflection.

In all Southwark Diocesan Church of England Schools, it is expected that RE is at the heart of Christian distinctiveness and central to school effectiveness. RE contributes to the outworking of the church school's Christian vision and, as such, must be given priority as a core subject in the curriculum and be a specialism of the school. RE will be of the highest quality, aiming for excellence in teaching and learning and developing strong religious literacy in pupils. The RE should be progressive, sequential, innovative, creative and engaging, with its relevance made clear for all and cross-curricular links utilised as a tool for exploring and responding to teaching where appropriate.

Within learning across a teaching unit there should be opportunities for both a range of shorter tasks and extended tasks to convey the depth of learning across a balanced RE curriculum. Assessment should be an integral part of RE to inform planning, teaching and learning; pupils' learning should be assessed formatively and summatively. Whilst being manageable for staff, assessment must be meaningful to deepen pupil's knowledge and develop their skills in RE.

The Southwark Diocesan Board of Education recommends that RE is taught discretely in weekly lessons alongside any additional RE teaching and educational experiences. The subject should receive adequate time allocation in the curriculum. This should be close to 10% and must be no less than 5%, given time appropriate to its status as a core subject.

5% - 10% of curriculum time equates to:

- Reception and Key Stage 1 - 45 – 90 minutes a week;
- Key Stage 2 - 1 hour and 10 minutes – 2 hours and 20 minutes a week.

It is vital that the purpose of RE is properly understood by the whole school community and that RE is inclusive and taught in such a way that it is seen as highly relevant for all pupils in our diocesan church schools, "preparing them for the opportunities, responsibilities and experiences of life in modern Britain."

"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 they learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They 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 worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ."

Review of Religious Education in England, The Religious Education Council of England and Wales

SBDE SYLLABUS APPROACH

This syllabus is designed to support Church of England schools within the Southwark Diocese in developing and delivering excellence in RE. It responds to research in high quality RE, national calls for deepening pupils' knowledge about religions and for developing their 'religious literacy' and SDBE work in RE. The syllabus is sequenced through systematic units, focused on one religion, and thematic units which build on learning by comparing the religions, beliefs and practices. The syllabus comprises teaching units for the teaching of Christianity at Reception, Key Stage 1 (KS1) and Key Stage 2 (KS2) and the study of other principal world religions and worldviews in KS1 and KS2.

Pupils encounter core concepts in religions and beliefs in a coherent way, developing their understanding and their ability to handle questions of religion and belief. The teaching and learning approach also has three disciplinary lenses or 'ways of knowing' (believing, thinking, living), which are woven together as golden threads to provide breadth and balance within teaching and learning about religions and beliefs, underpinning the aims of RE. Believing, relating to theological approaches, thinking, relating to more philosophical approaches and living, sociological approaches. Teaching and learning in the classroom will encompass all three elements, allowing for overlap between elements as suits the religion, concept and question being explored.

These elements set the context for open exploration of religion and belief. They offer a structure through which pupils can encounter diverse religious traditions alongside non-religious worldviews. The elements present a broad and flexible strategy that allows for different traditions to be treated with integrity. These elements offer a route through each unit while also allowing for a range of questions reflecting different approaches, for example, from religious studies, philosophy, sociology, ethics and theology.



Believing

Identifying and making sense of core 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.



Thinking

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.



Living

Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.

IMPLEMENTATION

HOW TO USE THIS SYLLABUS

This is a syllabus for RE outlining the programme of RE to be taught in our diocesan Church of England primary schools, it is not a scheme of work. This gives schools the space and flexibility to help teachers make the best use of the units, plan and deliver excellent RE and use a range of high-quality resources.

It is crucial to take time to understand the school's context, strengths in teaching and learning and RE as part of using this syllabus; for leaders to be clear about the purpose and aims of RE in the school and for each key stage to know the programmes of study, subject vocabulary and connections between and across the curriculum.

The RE units outline a journey of learning that is enquiry-based and is framed around questions based on core concepts and key knowledge. An overall enquiry question opens up the content to be studied with one or two smaller questions for each lesson, each focusing on learning through the lens of believing (theological;) thinking, (philosophical;) or living, (sociological.) Each unit comes with a sequence of learning using and following the enquiry cycle: engage, enquire and explore, evaluate and express.

The plans also include the purpose of the unit; key specialist RE vocabulary for pupils to learn and communicate; the substantive knowledge ('sticky knowledge') that pupils should know by the end of the unit and the expected outcomes for the unit by which pupils are able to show their substantive, disciplinary and personal knowledge. Bible references to underpin the religious concepts being taught, if appropriate, are given.

Schools should adapt these plans to suit their context, curriculum and the needs of the particular cohort of pupils, as well as the approach to styles of planning and learning whilst ensuring that the content of the syllabus is taught. Careful consideration needs to be given to what pupils already know in RE and what they need to know next to secure progression in relation to end of phase outcomes.

In our syllabus, the teaching units reflect three types of knowledge: -

- Substantive knowledge ('sticky knowledge') - this is the core factual explicit knowledge described in each unit.
- Disciplinary knowledge - this is how pupils learn to learn in RE and links with the development of multi-disciplinary skills.
- Personal knowledge - this is what pupils bring to and take away from RE lessons, building their awareness of the things that they think and where their ideas and beliefs come from as well as how those ideas and beliefs might be similar to or different from the ideas and beliefs of others.

These exemplify 'ways of knowing.' The development of each of these different types of knowledge is built into the teaching units.

Our syllabus is written so that pupils gain the bigger picture of each religion and belief and that as they progress, to see how concepts are linked and the links between Believing, Thinking and Living.

The substantive knowledge within each unit focuses on one smaller area of a religious concept and, over time as part of a spiral curriculum, the concept will be visited and revisited in different ways.

The purpose of the unit is an important starting point in helping to understand the context for this unit so teaching should begin there, engaging the pupils into the topic of the unit being covered before uncovering the substantive knowledge. The substantive knowledge also relates to the bigger picture of each religion or belief.

Teachers need good subject knowledge and a clear understanding of the prior and future learning, including how the unit to developing pupils' understanding of particular concepts. This spiral will then create the opportunity for pupils to deepen their understanding of the particular concept through further units later in the RE programme. It is vital to understand where the unit an question fits in to the key stage planning, builds on previous learning and links to other subjects or learning.

When planning a teaching unit, a teacher needs to be clear on the key questions to shape learning and the learning outcomes. These have been created to give a structure to the learning across the six, four or two sessions that the teaching unit is intended to be taught over. The colours show the links to the golden threads. Pupils will be making links between Believing, Thinking and Living. The questions relating to Living usually come at the beginning and the end of the teaching units, helping pupils to make connections with their own personal knowledge. The key questions might also be used to create learning objectives for each lesson which, in turn, will be success criteria. The questions in each unit link to learning outcomes and will support a teacher decide what to include. It is important the outcomes are specific so it is clear what pupils should know, understand and do as a result of their learning.

Support materials such as lesson plans of corresponding units in the previous diocesan RE Syllabus, (archived on the SDBE website,) 'Understanding Christianity' and other quality RE resources are available. It is important that throughout the unit, teaching and learning activities enable pupils to process the knowledge as well as practice and demonstrate their understanding. Pupils should have the opportunity to express and record their knowledge, thinking, understanding and learning in a variety of ways. These should be through high-quality and meaningful experiences and tasks which relate directly to the expected outcomes for the unit. There should be a range of shorter and longer activities, enabling briefer responses and extended responses, focusing on encouraging depth of thinking. Cross-curricular links can be utilised to help learning to be engaging and accessible for all.

When looking at a teaching unit, the expected outcomes show what evidence might demonstrate pupils' learning and achievement in RE. These learning outcomes are expressed in relation to the three elements: **believing, thinking, living** and are linked to the end of phase statements which can be found in the **Impact** section of the syllabus. From the end of phase statements, the unit specific outcomes specifically relate to the religious concept and topic being taught.

Pupils might show evidence of some or all of the expected outcomes; teachers will use their professional judgment, knowledge of their own pupils here and draw upon a range of tasks/activities/work that pupils have said and done as an integral part of the teaching unit. (see [Impact](#))

Explaining the Layout

Religious Education Teaching Unit The Big Picture

The faith that the unit is covering.

The religious concept that the unit is covering.

The overall enquiry question of the unit.

Prior Learning

Where this teaching unit fits in the overall sequence of this RE syllabus.
The learning that has been taught before which this unit builds upon.*
*NB. Schools will need to adapt this if they are following their own RE Curriculum Map.

Future Learning

Where this teaching unit fits in the overall sequence of this RE syllabus.
The learning that will be taught in the future which builds upon this unit.*
*NB. Schools will need to adapt this if they are following their own RE Curriculum Map.

These boxes contain the smaller enquiry question(s) for each lesson.

They form the basis of the learning objective(s) for each lesson.

The smaller enquiry questions are colour-coded according to the 'lens' that they are looking through... see below.

Most lessons focus on looking through one 'lens', some may focus on two.



Believing



Thinking



Living

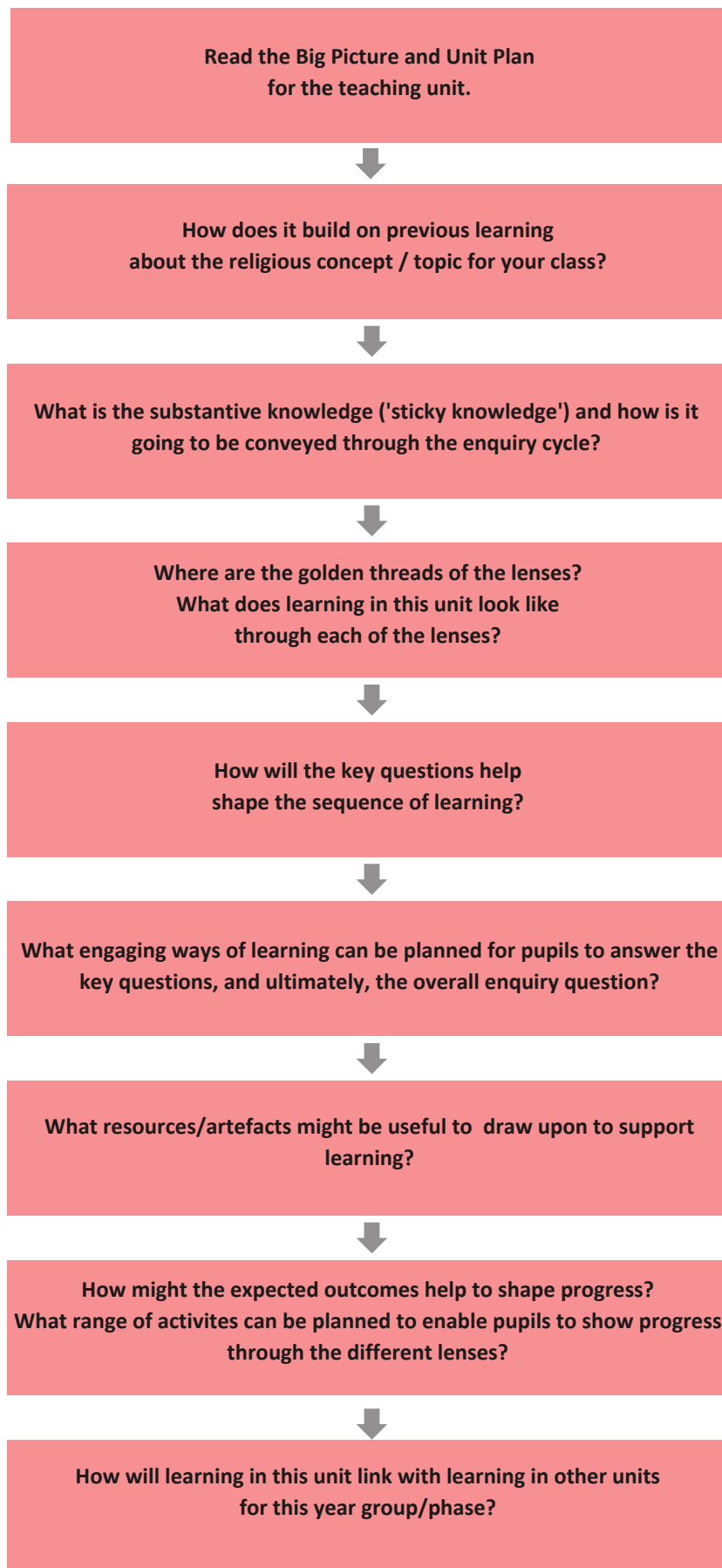
Explaining the Layout

Concept: The religious concept that the unit is covering.

Recommended Year Group: This is the phase that the unit has been pitched for. If a school teaches this unit in a different phase, it will need to adjust the pitch of the unit.

Unit Title: The overall enquiry question of the unit.	
What is the purpose of this unit? This gives the rationale behind this particular teaching unit and how it fits into the sequential learning of both the religious concept and learning about this particular faith/s and belief/s. A brief synopsis of what the unit teaches is given.	
Vocabulary: This is the specialist RE vocabulary that this teaching unit introduces. This Tier 3 vocabulary should be on display in the classroom throughout the teaching of the unit. This should be drawn upon as a resource and used by teachers in their teaching and pupils encouraged to use it in their learning and activities. This is not an exhaustive list!	By the end of this unit, pupils should know that: This is the substantive knowledge, the 'sticky knowledge' that pupils should learn through the teaching unit. Teachers and pupils will need to look for this knowledge being known and understood by pupils as evidenced throughout their learning across the unit and in a range of tasks/activities.
Key questions to shape learning: These are listed as the smaller enquiry question(s) for each lesson. The question(s) form the basis of the learning objective(s) for each lesson. They are colour-coded according to the 'lens' that they are looking through, Believing (purple); Thinking (blue); Living (green) Most lessons focus on looking through one lens, some may focus on two.	Expected outcomes for this unit, - what will pupils do to show this knowledge? These outcomes are the expected stages of pupils for which this teaching unit has been pitched at, according to the recommended year group. The outcomes are colour coded and shown with the respective 'lens' logo, giving examples of learning through the lenses. Believing (purple); Thinking (blue); Living (green) They enable pupils to show their substantive, disciplinary and personal knowledge that they know, have and understand as a result of learning across the unit.
Bible references to underpin this teaching and learning (if appropriate) : For teaching units on Christianity, Bible references of biblical text that is the basis of the religious concept being learnt are given here.	

Planning a Unit of Work in RE



IMPLEMENTATION

SDBE SYLLABUS RECOMMENDED CURRICULUM MAP

	Autumn 1 Who	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Who Am I and where do I belong? Creation (God)	Why is Christmas special for Christians? Incarnation	What can we learn from the stories of Jesus? Salvation	What is in an Easter garden? Salvation	What makes something special? Incarnation	What makes our world wonderful and how should we care for it? Creation (God)
Year 1	Why did Jesus tell Stories? Gospel	What is in our school's name? Incarnation	Why do Jewish people celebrate the gift of Shabbat? Judaism	Who are our Christian neighbours? God	How Does Belonging to a synagogue Help a Jewish Person In Their Faith? Judaism	What teaches people to look after the world? Creation
Year 2	Why do Christians make and try to keep promises before God? Gospel	What can we learn from the story of Noah? Creation	What does it mean to be a Muslim? Judaism	Why are women so important in the Bible? Gospel	What helps Muslims live a faithful life? God	How is prayer important? God
Year 3	What is the story? God	Why do we remember? Gospel	What does it mean to be a Hindu in Britain today? Salvation	What kind of world does God want? Creation/Fall	Why should Hindus live a good life? Salvation	Words and Actions - Which is most important?
Year 4	What makes an Old Testament hero? People of God	Non-religious world views	What do Sikhs believe? Salvation	What would Jesus do? Gospel	What do Sikhs value? Salvation	How does faith guide people to try and make the world a fairer place? Kingdom of God
Year 5	Who are the 'fearless women of faith'? Kingdom of God	Should every Christian Go on a pilgrimage? God	What does it mean to be a Buddhist? Salvation	How did the Church begin? People of God	What is the Buddhist way of life? Salvation	What does faith and belief teach about the journey of life and death? Salvation
Year 6	How has the Christian Message survived? People of God	Understanding faith	How do Muslims show commitment to Allah? Salvation	What is wisdom? Wisdom	How Does The Torah Help Jewish People To Understand What Being Jewish Means? Judaism	What does it mean to live a good life? Gospel

2024 SYLLABUS: EARLY YEARS

Reception

Who am I and where do I belong?

Why is Christmas special for Christians?

What can we learn from the stories of Jesus?

What is in an Easter Garden?

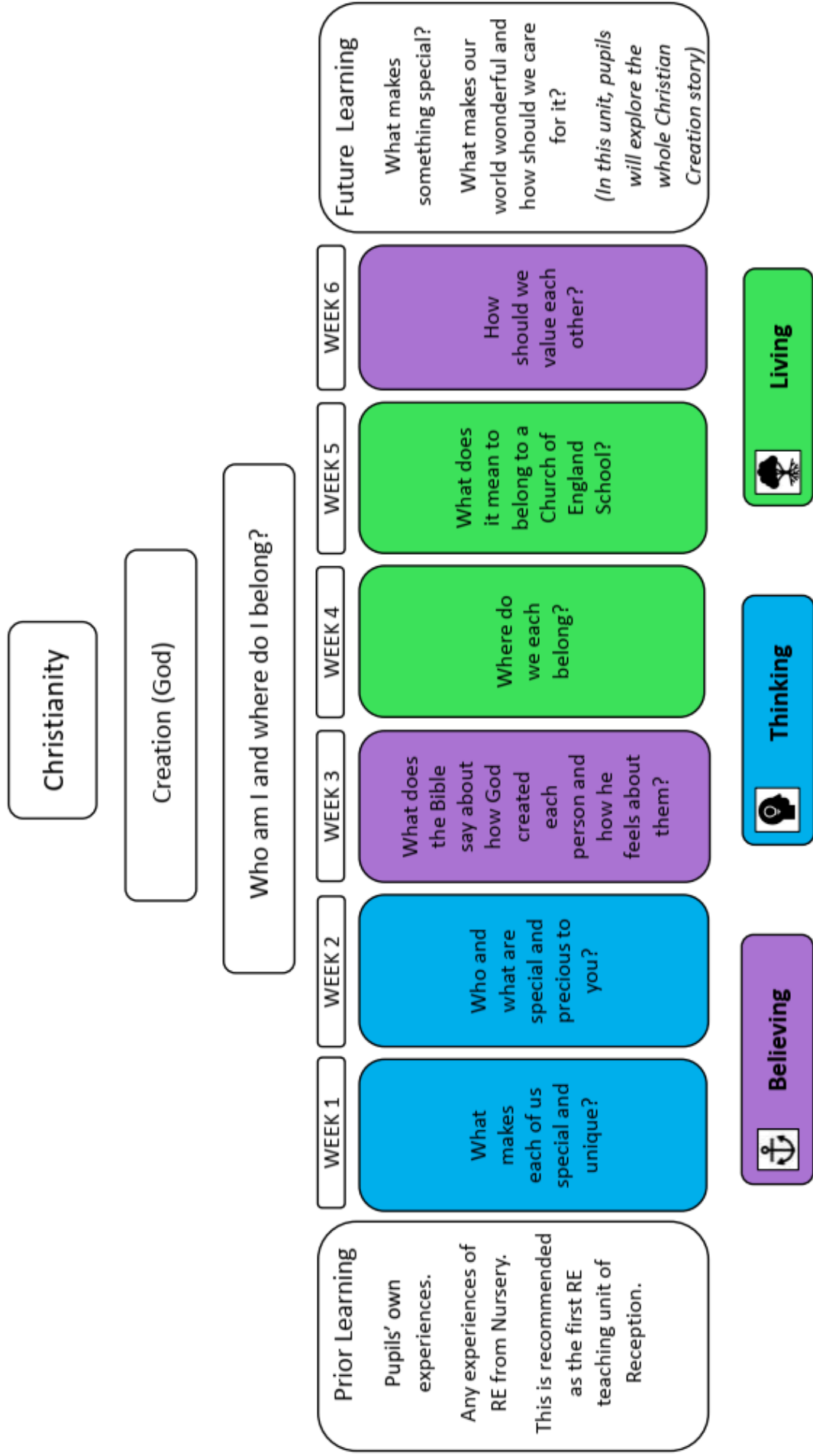
What makes something special?

What makes our world wonderful and how should we care for it?



Reception - Religious Education Teaching Unit

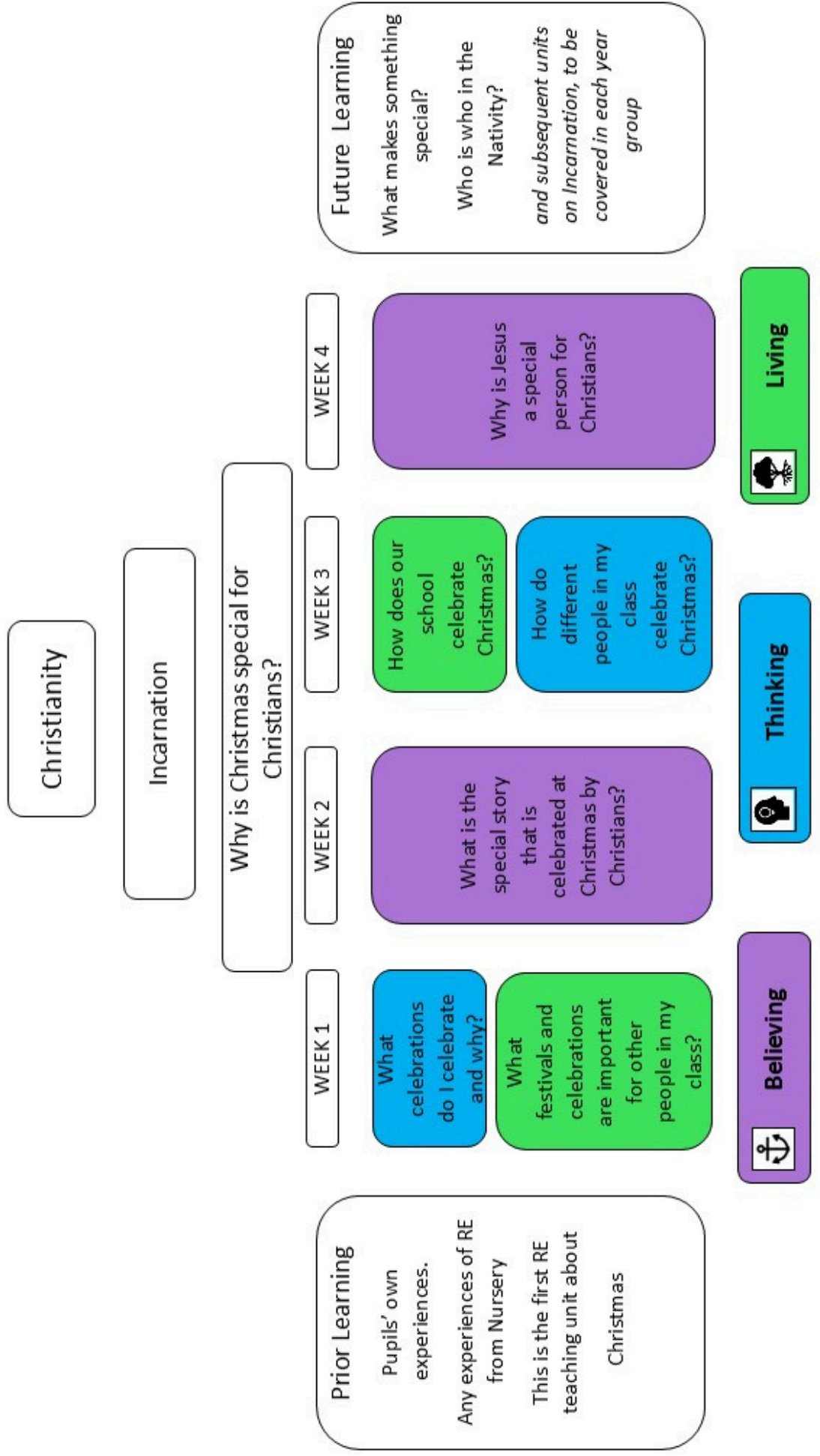
The Big Picture



Unit Title: Who am I and where do I belong?		
What is the purpose of this unit? This is recommended as the first unit of RE to be taught in Reception. Pupils are taught to explore their identity and that of others, understanding that each person is unique. It explores the Christian belief of God as the Creator, creating each person and therefore loving them unconditionally. The unit moves on to explore the concept of belonging, including belonging to a Church of England school. It culminates in thinking about the distinctively Christian values as a way to live.		
Vocabulary:		By the end of this unit, pupils should know that:
Special; valuable; precious; unique; care; Christian; Bible; God; Creator; church; belong; Church of England school		Different things are valuable and precious; Each individual is special, unique and precious; Christians believe God is the Creator and made each person the way they are; Christians believe God loves each person; People belong together in different ways; People have different ways of showing that they belong together (religious and non-religious); They all belong to a Church of England school; Some ways in which their school shows it is a Church of England school, including by the distinctively Christian values that the school tries to live by.
Key questions to shape learning:		
1. What makes each of us special and unique? 2. Who and what are special and precious to you? 3. What does the Bible say about how God created each person and how He feels about them? 4. Where do we each belong? 5. What does it mean to belong to a Church of England school? 6. How should we value each other?		Expected outcomes for this unit, - what will pupils do to show this knowledge? 💡 Share what is special about themselves and others 💡 Think about and share who and what is precious to them and why? 📖 That there is a special book for Christians called The Bible which is about God and Jesus 👤 Many Christians believe God created people and that He loves each person as they are 👤 Recognise that we belong to different groups and how this is good 👤 Recognise how they know that their school is a Church of England school 👤 Know the school's distinctively Christian values as a way to look after each other
Bible References to Underpin This Teaching and Learning (if appropriate): Genesis 1:1-2 and 26-31		

Reception - Religious Education Teaching Unit

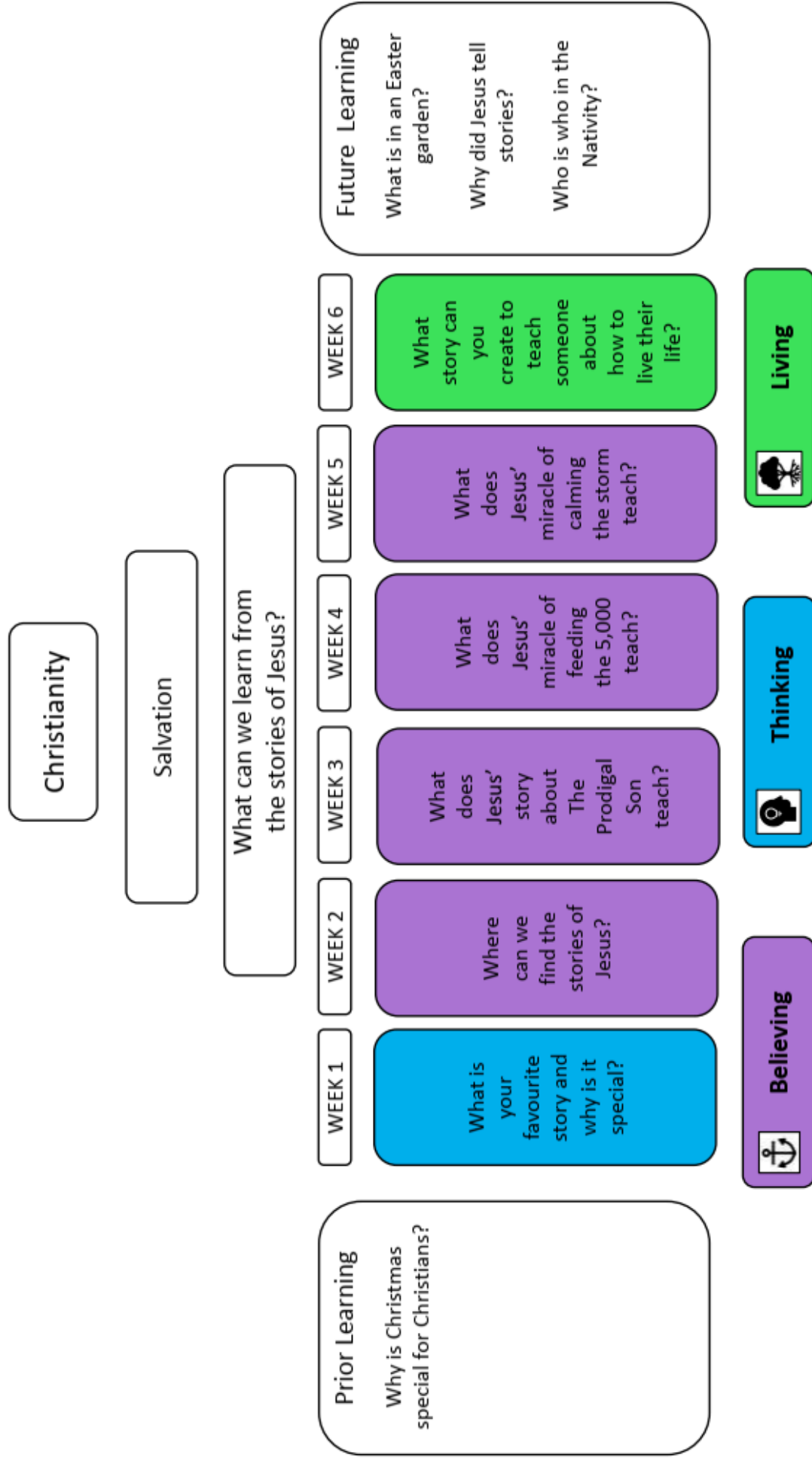
The Big Picture



Unit Title: Why is Christmas special for Christians?	
What is the purpose of this unit? This is the first of annual RE teaching units about the Christian concept of Incarnation to be taught in the run-up to and at Christmas. Pupils explore the concept of celebration and are taught that what someone celebrates can help us understand what they believe, pupils are helped to see the world through the eyes of others. Pupils are introduced to the Christian festival of Christmas and how the Nativity story is at the centre of Christmas for Christians in which God came to earth in human form: - incarnation. They are taught how Christians believe the birth of Jesus brings a message of good news, joy and peace to the world.	
Vocabulary: Christian; celebration; Christmas; Bible; Nativity; Jesus; Angel Gabriel; Mary; Joseph; innkeeper; manger; shepherds; angels; joy; peace; God; human; Incarnation	By the end of this unit, pupils should know that: The concept of celebration; They celebrate particular celebrations and why; Other people celebrate different celebrations and festivals which are important to them; Christmas is a special time for Christians; The story of Christmas - the Nativity; The ways in which the school celebrates Christmas; Some of the different ways that Christians celebrate Christmas; Christians believe God came to earth in human form, as Jesus: - this is called incarnation; Jesus' birth brings a message of good news, joy and peace to the world.
Key questions to shape learning:	
1. What celebrations do I celebrate and why? 1. What festivals and celebrations are important for other people in my class? 2. What is the special story that is celebrated at Christmas by Christians? 3. How does our school celebrate Christmas? 3. How do different people in my class celebrate Christmas? 4. Why is Jesus a special person for Christians?	Expected outcomes for this unit, - what will pupils do to show this knowledge? Hold conversations with their teacher and other children about celebrations including Christmas Be aware of the celebrations that are a part of their life and the lives of others Know that celebrations help us understand more about what different people believe Know the Christmas story Recognise ways in which the school celebrates Christmas Be aware of different ways in which Christians celebrate Christmas Understand why Jesus is a special person for Christians
Bible References to Underpin This Teaching and Learning: (if appropriate:) Luke 1:26 – 38 and Luke 2:1-20	

Reception - Religious Education Teaching Unit

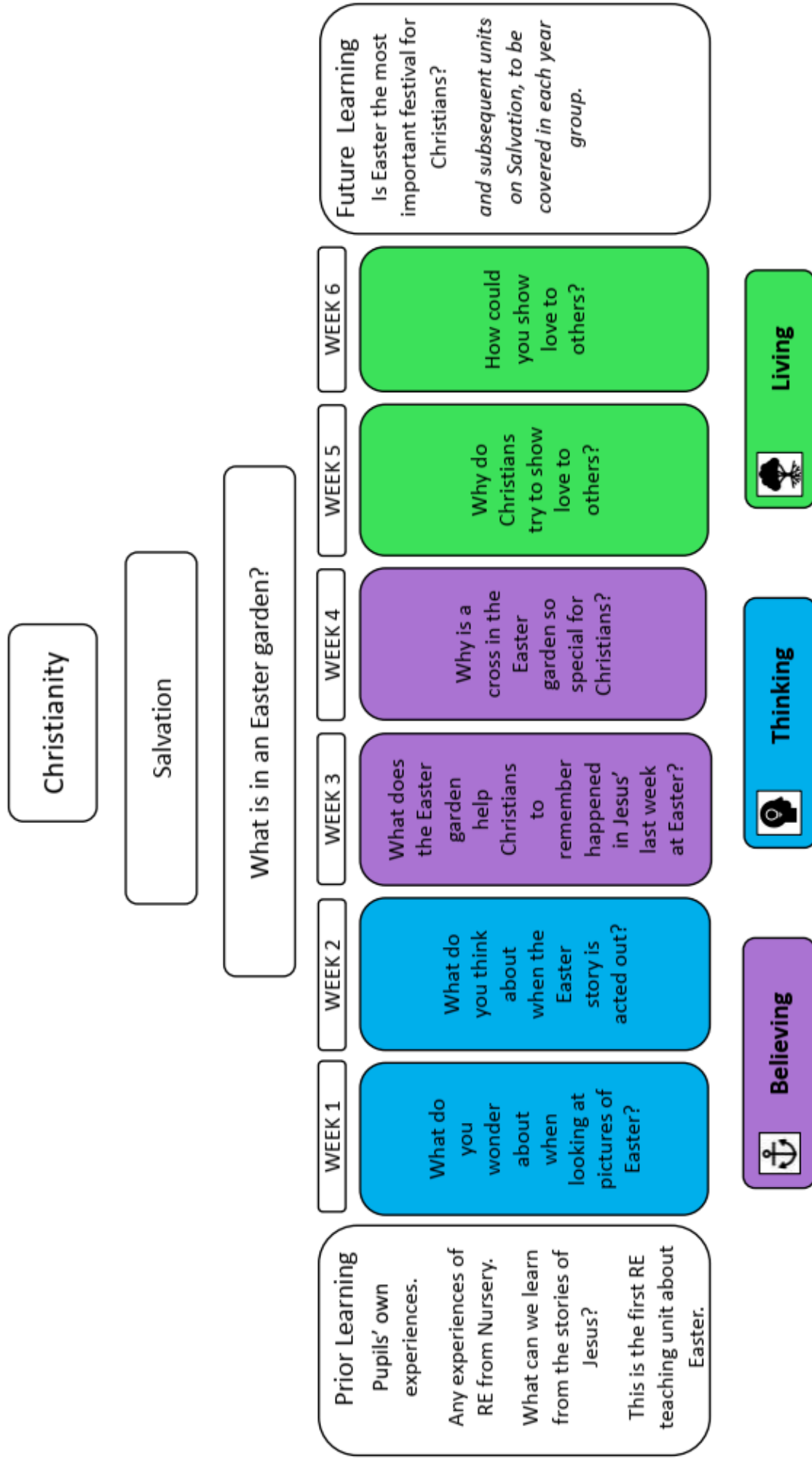
The Big Picture



Unit Title: What can we learn from the stories of Jesus? What is the purpose of this unit? This unit explores stories and what makes a story special. It introduces the stories of Jesus, which are important to Christians because they are about God. Christians believe that through his stories, Jesus is teaching about how to live and also about what God is like. The unit introduces the Christian concept of 'Salvation' to pupils. This is done through learning about some of the stories of Jesus, both those he told (a parable) and those of actions that he did (miracles). Through these, pupils are encouraged to see examples of Jesus' name meaning 'He saves'.	
Vocabulary: Story; Jesus; Holy Bible; Parable; miracle; God; Jesus' name means 'He saves.'	By the end of this unit, pupils should know that: Some stories are special to some people because they are about God; Christians believe Jesus came to teach what God is like; Christians believe Jesus came to show God's love; The stories of Jesus are found in The Holy Bible; There are different kinds of stories of Jesus in The Bible: - parables and miracles; These stories have meaning for Christians about how to live; Christians try to show love to others; Jesus' name means 'He saves.'
Key questions to shape learning:	Expected outcomes for this unit, - what will pupils do to show this knowledge?
1. What is your favourite story and why is it special? 2. Where can we find the stories of Jesus? 3. What does Jesus' story about The Prodigal Son teach? 4. What does Jesus' miracle of feeding the 5,000 teach? 5. What does Jesus' miracle of calming the storm teach? 6. What story can you create to teach someone about how to live their life?	1. Share their favourite story and think about what makes it special to them 2. Understand that there are different kinds of stories of Jesus in The Bible: - parables and miracles 3. Retell the story of The Prodigal Son and share what the story is about; 4. Retell Jesus' miracle of feeding the 5,000 and share what the story is about 5. Retell Jesus' miracle of the calming of the storm and share what the story is about 6. Reflect on whether each story of Jesus has something to say to them about how to live their life 7. Create a story that teaches someone about how to live their life in a good way
Bible References to Underpin This Teaching and Learning (if appropriate): The Prodigal Son: - Luke 15:11-32; Feeding the 5,000: - John 21:1-14; Calming of the Storm: - John 6:16-21.	

Reception - Religious Education Teaching Unit

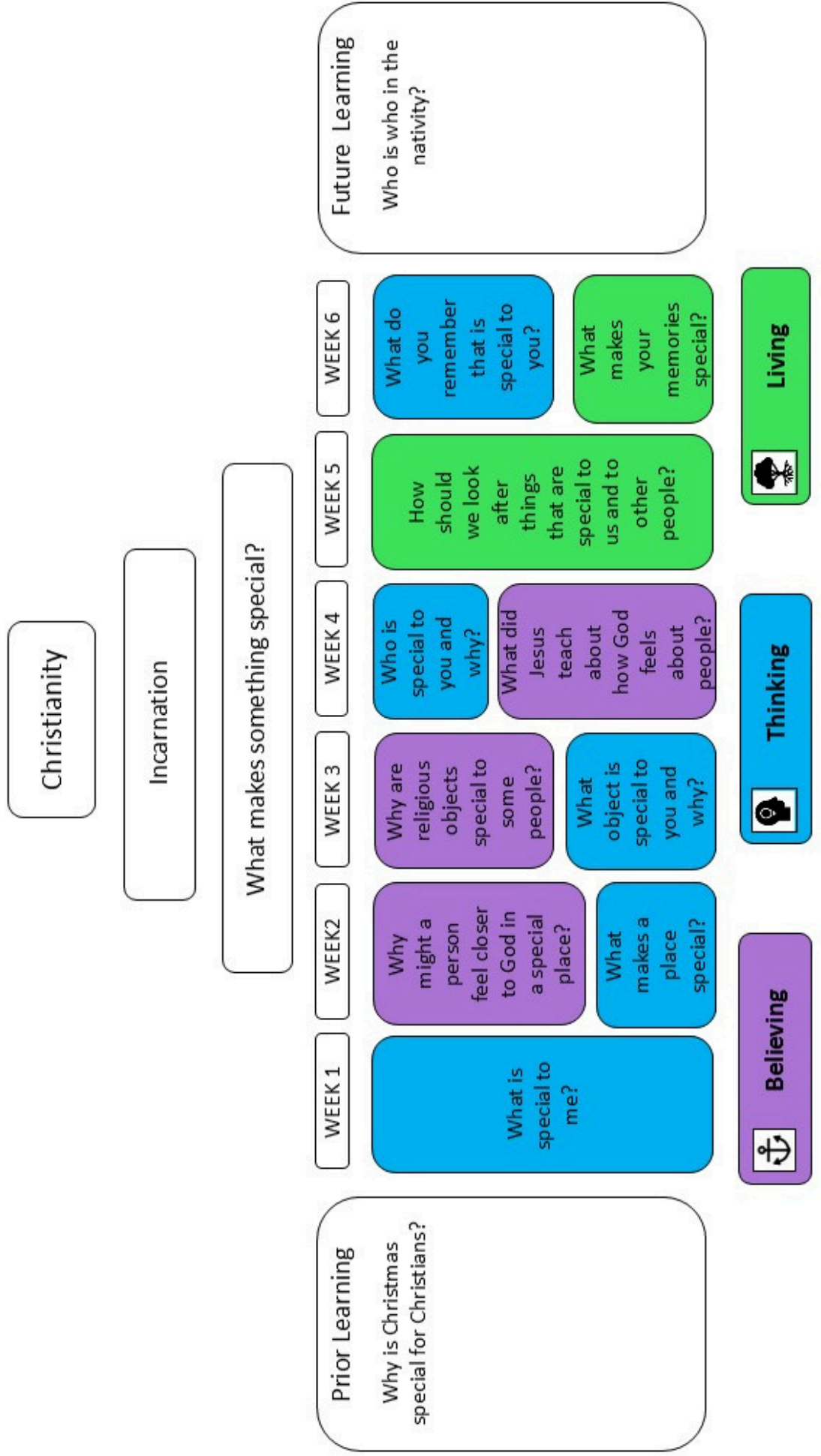
The Big Picture



Unit Title: What is in an Easter garden?	
What is the purpose of this unit? This is the first of annual RE teaching units about the Christian concept of Salvation to be taught in the run-up to and at Easter. Pupils explore the concept of celebration and are taught that what someone celebrates can help us understand what they believe, pupils are helped to see the world through the eyes of others. Pupils are introduced to the Christian festival of Easter, learning the Easter story and recognising how Jesus' last week and his death and resurrection are at the centre of Easter for Christians: - salvation. They learn about how Christians try to follow the example of Jesus showing love to others.	
Vocabulary: Christian; Easter; Jesus; love; God; salvation.	By the end of this unit, pupils should know that: The concept of celebration; They celebrate particular celebrations and why; Other people celebrate different celebrations and festivals which are important to them; Easter is a special time for Christians; The story of Easter – Jesus' last week at Easter and his death and resurrection; Christians remember Jesus' last week at Easter; The ways in which the school celebrates Easter; Jesus' name means 'He saves.' – Jesus brought salvation; Christians believe Jesus came to show God's love Christians try to show love to others.
Key questions to shape learning:	Expected outcomes for this unit, - what will pupils do to show this knowledge?
1. What do you wonder about when looking at pictures of Easter? 2. What do you think about when the Easter story is acted out? 3. What does the Easter garden help Christians remember happened in Jesus' last week at Easter? 4. Why is a cross in the Easter garden so special for Christians? 5. Why do Christians try to show love to others? 6. How could you show love to others?	🗨 Be able to talk about Easter as a special festival for Christians 🗨 Express what they think about different parts of the Easter story 🗨 Make an Easter garden and be able to retell the Easter story 🗨 Explain why the cross in the Easter garden is so special for Christians 🗨 Show understanding of how Christians try to follow Jesus' example to show love to others 🗨 Consider ways in which they can show acts of love towards other people
Bible References to Underpin This Teaching and Learning (if appropriate): Matthew 21: 1-11; Luke 22, 1-23; 39-53, 63-24:12.	

Reception - Religious Education Teaching Unit

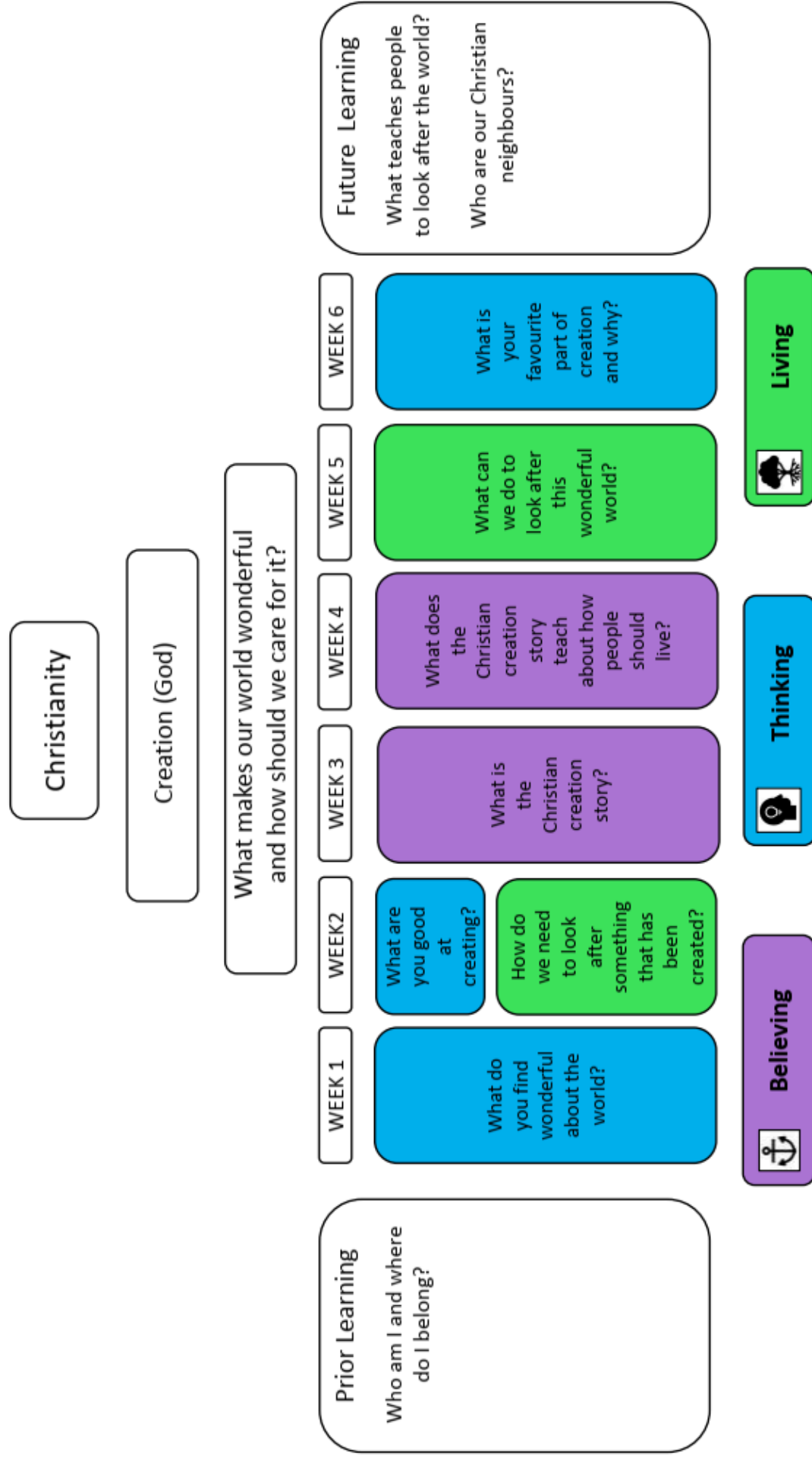
The Big Picture



Unit Title: What makes something special? What is the purpose of this unit? This unit looks at the different ways in which things are special to us – including places, objects and memories. It includes the specialness of 'religious' artefacts. The teaching of Jesus that all people are special to God is included. Pupils are encouraged to care for theirs and others' special and precious things.	
Vocabulary: Special; place; object; religious; Jesus; God; people; precious; care; memory	By the end of this unit, pupils should know that: Different things are special to people for different reasons; Some people have spaces that are special to them; Some people feel close to God anywhere or in their own special places; Objects help people remember special places and special times; Some objects are 'religious' objects and help people to think about God; Christians believe Jesus came to show that all people are special and precious to God; We should look after, show respect for and care for things that are special to us and things that are special to others; Memories can be special.
Key questions to shape learning: 1. What is special to me? 2. What makes a place special? 2. Why might a person feel closer to God in a special place? 3. What object is special to you and why? 3. Why are religious objects special to some people? 4. Who is special to you and why? 4. What did Jesus teach about how God feels about people? 5. How should we look after things that are special to us and to other people? 6. What do you remember that is special to you? 6. What makes your memories special?	Expected outcomes for this unit, - what will pupils do to show this knowledge? ● Share which is special to them and why, e.g. bringing in a special toy to school, etc. ● Talk about a place that is special to them and why. Share how the place makes them feel ✦ Talk about why people might feel close to God in a particular place; ● Lend their special object to a class exhibition, writing on a label why it is important to them ✦ Develop an awareness of religious objects and why they are special to someone ● Think about a person/people who is/are special to them and what makes them special ✦ Explain that Christians believe Jesus teaches that everyone is precious to God ✦ Demonstrate looking after special things ● Remembering their special memories
Bible references to underpin this teaching and learning (if appropriate):	

Reception - Religious Education Teaching Unit

The Big Picture



Unit Title: What makes our world wonderful and how should we care for it?		
What is the purpose of this unit? This unit engages pupils with their innate sense of wonder about the world. They have opportunities to create things of their own. Pupils explore beliefs about how our wonderful world was created, thinking about their own and others' ideas whilst encountering the Christian creation story from The Bible, which also features in The Torah and The Qur'an. They are encouraged to think about what the Creation story teaches about how people should live in the world. Pupils are encouraged to think about the way we can all work together to look after our wonderful world and think about ways in which the whole school community can make a difference for good. There is the opportunity for pupils to carry out some practical local action to look after the wonderful world. Finally, pupils are encouraged to reflect on what their favourite part of creation is and why.		
Vocabulary: Wonderful; world; universe; Earth; Creator; creation; Christian; story; The Bible; God; care	By the end of this unit, pupils should know that: Our world is wonderful and we should look after it; All people are naturally creative; Christians believe in God and they find out about God in the Bible; Christians believe God is Creator of the universe; This story of creation is an important story in The Bible; Some other religions believe that God created the world and this is an important story in their special writings; Christians believe God made our wonderful world and so we should look after it.	
Key questions to shape learning:		
1. What do you find wonderful about the world? 2. What are you good at creating? 2. How do we need to look after something that has been created? 3. What is the Christian creation story? 4. What does the Christian creation story teach about how people should live? 5. What can we do to look after our wonderful world? 6. What is your favourite part of creation and why?	Expected outcomes for this unit, - what will pupils do to show this knowledge?  Talk about what they find wonderful in the world. e.g. from a nature walk  Create some things of their own and enjoy other people's creations  Talk about how it feels when something good is spoilt and so how what they have created needs to be cared for  Retell the Christian creation story  Think about what the Christian creation story teaches people about how they should look after and care for the world  Take part in an action that does something locally to look after our world  Reflect on what their favourite part of creation is and why it is so special	
Bible references to underpin this teaching and learning (if appropriate): Genesis 1 – 2:3		

2024 SYLLABUS: KEY STAGE ONE

Year One

Why did Jesus tell stories?

What is in our school's name?

Who is who in the Nativity?

Why do Jewish people celebrate the gift of Shabbat?

Who are our Christian neighbours?

Is Easter the most important festival for Christians?

How does belonging to a synagogue help a Jewish person in their faith?

What teaches people to look after the world?



IMPLEMENTATION

2024 SYLLABUS: KEY STAGE ONE

Year Two

Why do Christians make and try to keep promises before God?



What can we learn from the story of Noah?

What does the 'Light of the World' mean for Christians?



What does it mean to be a Muslim?

Why are women so important in the Bible?



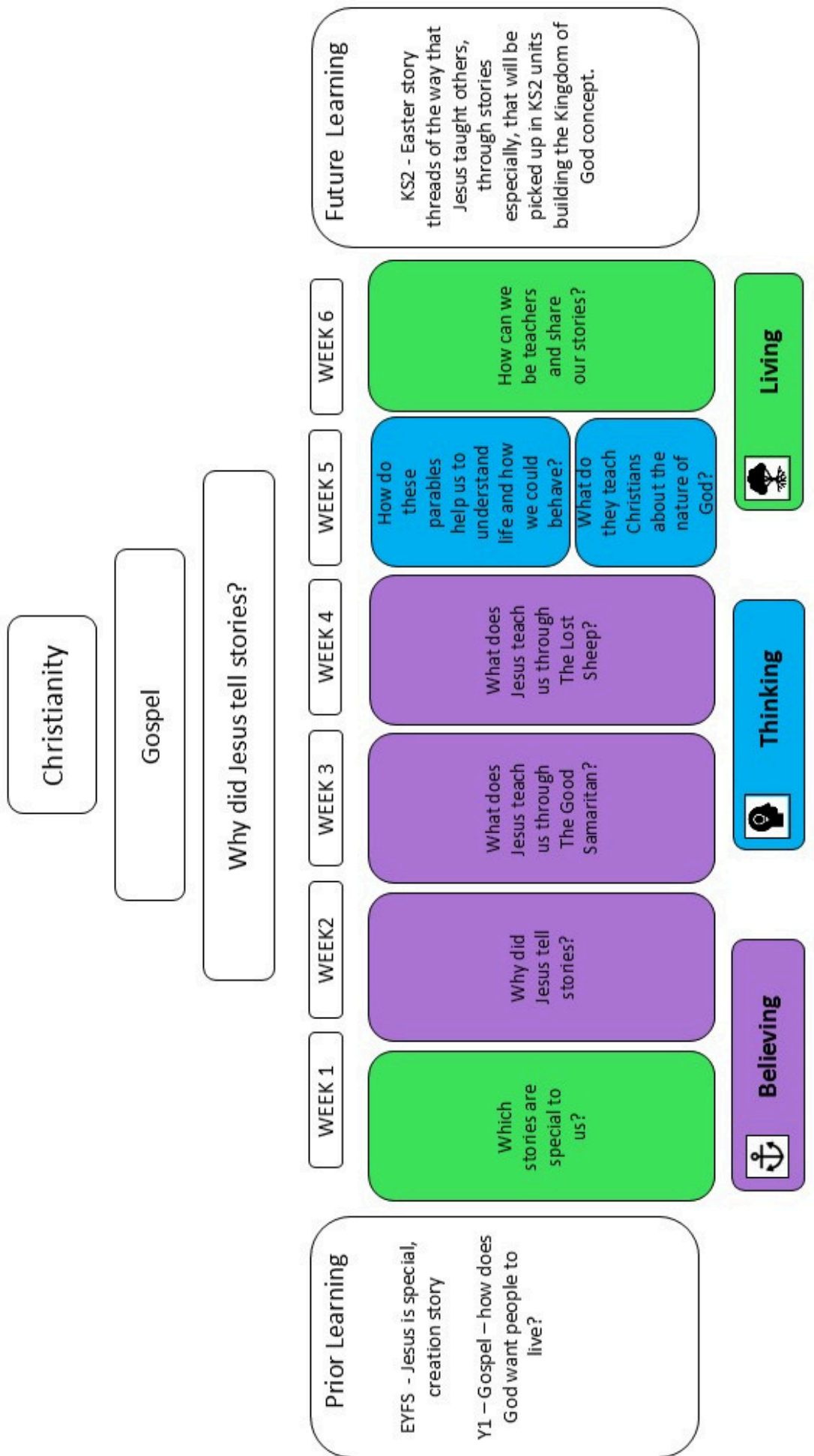
How do Easter symbols help us to understand Easter?

What helps Muslims live a faithful life?

How is prayer important?

Year 1 - Religious Education Teaching Unit

The Big Picture



Unit Title: Why did Jesus tell stories? What is the purpose of this unit? This unit explores how stories are important to people of different faiths and beliefs as a way of expressing meaning, ideas about the beginnings of the world (link back to creation story EYFS), sharing morals and providing comfort or answers to difficult questions. Children will know that Jesus told stories, parables, which can be found in the Gospels and have meanings and something for Christians to learn. The parables teach Christians a way to live and also about God.	
Vocabulary: New Testament; Gospel; Parable; Samaritan; Prodigal; Meaning	By the end of this unit, pupils should know: Stories help us understand life; teach us to be better people; Jesus told stories which can be found in the Gospel; Parables have meanings or teachings for Christians to follow; The stories of The Good Samaritan and The Lost Sheep; How these stories help Christians to live well and follow Jesus; That people of different faiths and no faith also learn from stories and teachings; Shared stories help to give people and communities identity
Key questions to shape learning:	Expected outcomes for this unit, - what will pupils do to show this knowledge?
1. Which stories are special to us and why? 2. Why did Jesus tell stories? 3. What does Jesus teach us through the Good Samaritan 4. What does Jesus teach us through the parable of the Lost Sheep 5. How do these parables help us to understand life and how we could behave? 5. What do they teach Christians about the nature of God? 6. How can we be teachers and share our stories?	- Give a reason why something may be of value to themselves and/or others, recognising different viewpoints - Talk simply about core beliefs and concepts and what they mean - Retell religious, spiritual and moral stories and identify how they show what people believe - Ask thoughtful questions about their own and others' ideas, feelings and experiences - Give examples of how people put their beliefs into practice, in the home, in places of worship or in living their lives
Bible references to underpin this teaching and learning (if appropriate): Luke 10: 25-37 The Good Samaritan; Luke 15: 3-7 The Lost Sheep; Matthew 13: 31-32 The Mustard Seed; Luke 15: 31-32 The Prodigal Son	

Year 1 - Religious Education Teaching Unit

The Big Picture

Christianity

What is in our school's name?

Prior Learning

Who am I and where do I belong?

WEEK 1

What makes a saint?

How can the example of a saint help a Christian with how to live their life today?

WEEK 2

Who is our school dedicated to and what can we learn from that story?

Future Learning

Words and Actions - Which is most important?

How has the Christian Message survived?

What does it mean to live a good life?



Believing



Thinking

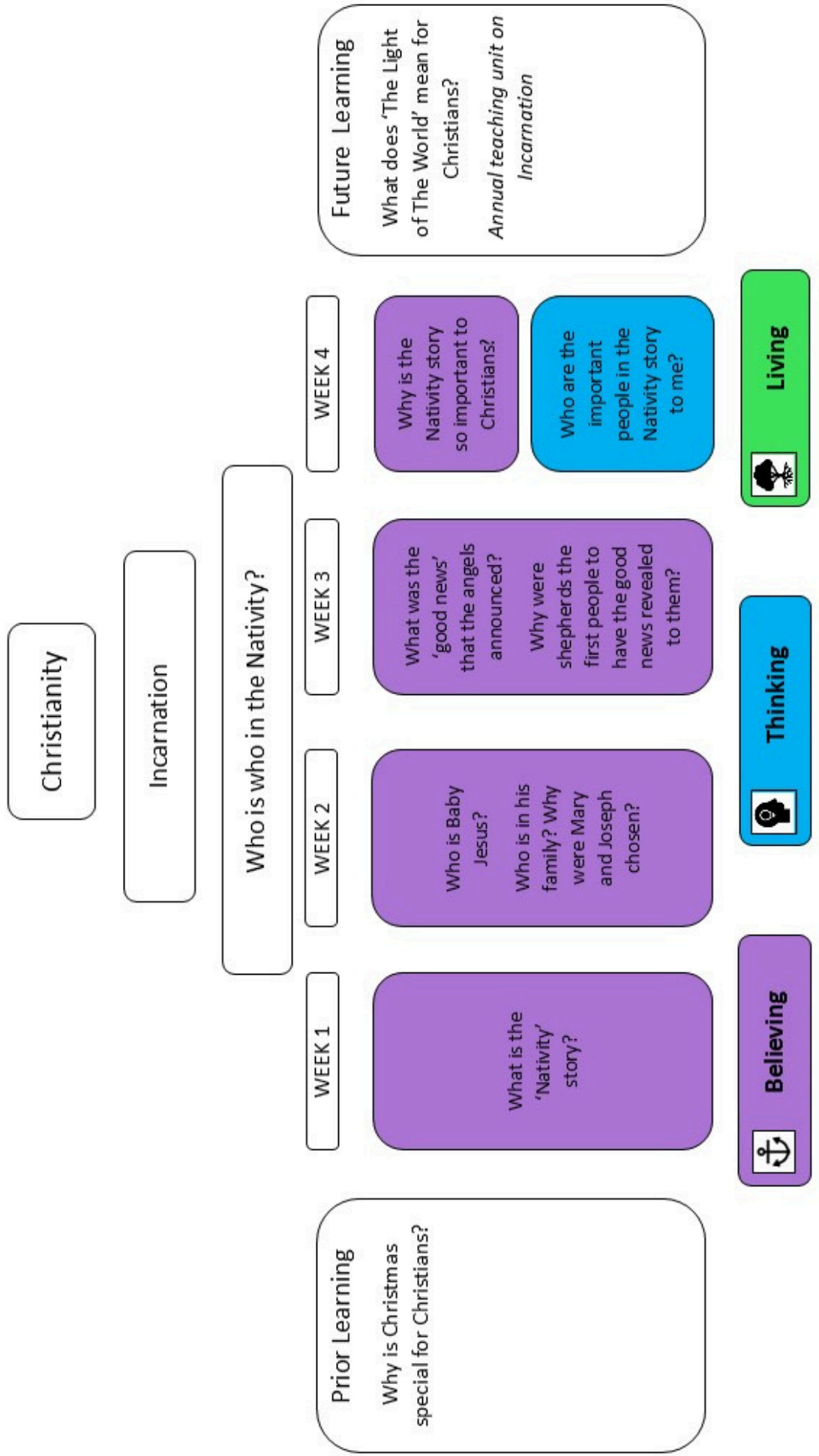


Living

Unit Title: What is in our school's name?	
What is the purpose of this unit? This unit is an opportunity for the school to plan and teach a unit of work in RE about the importance and impact of Saints in Christianity. It focuses on the story of the school's name as many Church of England schools and parish churches are named after saints. If the school is not named after a saint, who or what the school is named after should still be explored and learnt from following the introductory learning about saints.	
Vocabulary: Christianity, saint, characteristics, qualities, Saint's day, belief, way of life, teachings, commitment, faith, symbol, church, dedicate and influence.	By the end of this unit, pupils should know that: The Christian church identifies certain figures from its past as saints; The names of some saints in Christianity; Typical characteristics of a saint; The story of the school's name; If the school is named after a saint, pupils should know where the story can be found; How and why the school and parish church came to be named after the saint/how the school got its name; The saint's day for this saint; How the parish church / school remembers its saint whom it is dedicated to; The symbol of the saint, what it means and where there are representations locally; The beliefs, way of life and teachings of the saint
Key questions to shape learning: 1. What makes a Saint? 1. How can the example of a saint help a Christian with how to live their life today? 2. Who is our school dedicated to and what can we learn from their story?	Expected outcomes for this unit, - what will pupils do to show this knowledge? ✚ Recognise the special qualities that make someone a saint. ✚ Express the importance of Saints to Christians. ✚ Suggest reasons why saints are important in Christianity. ✚ Retell the story of who / what the school is dedicated after. ✚ Express what a Christian might learn from the life of the saint that the school is named after or from who / what the school is named after? ✚ Reflect on the saint's beliefs and how the saint lived his/her life. ✚ Apply the idea of being a saint to their own life and the life of those around them
Bible References to Underpin This Teaching and Learning (if appropriate): Romans 7:4 Deuteronomy 33:3 <i>Stories in the Bible of the school's saint.</i>	

Year 1 - Religious Education Teaching Unit

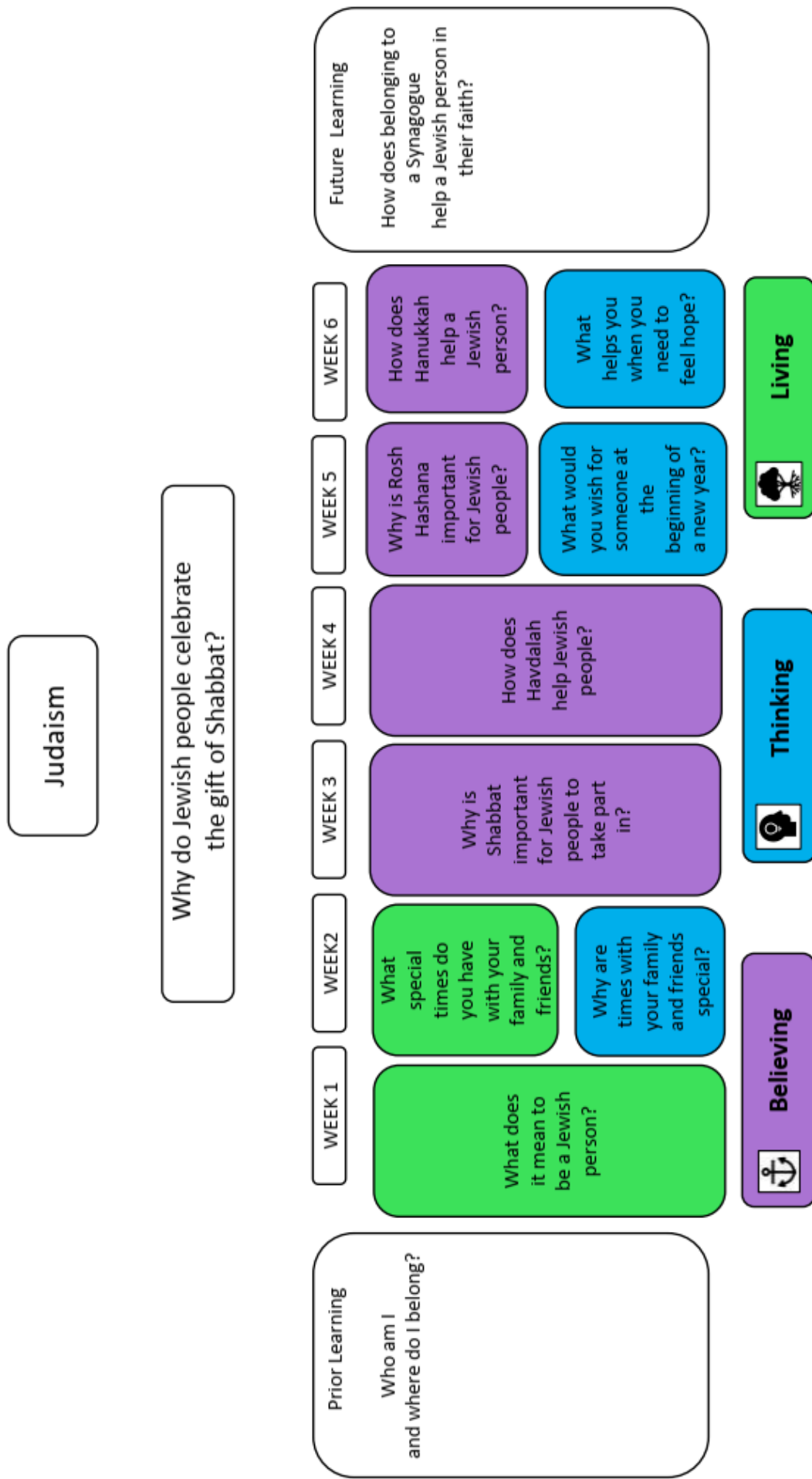
The Big Picture



Unit Title: Who is who in the Nativity? What is the purpose of this unit? This teaching unit focuses on introducing the Nativity story to pupils. Pupils explore the different characters of The Nativity which centres on Jesus as the most important person in the events and portrayal of the Nativity. Pupils are helped to understand that for Christians, Jesus is God's Son, who was born in a stable in Bethlehem and grew up to teach people about God.	
Vocabulary: Nativity; Christian; Bible; God; gift; Jesus; Angel Gabriel; Mary; Joseph; Bethlehem; innkeeper; human; incarnation; shepherds; angels; wise men; 'good news'; King; love	By the end of this unit, pupils should know that: 'Nativity' is the birth of Jesus; Other important characters and their role in the Nativity; How each character in the Nativity made a difference to others; Christians believe Jesus is God's Son and was born as a gift to the world from God; Why angels announced Jesus' birth and how this was 'good news'; Christmas as the focus of worship of Jesus; Christians believe that the Nativity was when the 'incarnation' happened, this was God being born in human form as Jesus.
Key questions to shape learning:	Expected outcomes for this unit, - what will pupils do to show this knowledge?
1. What is the 'Nativity' story? 2. Who is Baby Jesus? Who is in his family? Why were Mary and Joseph chosen? 3. What was the 'good news' that the angels announced? Why were shepherds the first people to have the good news revealed to them? 4. Why is the Nativity story so important to Christians? 4. Who are the important people in the Nativity story to me?	✚ Retell the story of the Nativity ✚ Talk about (for Christians) Jesus is God's Son and was born as a baby. ✚ Show who the different figures are in the Nativity story, ✚ Suggest what different characters and symbols mean, e.g. in different representations of Nativity figures, paintings, etc. ✚ Suggest how Jesus might be like us and also like God 👤 Suggest how we might be like those who are in our family/those around us. 👤 Talk about how our school community is like a family and that we all have things in common with each other 👤 Give a simple reason for a view that they have. 👤 Respond sensitively and imaginatively to questions about their own and others' ideas, experiences and feelings
Bible references to underpin this teaching and learning (if appropriate): Luke 1:26-38, Luke 2:1-20, Matthew 2:1-12	

Year 1 - Religious Education Teaching Unit

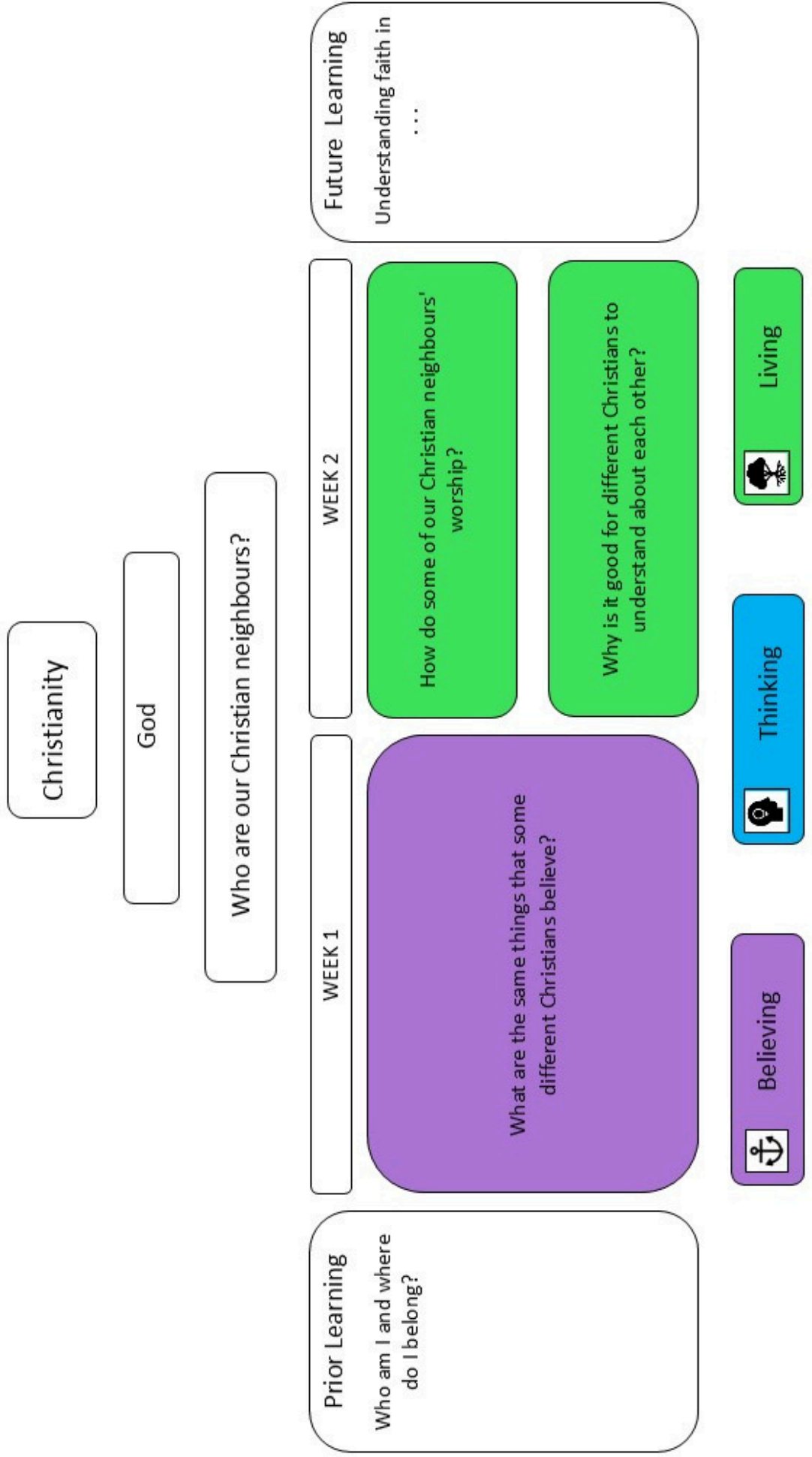
The Big Picture



Unit Title: Why do Jewish people celebrate the gift of Shabbat? What is the purpose of this unit? This unit is the first unit in which pupils are introduced to the faith of Judaism. They learn simply about what it means to be a Jewish person and focus on some special times for Jewish people: - the weekly celebration of Shabbat, Havdalah which marks the end of Shabbat, and the festivals of Rosh Hashanah and Hanukkah. (*BEST PRACTICE WOULD BE TO TEACH THE SESSIONS ABOUT ROSH HASHANAH AND HANUKKAH AT THE TIMES WHEN THESE FESTIVALS ARE BEING CELEBRATED BY THE JEWISH FAITH, (AUTUMN TERM).	
Vocabulary: Judaism, Jewish, Jew, God, Sabbath, Shabbat, blessing, Havdalah, Rosh Hashanah and Hanukkah	By the end of this unit, pupils should know that: Shabbat is the Sabbath Day for Jewish people; Shabbat starts at sunset; Different day from other days – day of rest; Shabbat is a time of remembering when God was resting in the creation story, - a gift from God of resting and time for being together; Jewish people prepare for Shabbat and how; Shabbat table and customs; Shared meal – Kosher food; Blessings are given on Shabbat; Charity contributions given (Tzedakah); Havdalah – End of Shabbat; Blessing of Shabbat taken into the new week. Rosh Hashanah is a special time for Jewish people and why. Hanukkah is a special time for Jewish people and why .
Key questions to shape learning: 1. What does it mean to be a Jewish person? 2. What special times do you have with your family and friends? 2. Why are these times special? 3. Why is Shabbat important for Jewish people to take part in? 4. How does Havdalah help Jewish people? 5. Why is Rosh Hashanah important for Jewish people? 5. What would you wish for someone at the beginning of a new year? 6. How Does Hanukkah help a Jewish person? 6. what helps you when you need to feel hope?	Expected outcomes for this unit, - what will pupils do to show this knowledge? 👤 Talk simply about Judaism and Jewish people 👤 Recall what special times they share with their family and friends and why they are special 👤 Identify how Shabbat is celebrated by Jewish people and what it means to them 👤 Explain how Havdalah prepares Jewish people for the new week ahead 👤 Talk about Rosh Hashanah; 👤 Respond thoughtfully with a wish for someone at the beginning of a new year 👤 Talk about Hanukkah; 👤 Reflect on what gives them hope
Bible references to underpin this teaching and learning (if appropriate): Genesis 1 – 2:3	

Year 1 - Religious Education Teaching Unit

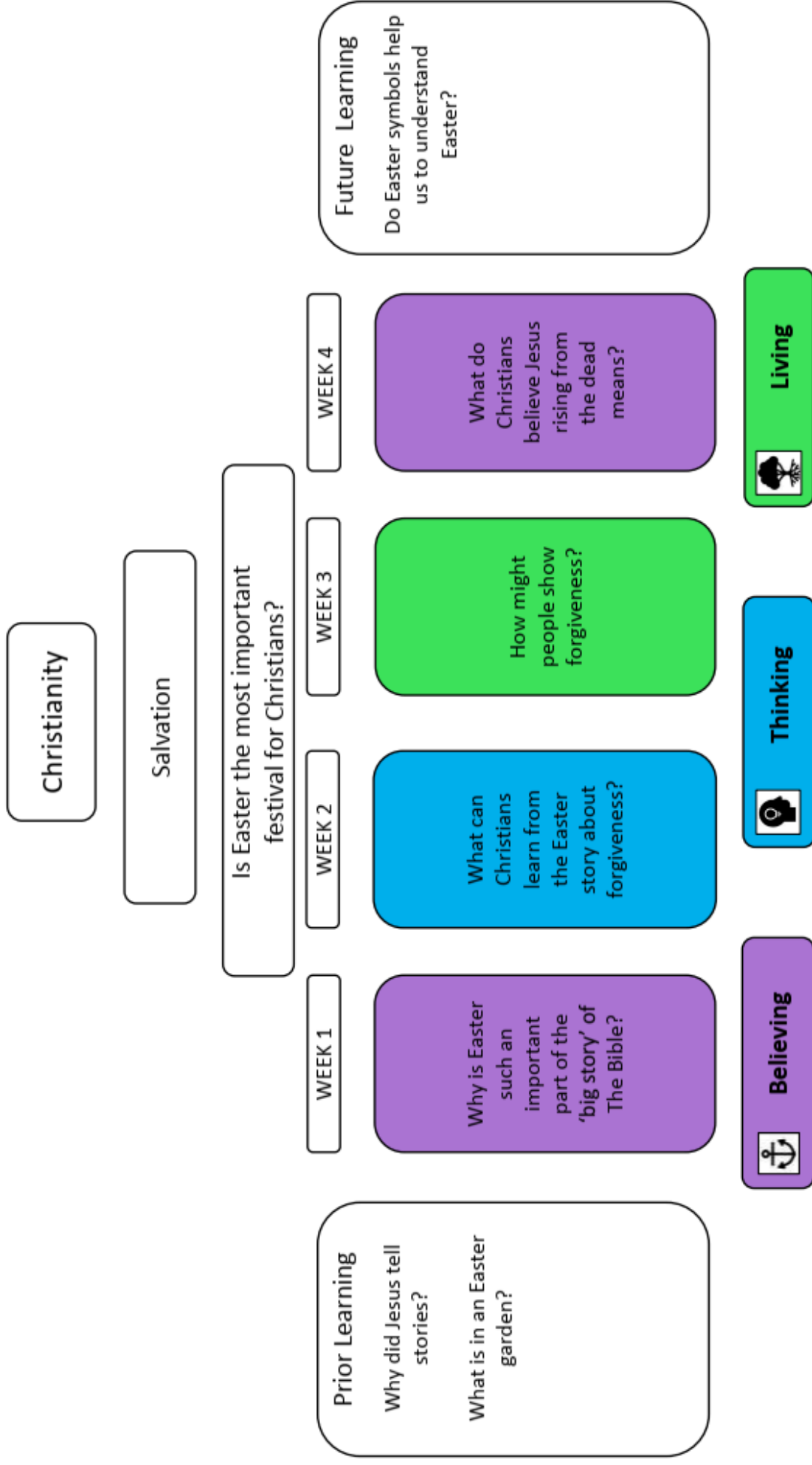
The Big Picture



Unit Title: Who are our Christian neighbours?	
What is the purpose of this unit? This unit develops an awareness in pupils of Christianity as a faith followed by different Christian communities locally. Pupils are introduced to another Christian community in the locality and compare it to how Christianity is lived out by The Church of England school and the parish church. Schools are encouraged to choose a Christian denomination / place of worship that a pupil / pupils in the class belong(s) to, if available. The unit explores the idea that all Christians share key beliefs, e.g. God, (but different Christian communities may understand some of the beliefs differently.) This unit should involve a visit to a local Christian place of worship other than the parish church if the Christian community being studied has its own place of worship. Alternatively, a visitor from that Christian community could be welcomed into the school as part of this unit.	
Vocabulary: Christian; community; denomination; Church of England; Anglican; (<i>name of the denomination that you are focusing on in this unit</i>); God; belief	By the end of this unit, pupils should know that: There are different groups of Christians in the local area; Christianity is a worldwide faith; All Christians believe in God and that they find out about God in the Bible; All Christians worship God and try to live in ways that please him; There are similarities and also some differences between Christians; All Christians share certain key beliefs, (although different communities of Christians may understand them differently)
Key questions to shape learning: 1. What are the same things that different Christians believe? 2. How do some of our Christian neighbours' worship? 2. Why is it good for different Christians to understand about each other?	Expected outcomes for this unit, - what will pupils do to show this knowledge? 🗣️ Talk about a local Christian community in addition to the Church of England school and its parish church 💡 Explore how a local Christian community, other than the parish church, worships 🔑 Talk simply about some of the core beliefs that Christians share 🧠 Reflect on what they find interesting about the Christian faith from what they have learnt about different Christian communities
Bible references to underpin this teaching and learning (if appropriate):	

Year 1 - Religious Education Teaching Unit

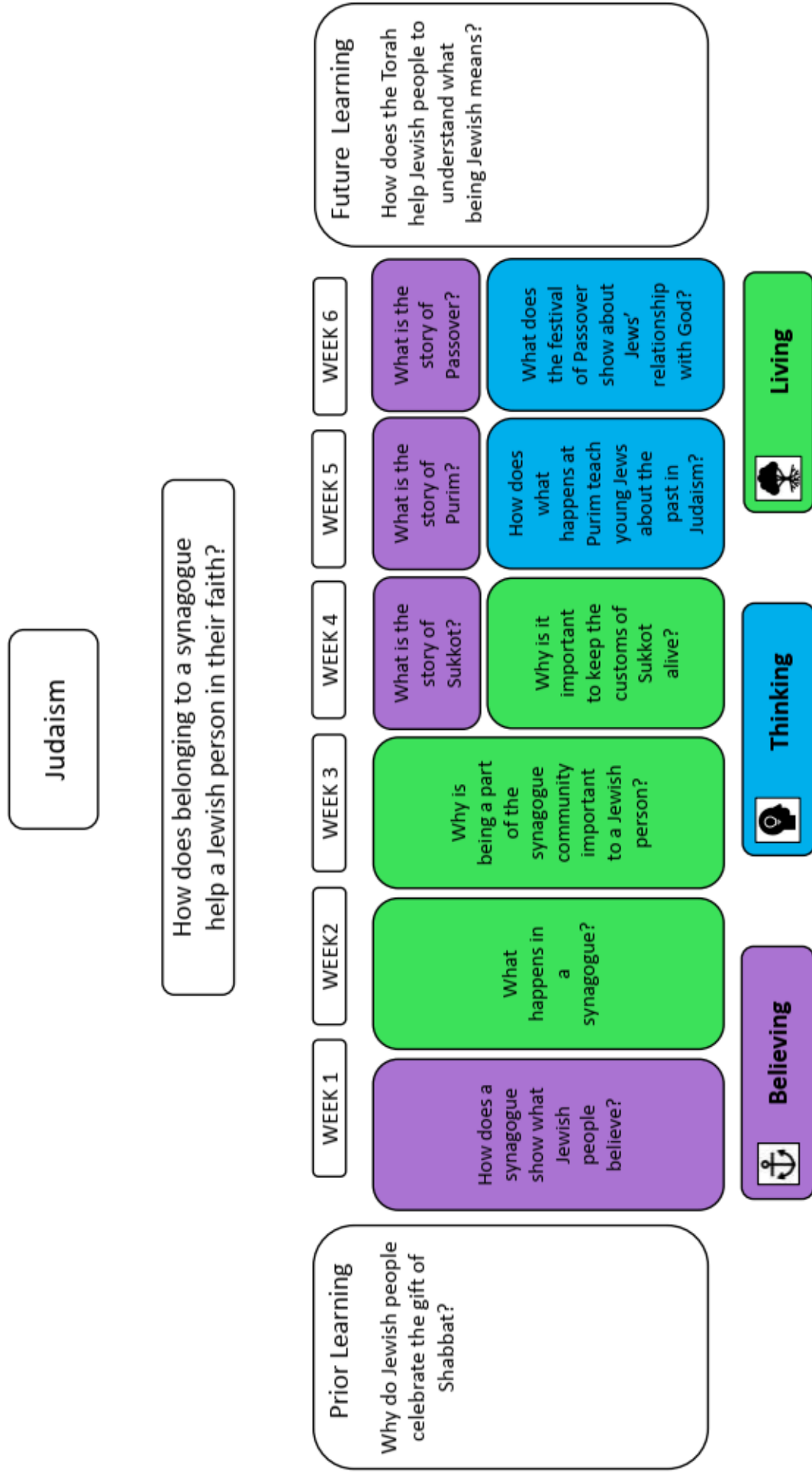
The Big Picture



Unit Title: Is Easter the most important festival for Christians? What is the purpose of this unit? This is the second of annual RE teaching units about the Christian concept of Salvation to be taught in the run-up to and at Easter. Pupils learn more about the Christian festival of Easter, revisiting the Easter story and recognising how the Easter story is central to the overall 'big story' of The Bible as the part where salvation happens. They learn about how Christians try to follow the example of Jesus showing forgiveness to others. The core Christian belief of new and everlasting life is shared, linked to Jesus rising from the dead. This all accumulates to show the importance of Easter for Christians as being the bedrock of what the Christian faith is built upon.	
Vocabulary: Christian; Easter; Bible; forgive; hope; new life; salvation	By the end of this unit, pupils should know that: Religion is very important and valuable for many people; Easter is very important in the 'big story' of the Bible and why; Christians believe Jesus 'builds a bridge' between God and humans - Salvation; Jesus showed that he was willing to forgive everyone, even for putting him on the cross; Christians believe the Easter story teaches them about forgiveness; Some questions about life are difficult to answer; Christians believe Jesus rose from the dead, giving people hope of a new and everlasting life;
Key questions to shape learning: 1. Why is Easter such an important part of the 'big story' of The Bible? 2. What can Christians learn from the Easter story about forgiveness? 3. How might people show forgiveness? 4. What do Christians believe Jesus rising from the dead means?	Expected outcomes for this unit, - what will pupils do to show this knowledge? ✚ Begin to relate Easter to the 'big story' of the Bible 🕯 Relate the words and actions of Jesus to how Christians believe they should try to forgive 🕯 Share thoughtful insights about their own and others' ideas, feelings and experiences 🕯 Give examples of how people show forgiveness ✚ Identify what Christians believe the Easter story teaches from Jesus rising from the dead
Bible references to underpin this teaching and learning (if appropriate): Luke 23, 1-49.	

Year 1 - Religious Education Teaching Unit

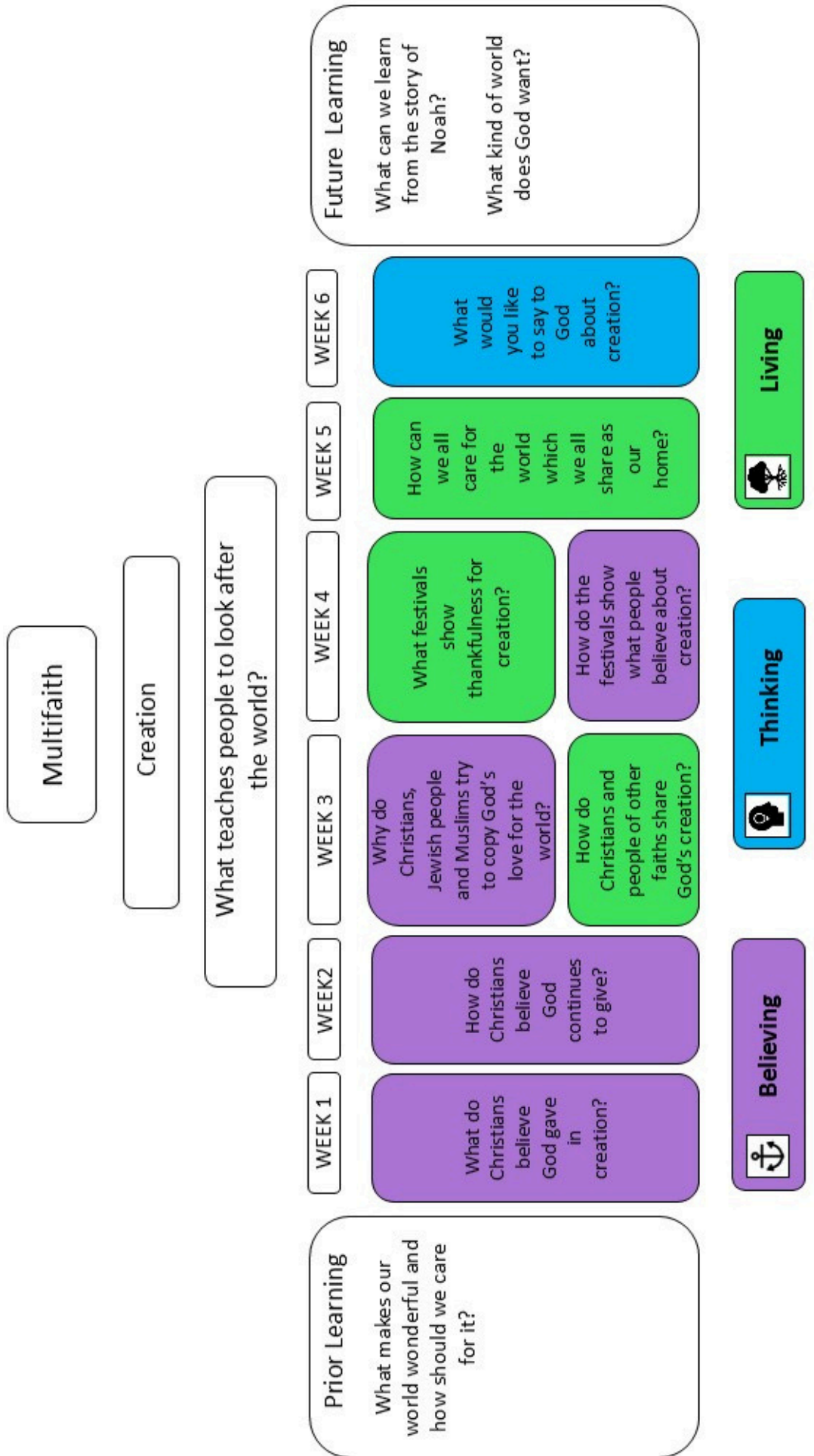
The Big Picture



Unit Title: How does belonging to a synagogue help a Jewish person in their faith? What is the purpose of this unit? This unit is the second unit in which pupils learn about the faith of Judaism. They learn about the synagogue as the Jewish place of gathering, worship and learning and how the synagogue helps a Jewish person live out their faith. Pupils also learn about some more special times for Jewish people: - the festivals of Sukkot, Purim and Passover. Lessons 1, 2 or 3 should involve a visit to your nearest synagogue to help make the learning about the synagogue authentic. <i>(*Best practice would be to teach the sessions about Sukkot, Purim and Passover at the times when these festivals are being celebrated by the Jewish faith, (Sukkot: - Autumn 1 term, Purim: - Spring 2 term, Passover: - Spring 2 / Summer 1 term).</i>	
Vocabulary: Judaism, Jewish, Jew, synagogue, ark, Ner Tamid ('Eternal Light,') Rabbi, community, God; festival; celebration, Sukkot, Tabernacles, succah; Harvest; Purim; Passover (Pesach); Moses; Exodus; Egypt; Sedar meal	By the end of this unit, pupils should know that: The synagogue has different objects in it, e.g. Ark, Ner Tamid (Eternal Light;). These Jewish objects all show what Jewish people believe. The synagogue is very important in a Jewish person's life; The synagogue is a place of gathering, learning and worshipping for Jewish people; Being part of the synagogue community helps a Jewish person in their faith. Sukkot is the Festival of Tabernacles; Sukkot recalls the story of the Exodus of Israelites from Egypt, 40 years in the desert. A succah is a temporary shelter (succoth – temporary shelters;). How Sukkot is celebrated at home and in the synagogue; Sukkot is the Jewish Harvest. The story of Purim; How Purim is celebrated at the synagogue and why. Passover is known as Pesach; Passover recalls the story of Moses and the Exodus from Egypt; Passover is celebrated by Jewish people at home; Jewish people have a special meal as part of Passover. This is called the Sedar meal. It has symbolism and ritual, including the youngest child at each Sedar meal asking some questions about the Passover story.
Key questions to shape learning: 1. How does a synagogue show what Jewish people believe? 2. What happens in a synagogue? 3. Why is being part of the synagogue community important to a Jewish person? 4. What is the story of Sukkot? 4. Why is it important to keep the customs of Sukkot alive? 5. What is the story of Purim? 5. How does what happens at Purim teach young Jews about the past in Judaism? 6. What is the story of Passover? 6. What does the festival of Passover show about Jews' relationship with God?	Expected outcomes for this unit, - what will pupils do to show this knowledge? - Identify the objects in a synagogue, and explain what they mean for Jewish people; - Give examples of how Jewish people put their beliefs into practice in the synagogue; - Explain why the synagogue is important to a Jewish person. - Retell the story of Sukkot; - Give examples of how Jewish people celebrate Sukkot in their home and in the synagogue; - Retell the story of Purim; - Identify how the celebrations of Purim remind Jewish people about the way to live, e.g. right/wrong, good/bad, etc. - Retell the story of Passover; - Reflect on the experiences and feelings of Jews in the Passover story and how Jews might feel today when they celebrate Passover.
Bible References to Underpin This Teaching and Learning (if appropriate):	

Year 1 - Religious Education Teaching Unit

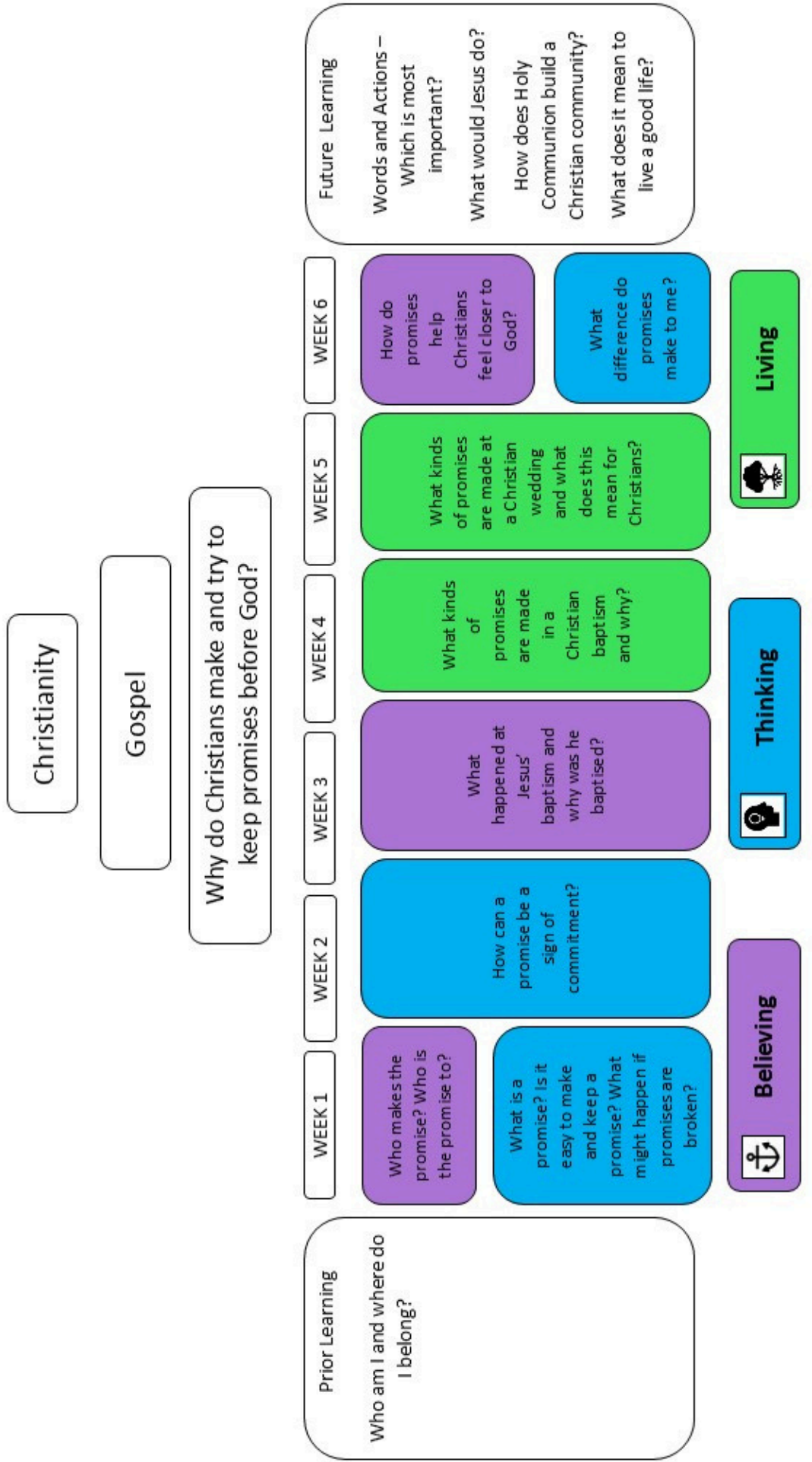
The Big Picture



Unit Title: What teaches people to look after the world? What is the purpose of this unit? This unit helps pupils understand that most Christians believe God created the world and that The Bible tells the account of God's creation. Through their learning, they learn about how Christians recognise God as a kind God, in giving His creation. They believe that He still gives today to sustain the world. Christians therefore try to give as well – to other people and to God. They consider how important love is for Christians: - the love of God for humanity, the love of Christians for God and the love of Christians for others, trying to emulate God's love. The unit moves onto exploring religious festivals which show thankfulness for creation, e.g. Harvest and TuB'Shvat, the birthday of the Trees (Jewish festival.) Finally, pupils move onto reflecting on how we can all care for the world we share as our shared home. They are encouraged to reflect on creation and consider what they would like to say to God about creation.	
Vocabulary: Christian; believe; God; creation; create; Creator; love; grateful; thankful; faiths; Jewish; festival; Harvest; TuB'Shvat; care	By the end of this unit, pupils should know that: Christians believe that God created the universe; The Earth and everything in it are important to God; God has a unique relationship with human beings as their Creator, giver and Sustainer; There are similarities in the creation story for some religions; Christians believe they should care for the world because it belongs to God; People put their beliefs about creation into practice in living their lives; For most Christians, giving is a response to who God is and what He has given them; Most Christians and some other religions try to copy God's love for the world, in how they treat it; Religions have festivals which give thanks for creation and are about the natural world, including Harvest; TuB'Shvat, The Birthday of the Trees (Jewish festival.); There are similarities in different religions and beliefs about how we should care for the world; Everyone can make a difference in caring for the world.
Key questions to shape learning: 1. Why do Christians believe God gave in creation? 2. What do Christians believe God continues to give? 3. Why do Christians, Jewish people (and Muslims) try to copy God's love for the world? 3. How do Christians and people of other faiths share God's creation? 4. What festivals show thankfulness for creation? 4. How do the festivals show what people believe about creation? 5. How can we all care for the world which we all share as our home? 6. What would you like to say to God about Creation?	Expected outcomes for this unit, - what will pupils do to show this knowledge? Identify how the Christian creation story demonstrates some things that Christians believe Talk simply about the Christian concept of Creation regarding God as Creator Develop an awareness of how Christians and other people put their beliefs about creation into practice in living their lives, e.g. celebrating, thanking God, donating food and caring for the world, etc. Demonstrate appreciation for what we have Understand how saying "Thank you" to God is part of worship for Christians and some other faiths Respond to the world around them in a way that shows awe, gratitude and responsibility, etc. Talk about their own emotions in response to creation and thankfulness, etc.
Bible References to Underpin This Teaching and Learning (if appropriate) : Genesis 1 – 2:9 and 15	

Year 2 - Religious Education Teaching Unit

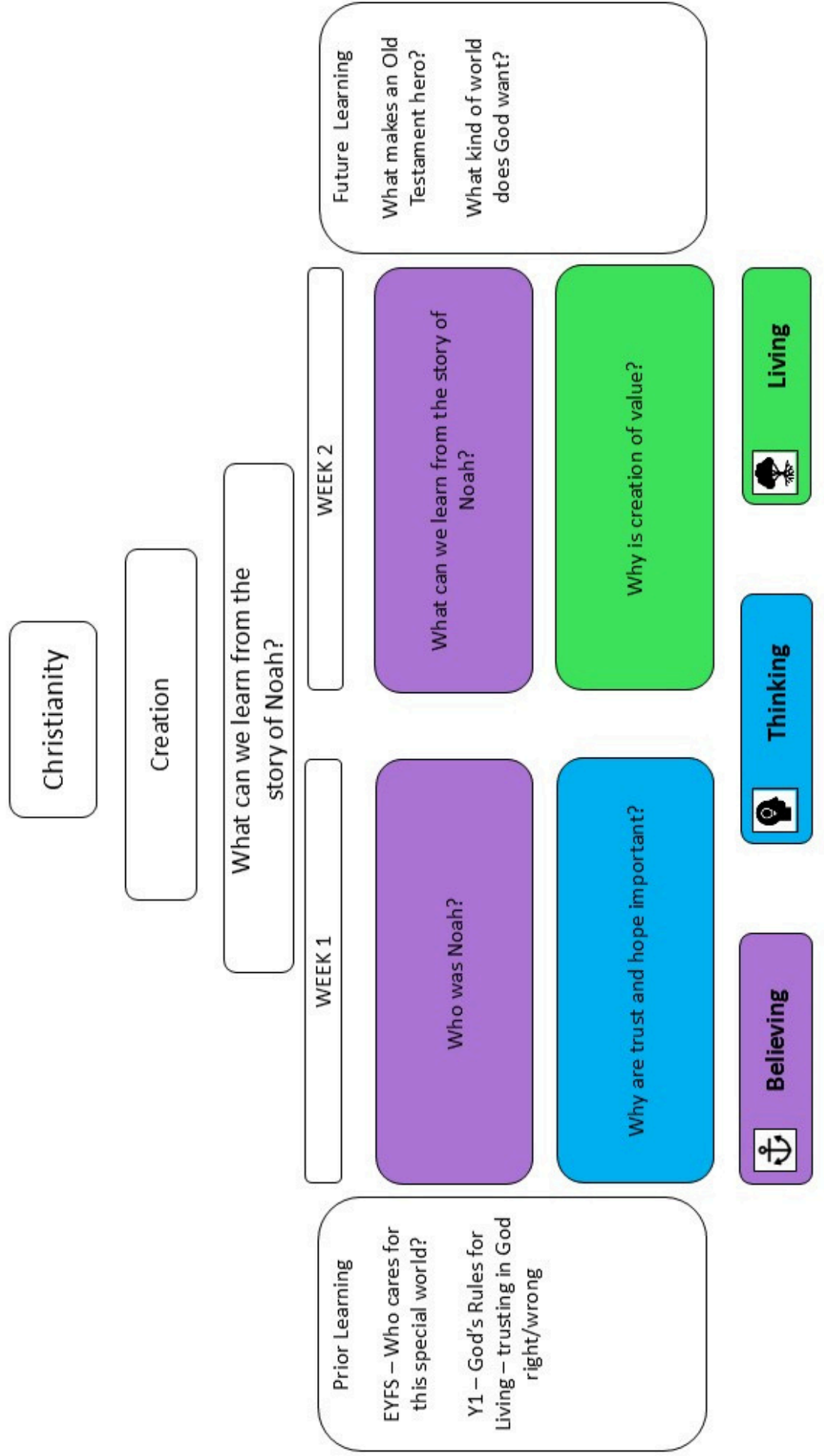
The Big Picture



Unit Title: Why do Christians make and try to keep promises before God? What is the purpose of this unit? This unit explores what a promise is and how Christians demonstrate commitment to God and the Christian faith through making promises at key times in their life as the central parts of rites of passage, e.g. baptism and marriage. Links should be drawn with promises made by faith members in other religions.	
Vocabulary: Christian, faith, member, community, rite of passage, promise, vow, commitment, God, baptism, Christening, font, shell, water, oil, cross, candle, prayer, vicar, parent, godparent, welcome, Jesus, John the Baptist, wedding, marriage, love and trust	By the end of this unit, pupils should know that: For Christians, promises are made 'before God' and demonstrate their commitment to God and the Christian faith; People of some other religions also make promises before God or others to show commitment; Promises take place at important times in life called rites of passage, e.g. joining the Christian Church, Admittance to Communion, Confirmation or getting married; Promises can be hard to keep, but Christians believe they are important to try and keep to live by the Christian faith, as God wants them to; There are many different types of relationships and families, all of which are precious before God; Some Christians may make promises showing their love for another person in a Civil Partnership or wedding which takes place not in a church. The Church may say prayers for their relationship afterwards.
Key questions to shape learning: - Who makes the promise? Who is the promise to? - What is a promise? Who makes the promise? Who is the promise to? Is it easy to make and keep a promise? What might happen if promises are broken? - How can a promise be a sign of commitment? - What happened at Jesus' baptism and why was he baptised? - What kinds of promises are made in a Christian baptism and why? - What kinds of promises are made at a Christian wedding and what does this mean for Christians? - How do promises help Christians feel closer to God? - What difference do promises make to me?	Expected outcomes for this unit, - what will pupils do to show this knowledge? - Respond sensitively to the situations and views of others; - Describe some of the joys and challenges of making and keeping promises; - Give reasons for some of the views they and others might have, relating to where their ideas came from. - Talk about what kinds of promises are made in different rites of passage for Christians, e.g. in a baptism and in a wedding; - Explain what difference promises might make to a Christian community. - Retell the story of Jesus' baptism and identify how this shows what Christians believe about baptism; - Suggest reasons why Christians might make promises to mark stages of life; - Suggest how promises that Christians make help them feel closer to God; - Make links between rites of passage and promises being made by Christians and people of different faiths.
Bible references to underpin this teaching and learning: (if appropriate): Mark 1:1-11 or Matthew 3:13-16; 1 Corinthians 13	

Year 2 - Religious Education Teaching Unit

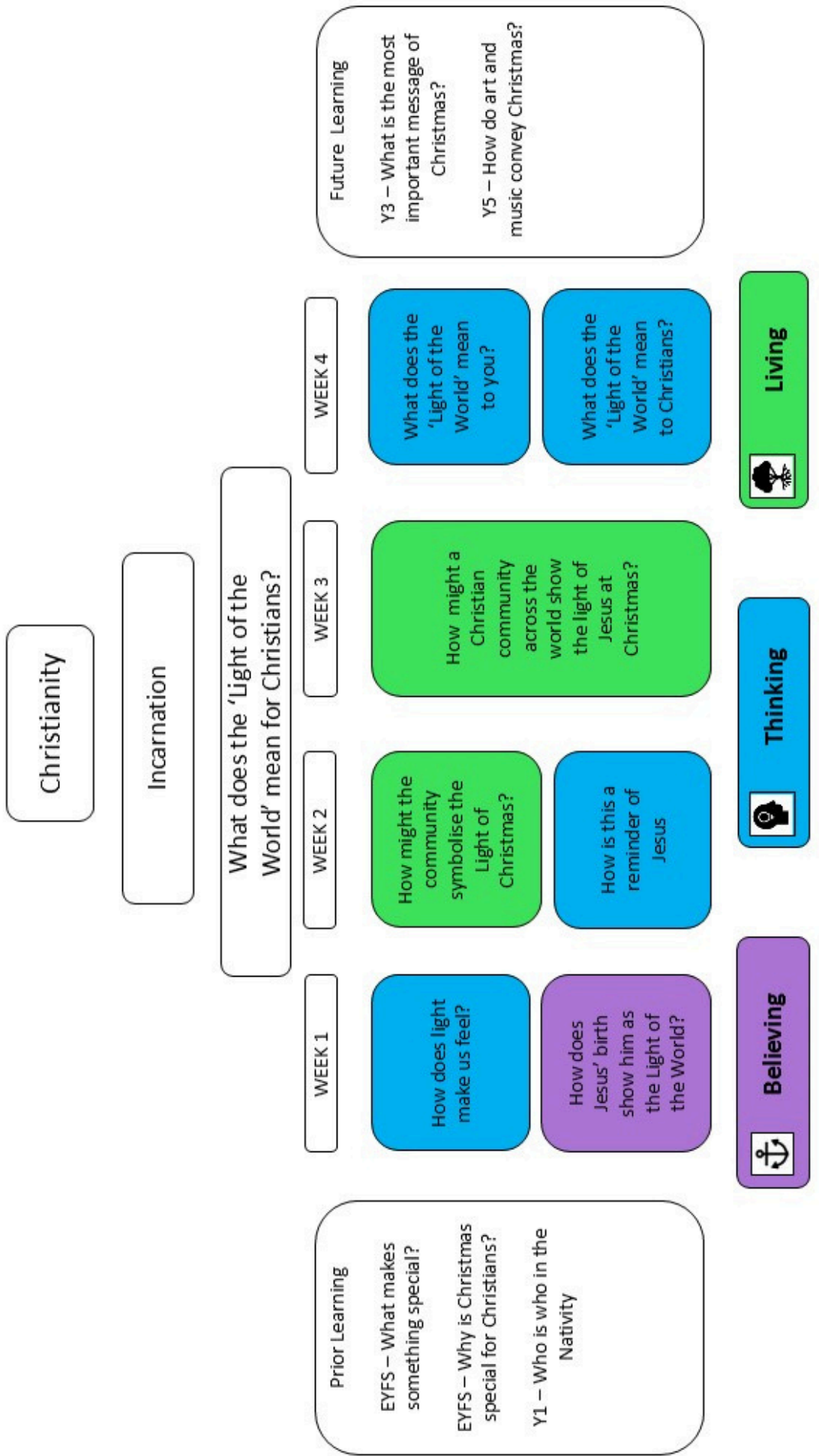
The Big Picture



Unit Title: What can we learn from the story of Noah?	
What is the purpose of this unit? To understand one of the stories in the bible is of Noah and that there are different understandings of the story of Noah The key themes of trusting in God and his grace to give a second chance will link to the creation story in EVFS and forward to the meaning of Easter.	
Vocabulary: Trust, Believe, Ark, Persuade, Sin, Promise, Grace, Covenant and Salvation	By the end of this unit, pupils should know: That the Bible contains stories about people including Noah; The key parts of the story of Noah; Noah is a story of judgement, trust and hope; That our world is precious and our shared home; That most Christians believe that God's nature is to give; he gave us this world, his love and his son; How to listen to others and express their thoughts and ideas about what God might be like
Key questions to shape learning:	Expected outcomes for this unit, what will pupils do to show this knowledge?
- Who was Noah? - Why are trust and hope so important? - What can we learn from the story of Noah? - Why is creation of value?	- Retell the story of Noah and identify the symbols to show what people believe - Ask thoughtful questions about their own and others' ideas, feelings and experiences - Recognise that some questions about life are difficult to answer respond to questions about e.g. 'right'/'wrong', 'good'/'bad', 'real'/'true' - Give a reason why something may be of value to themselves and/or others, recognising different viewpoints
Bible references to underpin this teaching and learning (if appropriate): Genesis 7-8 The story of Noah "Trust in the Lord with all your heart and lean not on your own understanding; in all your ways acknowledge him, and he will make your paths straight." - Proverbs 3:5-6 (NIV)	

Year 2 - Religious Education Teaching Unit

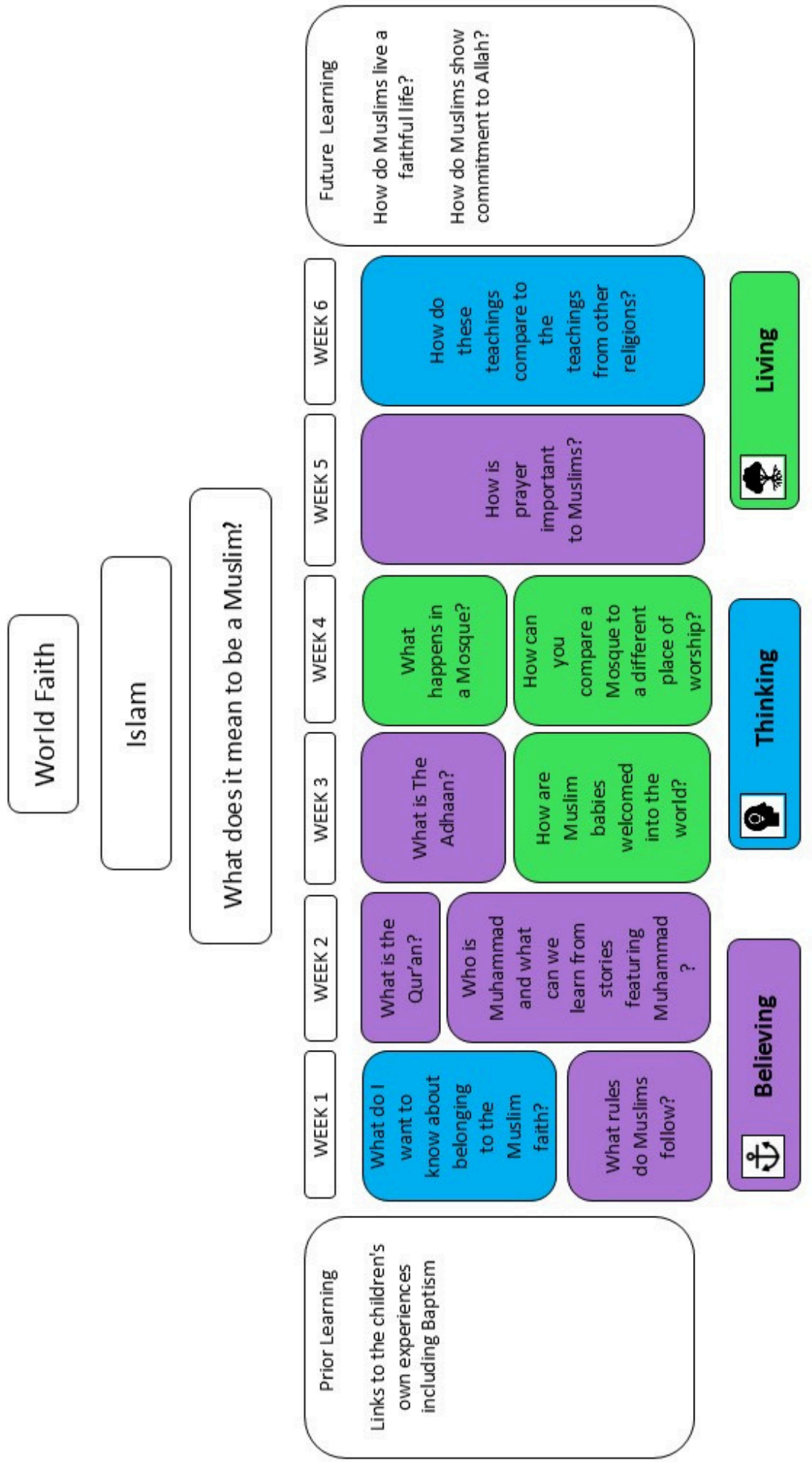
The Big Picture



Unit Title: What does the 'Light of the World' mean for Christians?	
What is the purpose of this unit? This unit helps children understand that Christians consider Jesus the 'Light of the World'. Jesus was God's son, who was born in a stable in Bethlehem. He grew up to teach people about God, He valued everyone. As the light, Jesus guides believers, giving hope. Children will know that, at Christmas, Jesus as the light is understood through rituals and symbols.	
Vocabulary: Incarnation, Light, Christingle, Symbol, Holy and Halo	By the end of this unit, pupils should know: Christians believe in Jesus as God's Son, born as a baby ('incarnation'); Christians believe that Jesus is both human (like us & his mother Mary) and divine (like God, his Father); Jesus is believed to be, and described as, 'Light of the World'; There are similarities and differences in the ways that Christians and other people around the world celebrate Christmas and 'light'
Key Questions to shape learning:	Expected outcomes for this unit, - What will pupils do to show this knowledge?
- How does light make us feel? - How, does Jesus' birth show him as the Light of the World? - How might the community symbolise the Light of Christmas? - How is this a reminder of Jesus? - How might a Christian community across the world show the light of Jesus at Christmas? - What does the 'Light of the World' mean to you? - What does the 'Light of the World' mean to Christians?	✚ Identify how belief in Jesus as the Light of the World is expressed in different ways for Christians ✚ Identify how symbols show what people believe 🗣️ Ask thoughtful questions about their own and others' ideas, feelings and experiences 🗣️ Give a simple reason for a view that they have
Bible references to underpin this teaching and learning (if appropriate): John 8:12 Then spoke Jesus again unto them, saying, I am the light of the world: he that followeth me shall not walk in darkness, but shall have the light of life.	

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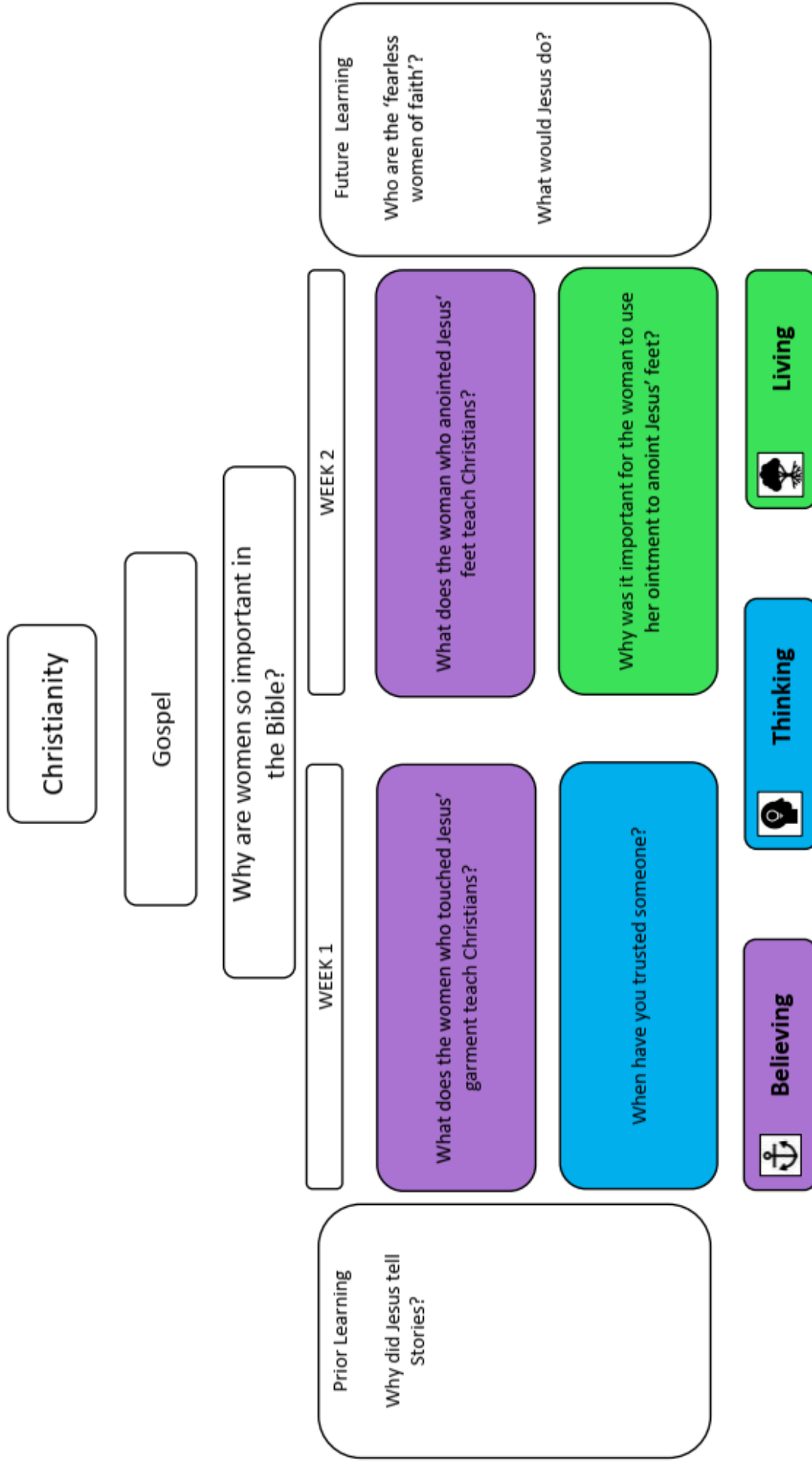
The Big Picture



Unit Title: What does it mean to be a Muslim? What is the purpose of this unit? To describe some aspects of the Muslim faith To explore what beliefs are important to different people of different faiths To explain some of the similarities and differences within and between religions. To understand the importance of a place of worship	
Vocabulary:	By the end of this unit, pupils should know that:
Islam, Muslim, Allah, Muhammad and Mosque	The Qur'an is a special book for Muslims, and should be handled with great care and read in Arabic; The Adhaan expresses core Muslim beliefs; Muslims pray facing east, towards the sacred mosque in Mecca; The mosque plays an important part of the life of the community
Key questions to shape learning:	Expected outcomes for this unit, - what will pupils do to show this knowledge?
1. What do I want to know about belonging to the Muslim faith? 1. What rules do Muslims follow? 2. What is the Qur'an? 2. Who was Muhammad and what can we learn from stories featuring Muhammad? 3. What is The Adhaan? 3. How are Muslim babies welcomed into the world? 4. What happens in a Mosque? 4. How can you compare a Mosque to a different place of worship? 5. How is prayer important to Muslims? 6. How do these teachings and ideas compare to the teachings from important figures in other religions?	✚ Identify similarities in features of religion ✚ Retell religious, spiritual and moral stories and identify how they and symbols show what people believe ✚ Identify how belief is expressed in different ways for different people 🕌 Give examples of how people put their beliefs into practice, in the home, in places of worship or in living their lives 🗣️ Ask thoughtful questions about their own and others' ideas, feelings and experiences

Year 2 - Religious Education Teaching Unit

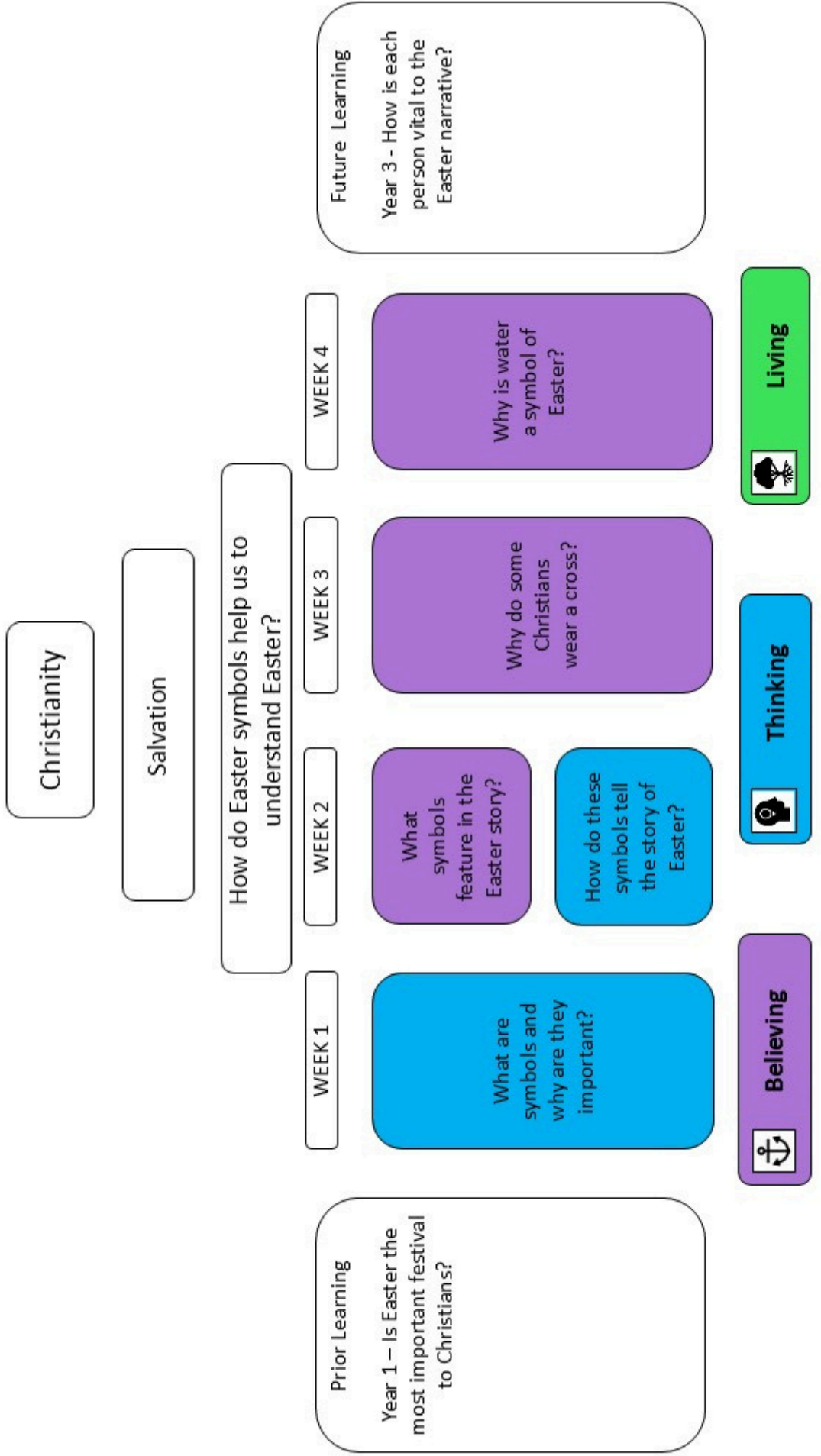
The Big Picture



Unit Title: Why are women so important in the Bible?	
What is the purpose of this unit? This unit highlights the examples of two women in the Bible and how through their actions towards Jesus, their faith is shown. As a result, Jesus uses their actions to teach people about the 'good news' of God. Christians believe Jesus' teachings show them how to live. Pupils are encouraged to see the importance of women in the Bible, for they are central in Jesus' ministry.	
Vocabulary:	By the end of this unit, pupils should know that:
Gospel, Jesus, women, trust, faith, love, anoint, sin and forgiven	Women are important people in The Bible who show the teachings of Jesus and trust in Jesus: - faith; These stories of women are found in the gospels, (the parts of the Bible that tell us about Jesus' life); The word 'gospel' means 'good news'; Christians believe that Jesus brings 'good news' for all people; For Christians, the good news includes being loved by God and being forgiven for bad things; Christians believe Jesus' words and actions make people think hard about how to live and show them the right way
Key questions to shape learning:	Expected outcomes for this unit, - what will pupils do to show this knowledge?
1. What does the woman who touched Jesus' garment teach Christians? 1. When have you trusted someone? 2. What does the woman who anointed Jesus' feet teach Christians? 2. Why was it important for the woman to use her ointment to anoint Jesus' feet?	↕ Retell and reflect on the story of the woman who touched Jesus' garment; 🗣️ Talk about when they have trusted someone; ↕ Retell and reflect on the story of the woman who anointed Jesus' feet; 🗣️ Explain how these women in The Bible showed trust in Jesus: - faith; ↕ Think about what the actions of these women in the Bible to Jesus can teach people about how to live their life.
Bible references to underpin this teaching and learning (if appropriate): The Woman Who Touched Jesus' Garment: - Mark 5:21-34; The Woman Who Anointed Jesus' Feet: - Luke 7:36-50	

Year 2 - Religious Education Teaching Unit

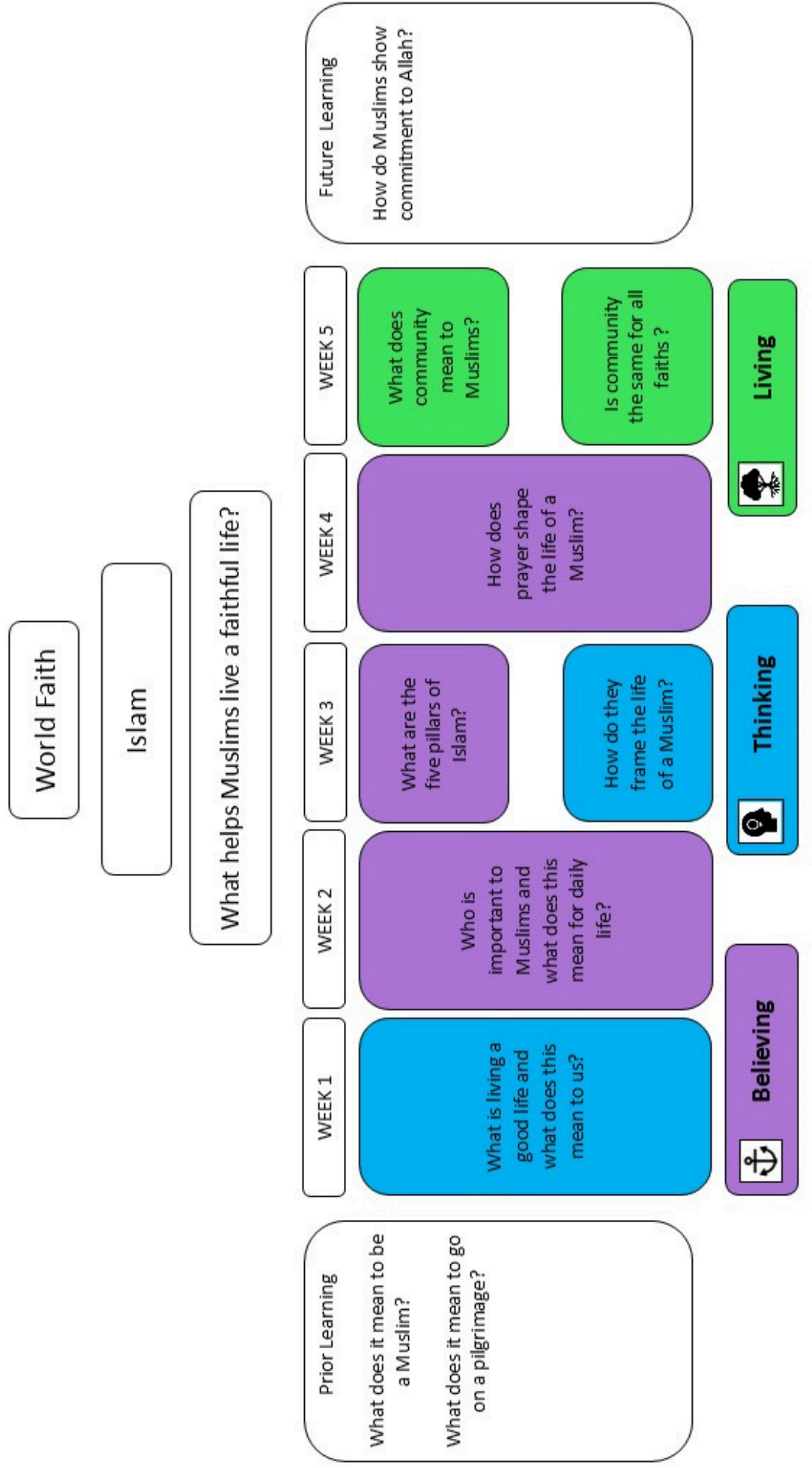
The Big Picture



Unit Title: How do Easter symbols help us to understand Easter?	
What is the purpose of this unit? To know and understand the different Christian symbols linked to the Easter story, specifically focusing on the cross and water as symbols of forgiveness and new life.	
Vocabulary:	By the end of this unit, pupils should know that:
Symbol, Cross, Bread, Wine, Crown of thorns, Hot cross bun and Easter egg	An overview of the key events and characters in the story of Holy Week and Easter including: Jesus dies on the cross e.g. Luke 23:26–56; Understand what a religious symbol is and that some symbols have meanings; Know the symbols associated with Easter; To understand the importance of the cross to Christians; To know that water is a symbol for forgiveness and a fresh start in the form of new life/baptism
Key questions to shape learning:	Expected outcomes for this unit, - what will pupils do to show this knowledge?
1. What are symbols and why are they important? 2. What symbols feature in the Easter story? 2. How do these symbols tell the story of Easter? 3. Why do some Christians wear a cross? 4. Why is water a symbol of Easter?	✚ To know what symbols are and to explain why symbols are important, including to themselves. ✚ Recognise that incarnation and salvation are a big story of the bible ✚ Tell the stories of Holy Week and Easter and recognise a link with the idea of salvation and forgiveness ✚ Give examples of symbols associated with Easter and think, talk, ask questions about their meaning to Christians. ✚ To recognise the cross is the most important symbol for Christians all over the world 💡 Reflect on how water symbolises a fresh start and how Christians make a fresh start in life
Bible references to underpin this teaching and learning (if appropriate) :	

Year 2 - Religious Education Teaching Unit

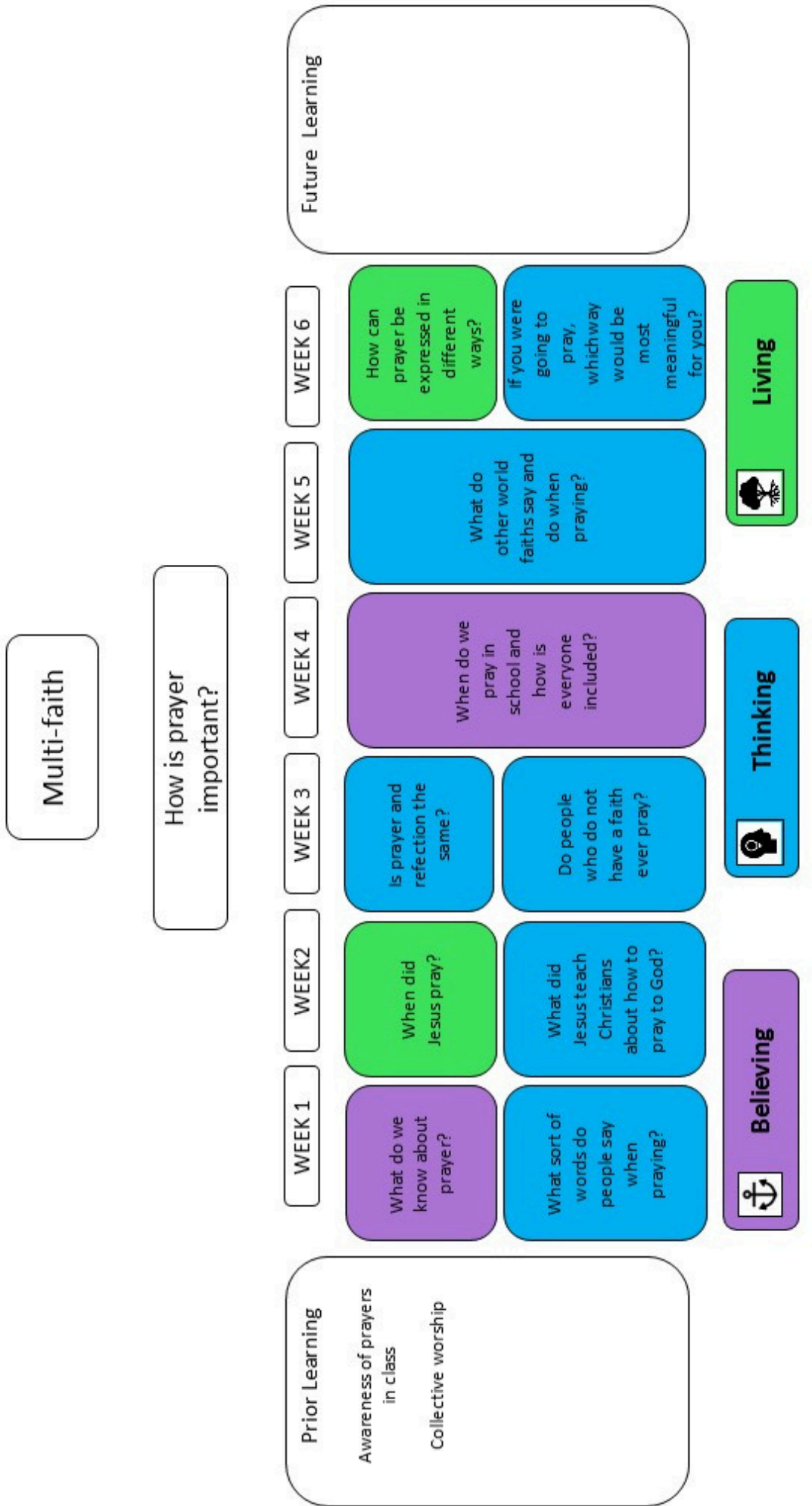
The Big Picture



Unit Title: What helps Muslims live a faithful life?	
What is the purpose of this unit? To connect some key beliefs about Allah, worship and the 5 pillars of Islam Living in community and sharing faith Use key vocabulary appropriately and accurately. Explain and make connections between Islam and other religions. Give reasons why living a good life might be important to Muslims and how and why their ideas might be different of similar to those of other faiths or of none.	
Vocabulary:	By the end of this unit, pupils should know that:
Monotheistic, Omniscient , Omnipotent , Commitment, Shahadah, Salah, Zakat, Sawm and Hajj That Allah is eternal omniscient and omnipotent; That the 5 pillars or duties of Islam frame how to live as a Muslim; The Shahadah: The call to faith; Salah: The role prayer plays in a Muslim's life; Zakat: Giving to charity; Sawm: Fasting; Hajj: The importance of pilgrimage	
Key questions to shape learning:	Expected outcomes for this unit, - what will pupils do to show this knowledge?
1. What is living a good life , what does this mean to us? 2. Who is important to Muslims and what does this mean for their daily life 3. What are the five pillars of Islam? 3. How do they frame the life of a Muslim? 5. How does prayer shape the daily life of a Muslim (Salat)? 6. What does community mean to Muslims? (Ummah) 6. Is community the same for all faiths ?	🗣️ Explain how sources of inspiration and influence make a difference to themselves and others 🔗 Explore, gather, select, and organise ideas about religion, belief or worldviews, drawing on key texts /sources and concepts express their understanding of concepts in theological terms 🧠 Comment on connections between questions / beliefs / values / practices / ways of life, explaining their importance to different communities 🌐 Explain the impact of diversity in their own community

Year 2 - Religious Education Teaching Unit

The Big Picture



Unit Title: How Is prayer important?	
What is the purpose of this unit? To discuss and experience different ways of praying Understanding of the Lords prayer To consider if prayer is important to everyone To understand how different faiths pray To investigate how words, music and art support different people when praying	
Vocabulary:	By the end of this unit, pupils should know that:
Prayer and reflection	Prayer can happen anywhere and at any time; That sometimes prayer is organised and follows a pattern of time and place and words; The difference between prayer and reflection; How prayer connects a person to their god
Key questions to shape learning:	Expected outcomes for this unit, - what will pupils do to show this knowledge?
1. What do we know about prayer? 1. What sort of words do people say when praying? 2. When did Jesus pray? 2. What did Jesus teach Christians about how to pray to God? 3. Is prayer and reflection the same? 3. Do people who do not have a faith ever pray? 4. When do we pray in school and how is everyone included? 5. What do other world faiths say and do when praying? 6. How can prayer be expressed in different ways 6. If you were going to pray, which way would be most meaningful for you?	✚ Identify similarities in features of prayer in different religions ✚ Explain how Jesus prayed and how Christians pray to God ✚ Give examples of how people put their beliefs into practice, in the home, in places of worship or in living their lives ✚ Respond sensitively and imaginatively to questions about prayer and reflection, being human and their own place in the world ✚ Give a simple reason for a view that they have learnt
Bible references to underpin this teaching and learning (if appropriate):	

2024 SYLLABUS: LOWER KEY STAGE TWO

Year Three

What is the story?

Why do we remember?

What is the most important message of Christmas?

What does it mean to be a Hindu in Britain today?

What kind of world does God want?

How is each person vital to the Easter narrative?

Why should Hindus live a good life?

Words and Actions – Which is most important?



IMPLEMENTATION

2024 SYLLABUS: LOWER KEY STAGE TWO

Year Four

What makes an Old Testament hero?

Non-religious world views

What does the journey through Advent mean?

What do Sikhs believe?

What would Jesus do?

How does Holy Communion build a Christian community?

What do Sikhs value?

Does faith guide people to try and make the world a fairer place?



Year 3 - Religious Education Teaching Unit

The Big Picture

Christianity

God

What is the story?

Prior Learning

EYFS - The Bible is the special book for Christians - What can we learn from Jesus' stories/Who cares for this special world?
Y1/Y2 - The stories of Christmas and Easter from the New Testament (Gospels)
That Jesus is God 'in human form' (incarnate) & is called 'Saviour' by Christians

WEEK 1

WEEK 2

WEEK 3

WEEK 4

WEEK 5

WEEK 6

Future Learning

Y3 - Words and actions - Which are most important?

Y6 - What does it mean to live a good life?

What is the Bible?

Where do stories we know 'fit'?

Is the Bible one story or many stories?

Why is the Bible so special for Christians? Why is the Big Story so important?

What does the Bible teach about Faith?

Are words more important than actions?

What difference do words from the Bible make to how Christians live?

How can we express our own ideas about the Bible's 'Big Story'?



Believing



Thinking

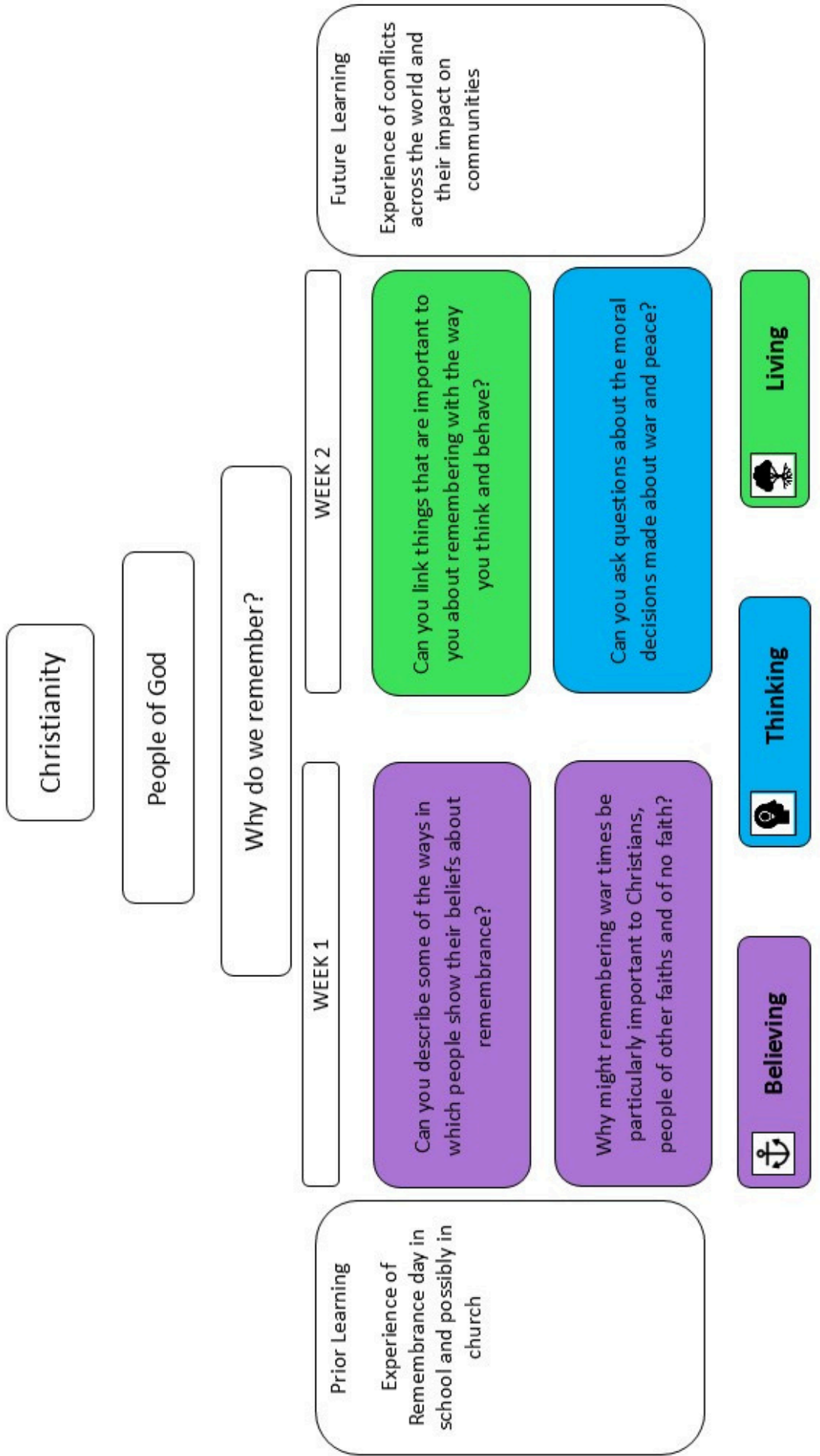


Living

Unit Title: What is the story? What is the purpose of this unit? As the first unit of RE in KS2, this is a pivotal unit as it creates the big scheme across all the whole of the Bible and the theological concepts a into which many other units will be linked. This unit helps pupils to understand how the Bible is both a collection of many different stories & types of writing, and one 'big story'. Most Christians believe that this 'story' spans all time at the centre of which is the birth, life, death & resurrection of Jesus. Pupils will revisit what Jesus called the Greatest Commandment in the KS2 thematic unit 'What is the Golden Rule and why do so many people live by it?'	
Vocabulary:	By the end of this unit, pupils should know that:
Bible, biblical, Prophets, 'Good News', Old Testament, New Testament, Gospel and Incarnation	The Bible is a very old book with a long history, and is treasured by Christians; The Bible tells the big story of God and his people – it is made up of different 'books', but all show Christians something about God; at its centre is Jesus That most Christians believe that: The Bible tells one big (unfinished!) story; There are links between event in the Old and New Testament ; The stories of Jesus' birth, life, death and resurrection are the most important in this big story; The Bible is a source of guidance, comfort & encouragement
Key questions to shape learning:	
1. What is the Bible? Where do stories we know 'fit'? 2. Is the Bible one story or many stories? 3. Why is the Bible so special for Christians? Why is the Big Story so important? 4. What does the Bible teach about faith? 5. Are words more important than actions? 5. What difference do words from the Bible make to how Christians live? 6. How can we express our own ideas about the Bible's 'Big Story'?	✚ Suggest why different parts of the Bible might be important to Christians, ✚ Making links from with their learning to explain their reasons ✚ Make links between the 'Big Story' and some things that Christians believe ✚ Describe how people show their ideas about God (theology) or the Bible using their creativity ✚ Consider why the Easter or Christmas accounts, or stories about Jesus, might be considered most important to Christians ✚ Make links between words from the Bible and how different Christians choose to live (as individuals and as part of a community) ✚ Make links between their ideas and other people's e.g. about stories, texts, beliefs or behaviour, thinking about where ideas come from (theirs and others') ✚ Reflect on and creatively respond (using a choice of media) to the 'Big Story' of the Bible, explaining their thinking

Year 3 - Religious Education Teaching Unit

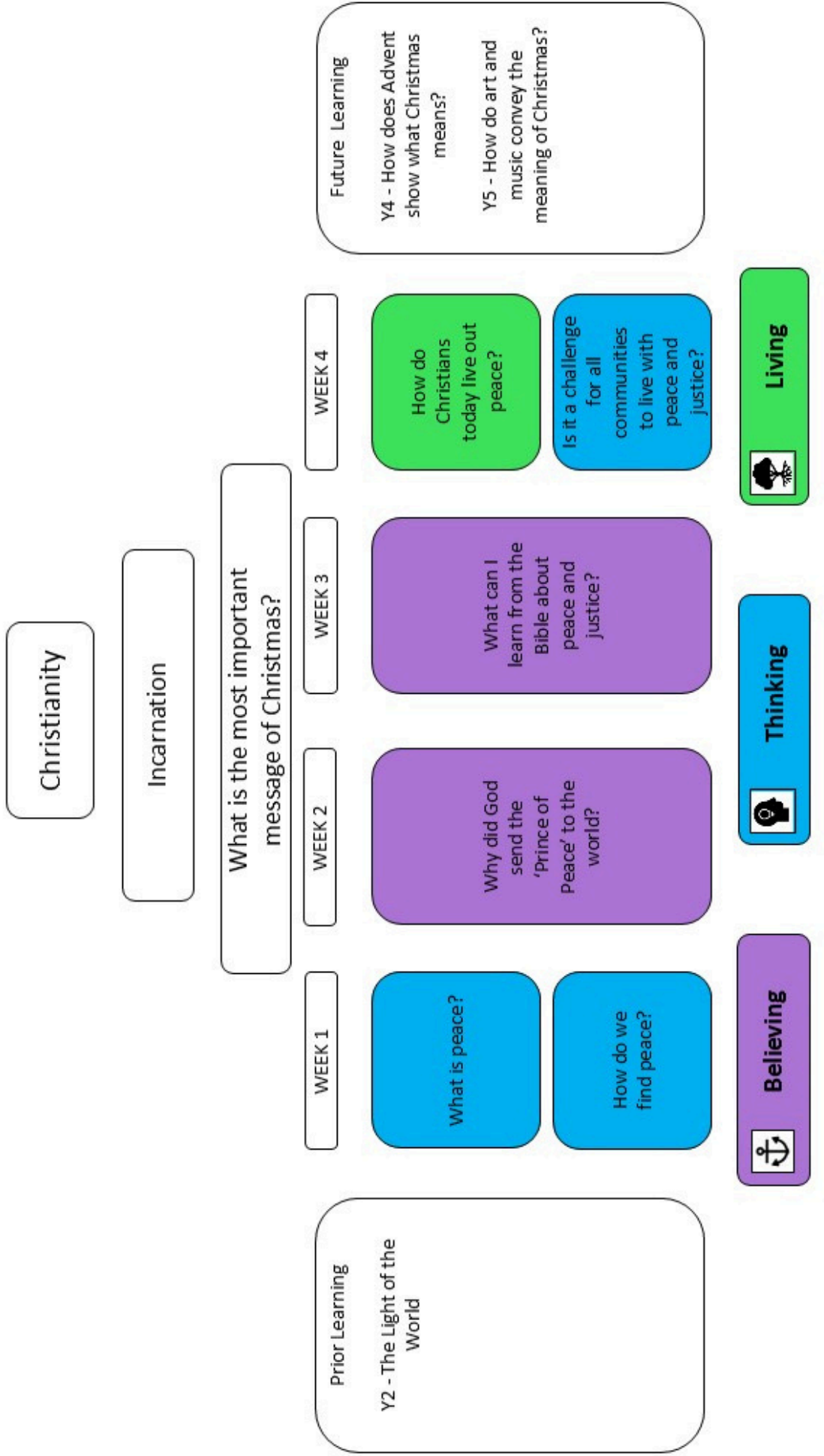
The Big Picture



Unit title: Why do we remember?	
What is the purpose of this unit : To reflect and evaluate what the pupils know and have been taught about Remembrance. To consider how this links to how you, the individual, thinks and behaves and how others think and behave. Why is it important to remember? How does remembering help the cause of peace? How does the way Christians live impact on their views of war and peace? Investigate how communities function, the relationships and co-operation between people and countries; What peace means in an international context and how this affects how people are able to live How do we recognise the contribution of all peoples to the wars To consider both conflict and peace amongst and between cultures and faiths.	
Vocabulary	At the end of this unit pupils should know:
All Souls Day (a day to pray for those who have died), Symbol (a thing that represents or stands for something else, Poppy (a plant which was (and is) a common sight on the battle fields), Cenotaph (a public monument built in memory of people who died in war, often with their names written on it) and War memorial (a structure that is built in hour of those people who died in a particular war)	Remembrance Day services are held in churches and That the Remembrance Day Ceremony held at The Cenotaph and at war memorials across the country remember all those who have died in conflicts; That the 2 Minute Silence, held both on Remembrance Day and Remembrance Sunday (if it does not fall on 11th November that year) is to commemorate the fallen; What peace means to them as individual, as a person of faith or of none, and what it means to stand up for peace; How does remembering help the cause of peace?
Key questions to shape learning:	Expected outcomes for this unit - what will pupils do to show this knowledge
- Can you describe some of the ways in which people show their beliefs about remembrance? - Why might remembering war times be particularly important to Christians, people of other faiths and of no faith? - Can you link things that are important to you about remembering with the way you think and behave? - Can you ask questions about the moral decisions made about war and peace?	 Make links between beliefs and practices  Describe and suggest meanings for the symbols and other forms of expression for people of faith or belief, giving reasons for their ideas  Investigate and connect aspects of religious and beliefs on peoples lives both individually and as a community  Ask significant questions about life or human experience comparing their ideas with others' and suggestions answers from their learning

Year 3 - Religious Education Teaching Unit

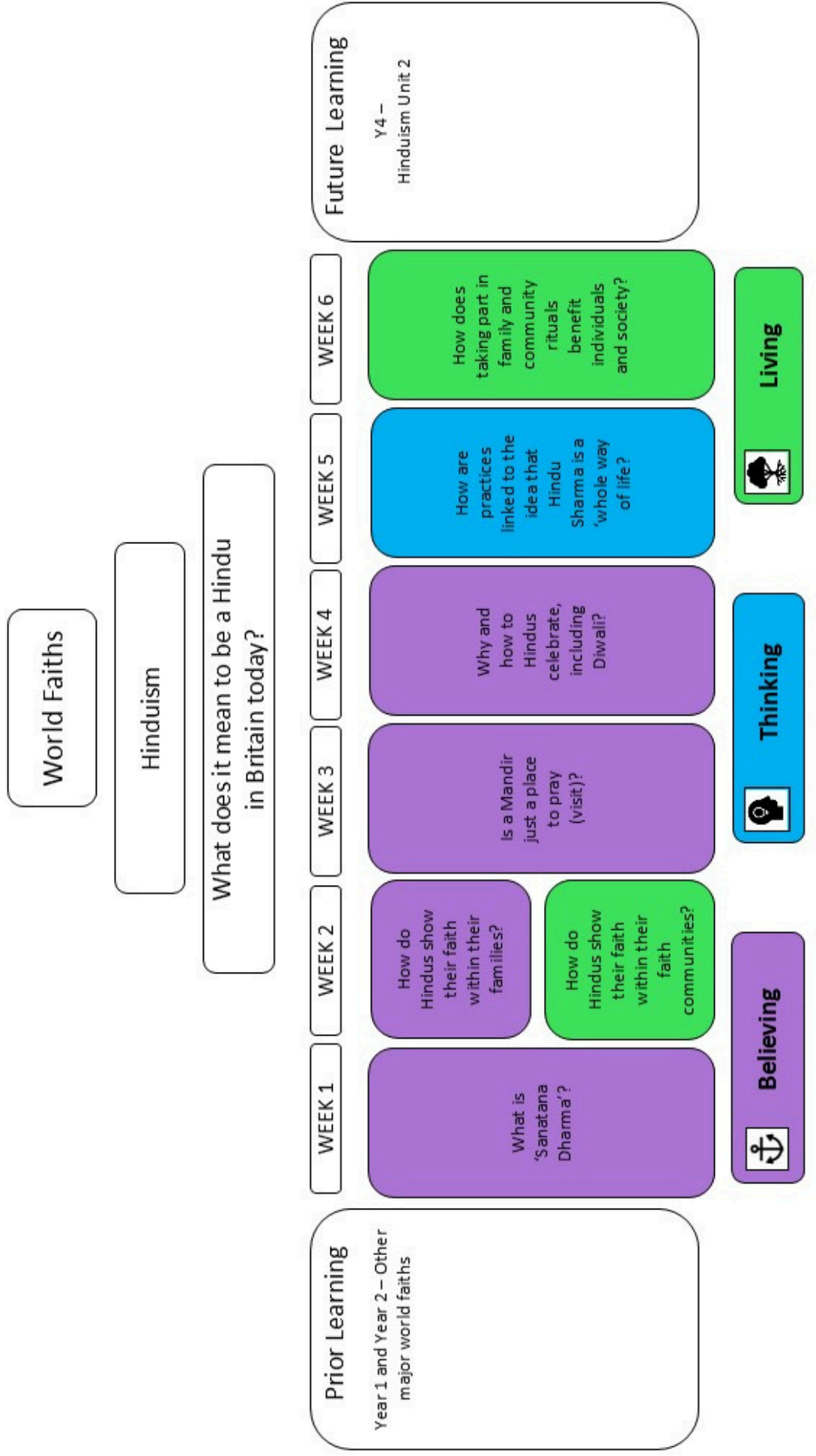
The Big Picture



Unit Title: What is the most important message of Christmas?		
What is the purpose of this unit? This unit encourages children to consider what the Bible teaches Christians about peace, enables pupils to reflect on their own understanding and expression of peace and links the message of peace to Christmas. Pupils will make connections with sharing the peace in churches today and how Jesus' birth as the Prince of Peace is celebrated today.		
Vocabulary:		By the end of this unit, pupils should know:
Messiah, Shalom, Wonderful Counsellor, Harmony, Prophecy and Incarnation		Isaiah foretold the coming of the Messiah before the birth of Christ and described him as 'Wonderful Counsellor, Mighty God, Everlasting Father, Prince of Peace'; People have different ideas and feelings of peace, and different ways to find peace within themselves; Throughout the Bible, there are different writings about peace; How peace remains important for Christians today
Key Questions to shape learning:		
1. What is peace? 1. How do we find peace? 2. Why did God send the Prince of Peace to the world? 3. What can I learn from the Bible about peace and justice? 4. How do Christians today live out peace? 4. Is it a challenge for all communities to live with peace and justice?		Expected outcomes for this unit, - what will pupils do to show this knowledge? 🗨 Give reasons for beliefs, attitudes and actions, especially in relation to their own developing worldview 🗨 Ask significant questions about life or human experience, comparing their ideas with others' and suggesting answers from their learning ⚡ Make links between concepts / beliefs/ texts / stories and practices (believing, belonging and behaving)
Bible references to underpin this teaching and learning (if appropriate): Isaiah 9 6:7 Prince of Peace Luke 2 8:20 Angels appear to the Shepherds		

Year 3 - Religious Education Teaching Unit

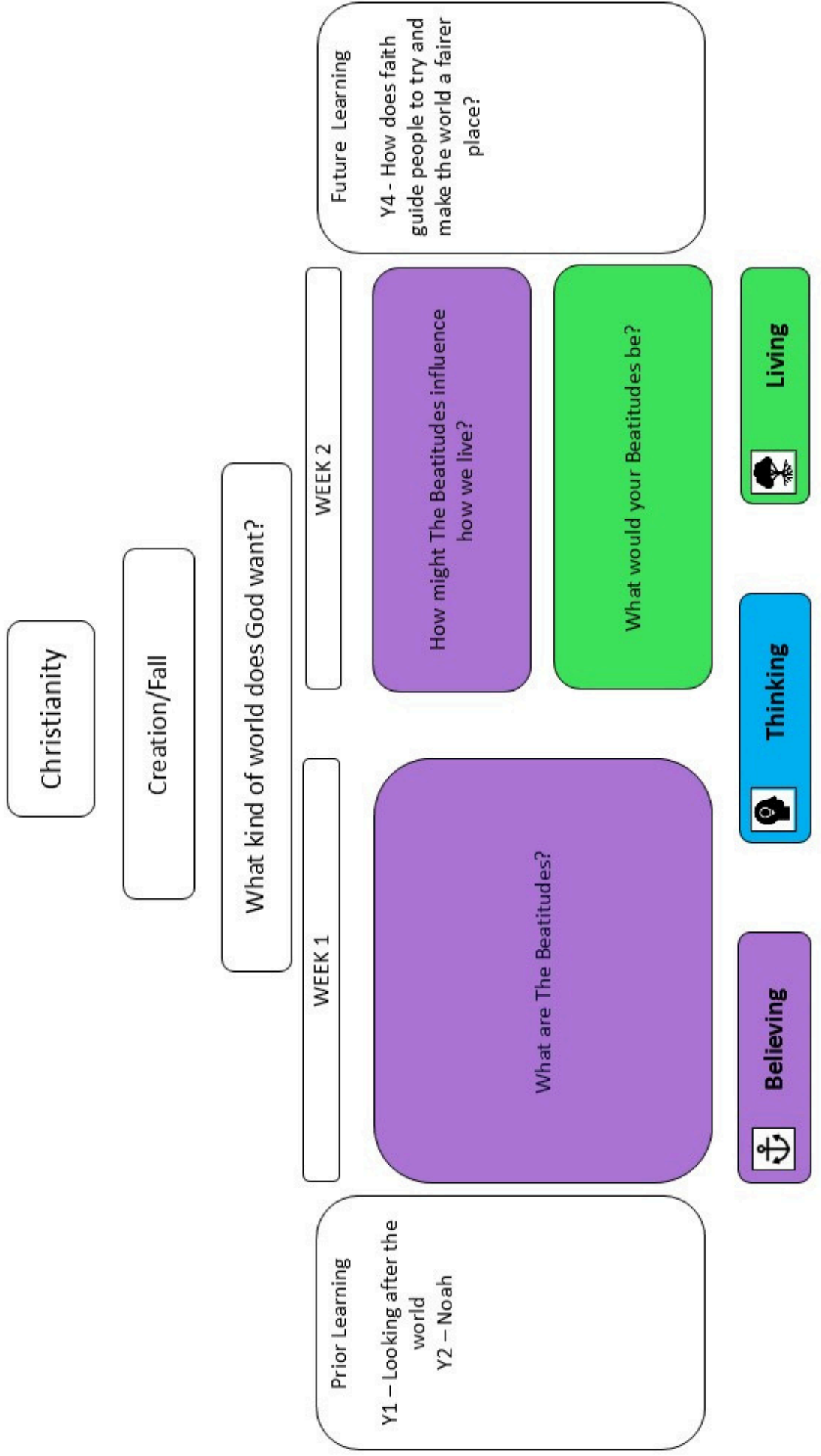
The Big Picture



Unit Title: What does it mean to be a Hindu in Britain today? What is the purpose of this unit? To understand the key beliefs of Hinduism, including a broad understanding of how most Hindus (Sanatanis*) worship the supreme divine reality (Brahman) who is represented in different forms, what helps them to do this and how these are applied by Hindus. This includes how Hindus show their faith within their families, celebrations and worship. Note that the word 'Hinduism' is a European word for describing a diverse religious tradition that developed in what is now northern India. People within the tradition itself often call Hinduism 'Sanatan Dharma', which means 'Eternal Way' and describes a complete way of life rather than a set of beliefs. Introduce the word <i>dharma</i> – this describes a Hindu's whole way of life, there is no separation between their religious, social and moral duties	
Vocabulary: Bhagavad Gita (One of the most important holy books), Deity (Form of God in different incarnations), Dharma (Duty to act in the right way as God teaches), Karma (Every action has a reaction. Literal meaning is deed or act. Hindu belief that everything you do accrues either good or bad karma which can be carried over many lives), Mandir (Name for Hindu temple or place of worship) and Reincarnation (Idea that the soul is reborn in many bodies again and again in its journey for perfection)	By the end of this unit, pupils should know that: The religion of Hindus is called 'Sanatana Dharma' (Eternal Truth), which is widely known as Hinduism and that Hindus (Sanatanis) believe in only one Supreme Being – Brahman – and that all other deities are an incarnation/manifestation of Brahman to help them to focus on worship; Find out about how Hindus show their faith within their families including the link between Hindus' beliefs about God and how Hindus live; Explore what Hindus do to show their tradition within their faith communities; Find out how Hindus celebrate Diwali in Britain today and other celebrations and learn about the Mandir as a place of worship; Talk about what good things come from sharing in worship and rituals in family and community. Are there similarities and differences with people in other faith communities pupils have studied already? Are there similarities and differences with people who are not part of a faith community?
Key questions to shape learning: 1. What is 'Sanatana Dharma'? 2. How do Hindus show their faith within their families? 2. How do Hindus show their faith within their communities? 3. Is a Mandir just a place to pray? 4. Why and how do Hindus celebrate, including Diwali? 5. How are practices linked to the idea that Hindu Sharma is a 'whole way of life'? 6. How does taking part in family and community rituals benefit individuals and society?	Expected outcomes for this unit, - what will pupils do to show this knowledge? ☞ Explain some key beliefs / concepts in Hindu (Sanatana) Dharma using correct vocabulary, describe how these beliefs / concepts are expressed through objects, symbols, worship, practices, festivals ☞ Describe how Hindus show their faith within their families in Britain today (e.g. home puja;) ☞ Why and how do Hindus celebrate Diwali ☞ 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;) ☞ Make links between Hindu practices and the idea that Hindu Dharma is a whole 'way of life' (dharma).

Year 3 - Religious Education Teaching Unit

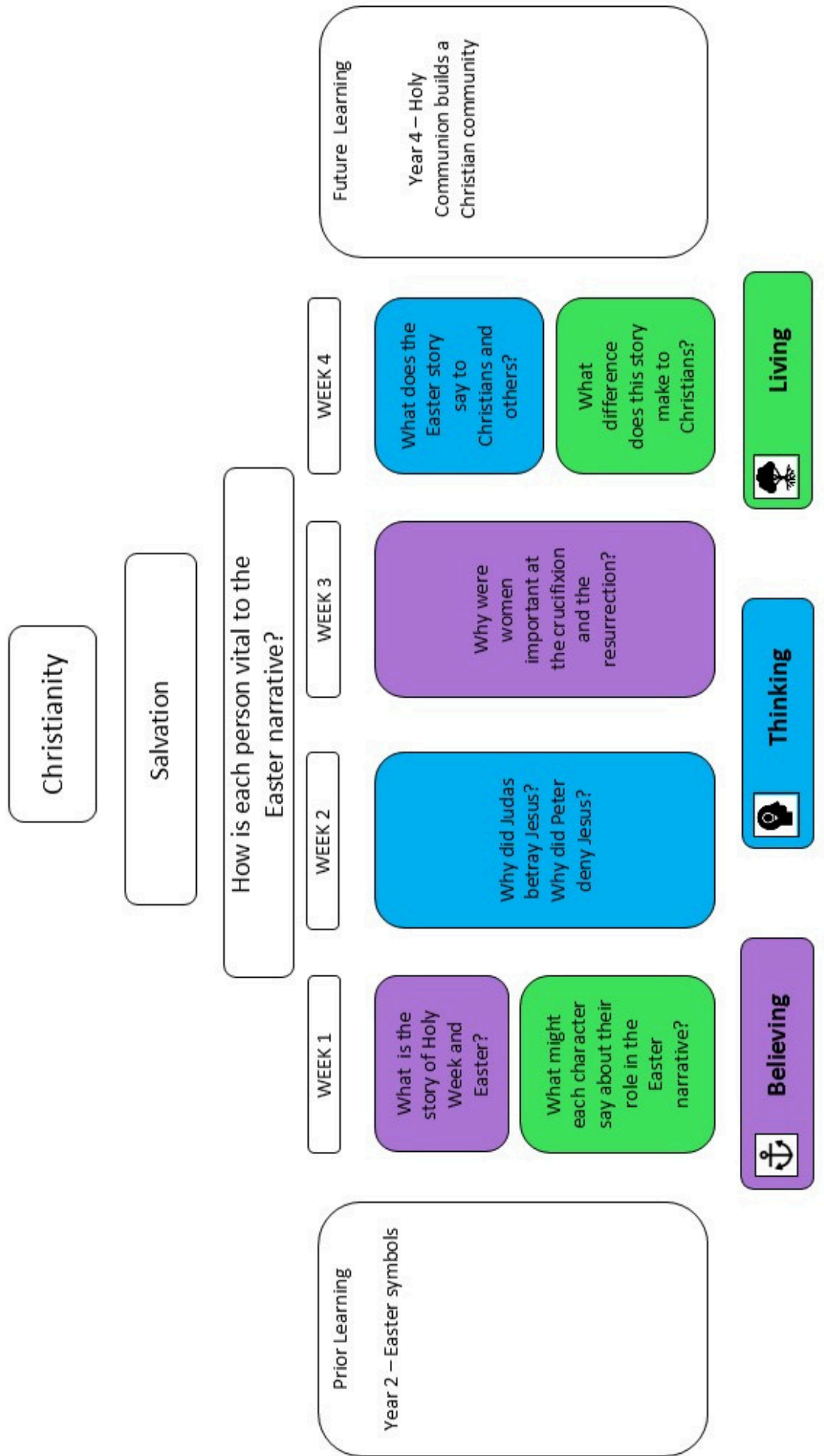
The Big Picture



Unit Title: What kind of world does God want?	
What is the purpose of this unit? This unit explores the teachings of Jesus in the gospels and Matthew 5 1:10. It makes links between the calling of the first disciples and how Christians try to follow Jesus today. It makes links between the importance of love in the Bible and life in the world today.	
Vocabulary:	By the end of this unit, pupils should know that:
Sermon, Beatitude, Blessing, Mount of olives, Gospel and Good news	Gospel means good news, and tells the story of the life and teaching of Jesus; The beatitudes are blessings from God and can be found in Matthew 5 1:10; They are the teachings from Jesus in the Sermon on the Mount – these help Christians think ‘about what would Jesus do’
Key questions to shape learning:	Expected outcomes for this unit, - what will pupils do to show this knowledge?
1. Why do we need The Beatitudes? 2. How might The Beatitudes influence how we live? 2. What would your Beatitudes be?	✚ Identify texts that come from a Gospel which tells the story of the life and the teaching of Jesus ✚ Make clear connections between Gospel texts, Jesus’ good news and how Christians live in the Christian community and in their individual lives 💡 Articulate their own responses to the issues studied 👤 Recognising different points of view
Bible references to underpin this teaching and learning (if appropriate): <i>Matthew 5 1:10</i>	

Year 3 - Religious Education Teaching Unit

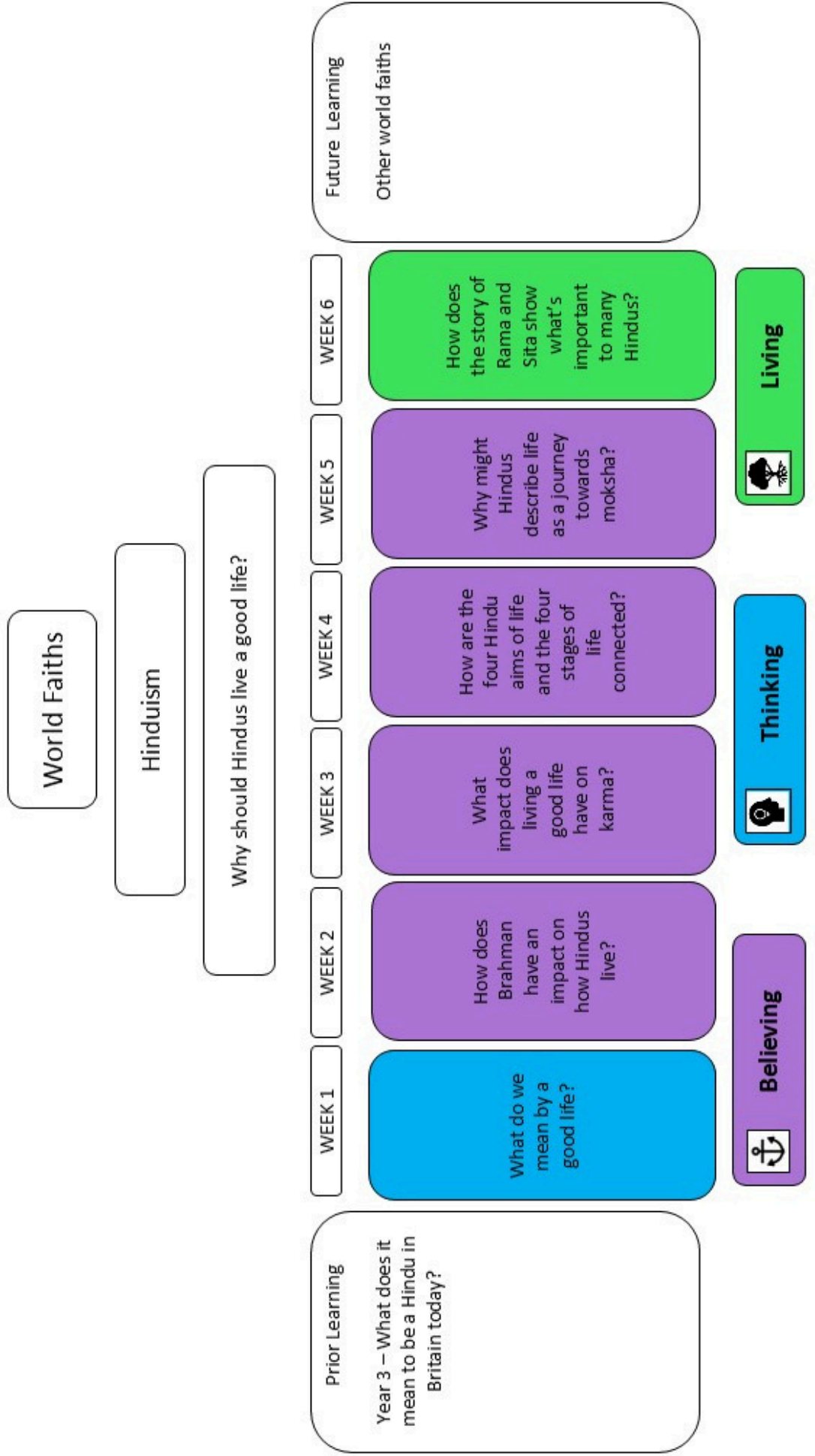
The Big Picture



Unit Title: How is each person vital to the Easter narrative? What is the purpose of this unit? To know and understand the stories and characters of Holy Week and Easter from the Bible and recognise the link to Salvation. To know that there are different characters in the Gospel accounts, their stories and why they responded/acted in this manner.	
Vocabulary: Holy Week, Gospel, Disciple, Redemption, Crucifixion, Denial, Resurrection and Ascension	By the end of this unit, pupils should know that: The key events and characters in the story of Holy Week and Easter including: The entry into Jerusalem e.g. John 12:12–15; Jesus' betrayal and arrest at the Mount of Olives e.g. Luke 22:47–53; Jesus dies on the cross e.g. Luke 23:26–56; The empty tomb e.g. Luke 24:1–12; Jesus' appearance to Mary Magdalene and the disciples: John 20:11–23 Understand the actions and motives of different characters at different times; Each person is important and connects to Jesus and Jesus rescuing people
Key questions to shape learning: 1. What is the story of Holy Week and Easter? 1. What might each character say about their role in the Easter narrative? 2. Why did Judas betray Jesus? Why did Peter deny Jesus? 3. Why were women important at the crucifixion and resurrection? 4. What does the Easter story say to Christians and others? 4. What difference does this story make to Christians?	Expected outcomes for this unit, - what will pupils do to show this knowledge? ☞ Recognise that incarnation and salvation are a big story of the bible ☞ Tell the stories of Holy Week and Easter and recognise a link with the idea of salvation (Jesus rescuing people) ☞ Understand what is important to the key characters in the Gospel accounts ☞ Reflect on the role of each character and the part they play together ☞ Think, talk and ask questions about whether the story of Easter only has something to say to Christians or to the wider community about hope and life
Bible references to underpin this teaching and learning (if appropriate):	

Year 3 - Religious Education Teaching Unit

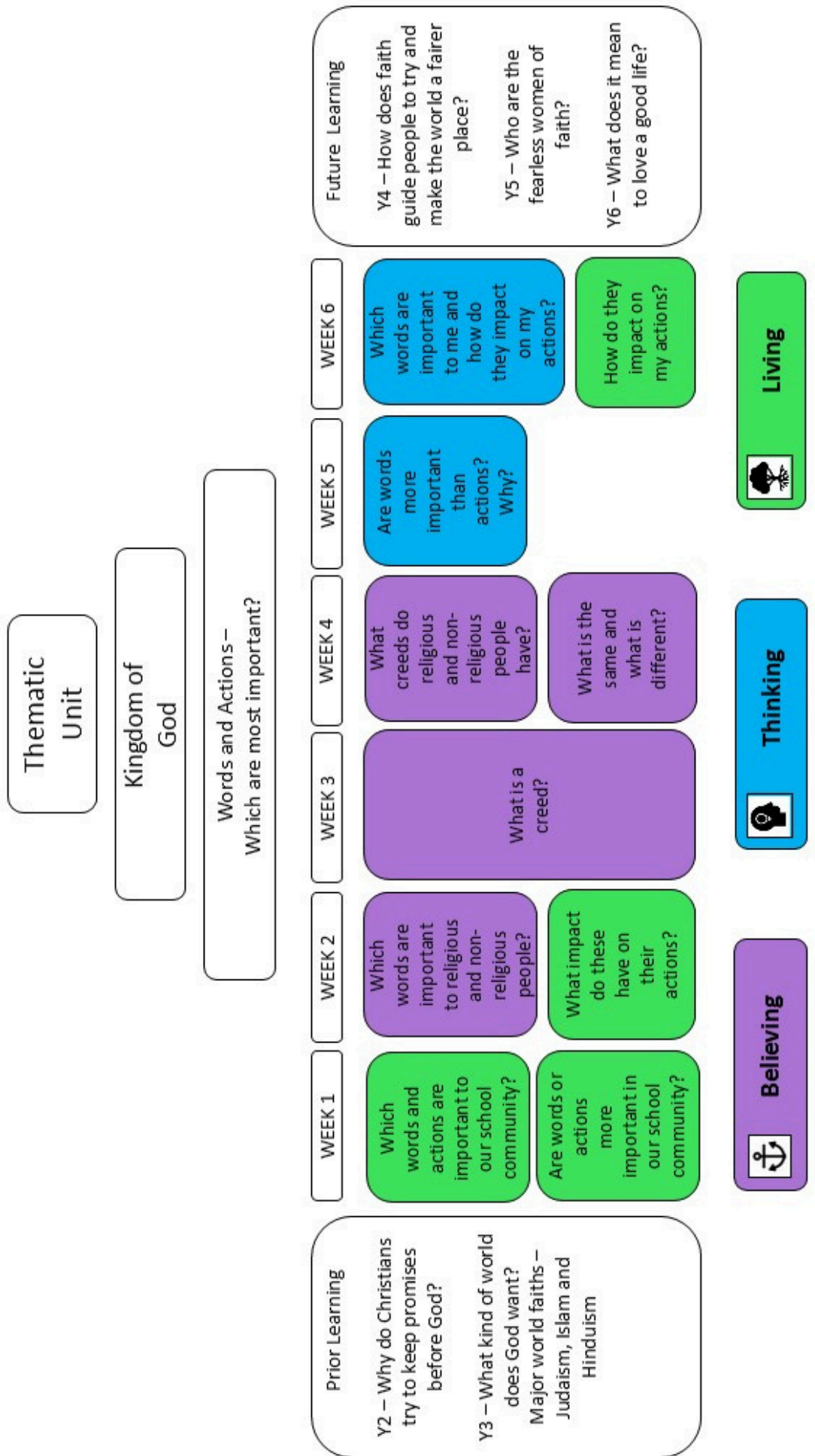
The Big Picture



Unit Title: Why should Hindus live a good life? What is the purpose of this unit? This unit provides a broad understanding of how and why it's important to most Hindus (also called Sanatanis*) that they live a good life, introducing them to the cycle of samsara (which is shared as a concept by Sikhs and Buddhists) and the impact of this on people's lived experience. It will also explore some more philosophical questions about living according to the principles of dharma and ahimsa and why these are important ideas in helping Hindus to escape the cycle of samsara and be reunited with Brahman.	
Vocabulary: Sanatana Dharma Brahman Purusharthas Dharma Artha Kama Moksha	By the end of this unit, pupils should know that: Explore what faiths and other world views mean by living 'a good life' Recap learning from Spring 1 including the religion of Hindus is called 'Sanatana Dharma' (Eternal Truth), which is widely known as Hinduism Hindus (Sanatanis) believe in only one Supreme Being – Brahman – and that all other deities are an incarnation/manifestation of Brahman to help them to focus on worship; The four Hindu aims of life, known as Purusharthas, are Dharma (righteousness and duty), Artha (prosperity and material well-being), Kama (pleasure and love), and Moksha (liberation). How are the four Hindu aims of life and the four stages of life connected? story of Rama and Sita and understand its meaning
Key questions to shape learning:	Expected outcomes for this unit, - what will pupils do to show this knowledge?
1. What do we mean by a good life? 2. How does Brahman have an impact on how Hindus live? 3. What impact does living a good life have on karma? 4. How are the four Hindu aims of life and the four stages of life connected? 5. Why might Hindus describe life as a journey towards moksha? 6. How does the story of Rama and Sita show what's important to many Hindus?	✚ To be able to explain Brahman and the impact of one Supreme Being on how beliefs and concepts are expressed ✚ Describe the four main aims of life and explain the impact of each one. 🗣 Retell the story of Rama and Sita and make links between the story and living a good life
Bible References to Underpin This Teaching and Learning (if appropriate):	

Year 3 - Religious Education Teaching Unit

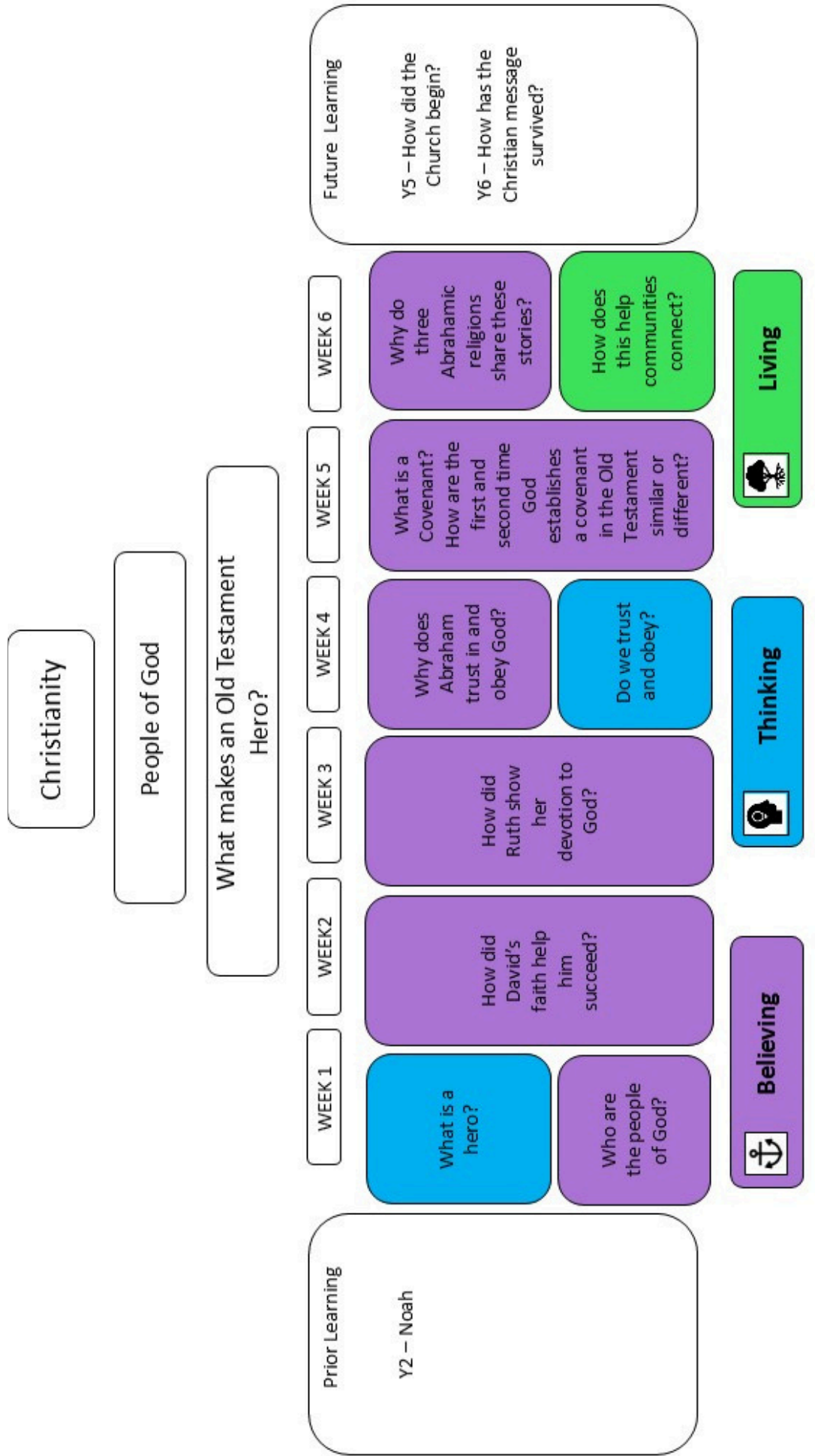
The Big Picture



Unit Title: Actions and Words – Which is most important? What is the purpose of this unit? This unit will explore the connections between what people say and what people do, evaluating whether a belief in something requires an impact on peoples' lived experience. It considers the relationship between words and actions across religions and beliefs that pupils have studied so far, and to give them the opportunity to debate the philosophical question about whether words or actions are more important. It will also include a session looking at creeds as important words within religious communities, linking these words to the actions of the communities. There will also be opportunity for pupils to express their own version of a creed, based on their developing personal knowledge, and maybe influenced by their learning.	
Vocabulary: Creed, 'Credo' (I believe and trust), Belief, Humanism and Apostle	By the end of this unit, pupils should know that: That words and actions are often linked; That most religions have key teachings that summarise what's important to followers of that faith That a creed is a set of core beliefs; What creeds in Christianity, Judaism, Islam and some key teaching in Humanism say; How these important words have an impact on the way both individuals and communities act; That most people accept that communities need both words AND actions: that one is dependent on the other
Key questions to shape learning: - Which words and actions are important to our school community - Are words or actions more important in our school community? - Which words are important to religious and non-religious people? - What impact do these have on their actions? - What is a creed? - What creeds do religious and non-religious people have? - What is the same and what is different? - Are words more important than actions? Why? - Which words are important to me and how do they impact on my actions? - How do they impact on my actions?	Expected outcomes for this unit, - what will pupils do to show this knowledge? ✚ Suggest reasons why some words might be especially important to people, giving examples from their learning ✚ Make links between words, beliefs and actions for different people ✚ Identify the impact of words on people's actions, individually and as a community ✚ Investigate and connect aspects of religions and beliefs, identifying similarities and differences in the lived experiences of different people ✚ Recognise the importance of both words and actions in building strong communities ✚ Compare words and actions that are important to them with words /actions that are important to others ✚ Give reasons for some of the views they have, relating to where their ideas come from
Bible references to underpin this teaching and learning (if appropriate):	

Year 4 - Religious Education Teaching Unit

The Big Picture



Unit Title: What makes an Old Testament Hero?**What is the purpose of this unit?**

The Old Testament tells the story of a particular group of people, the children of Israel, known as the People of God — and their relationship with God. This unit teaches some of the key stories of people of the Old Testament whose belief in God affected their actions. Pupils will understand that Christians believe God calls us in different ways and be able to make simple links between People of God and how some Christians choose to live their whole lives.

Vocabulary:

Covenant, Obedience, Sacrifice, Judgment, Devotion, Refugee and Patriarch

By the end of this unit, pupils should know that:

The People of God try to live in the way God wants, following his commands and worshipping him;
The stories of David and Goliath, Ruth and Abraham;
They believe God promises to stay with them and Bible stories show how God keeps his promises;
Christians believe that, through Jesus, all people can become the People of God.

Key questions to shape learning:

1. What is a hero?
1. Who are the People of God?
2. How did David's faith help him succeed?
3. How did Ruth show her devotion to God?
4. Why does Abraham trust in and obey God?
4. Do we trust and obey?
5. What is a covenant? How are the first and second times God establishes a covenant in the Old Testament similar or different?
6. Why do the three Abrahamic religions share these stories?
6. How does this help communities connect?

**Expected outcomes for this unit,
- what will pupils do to show this knowledge?**

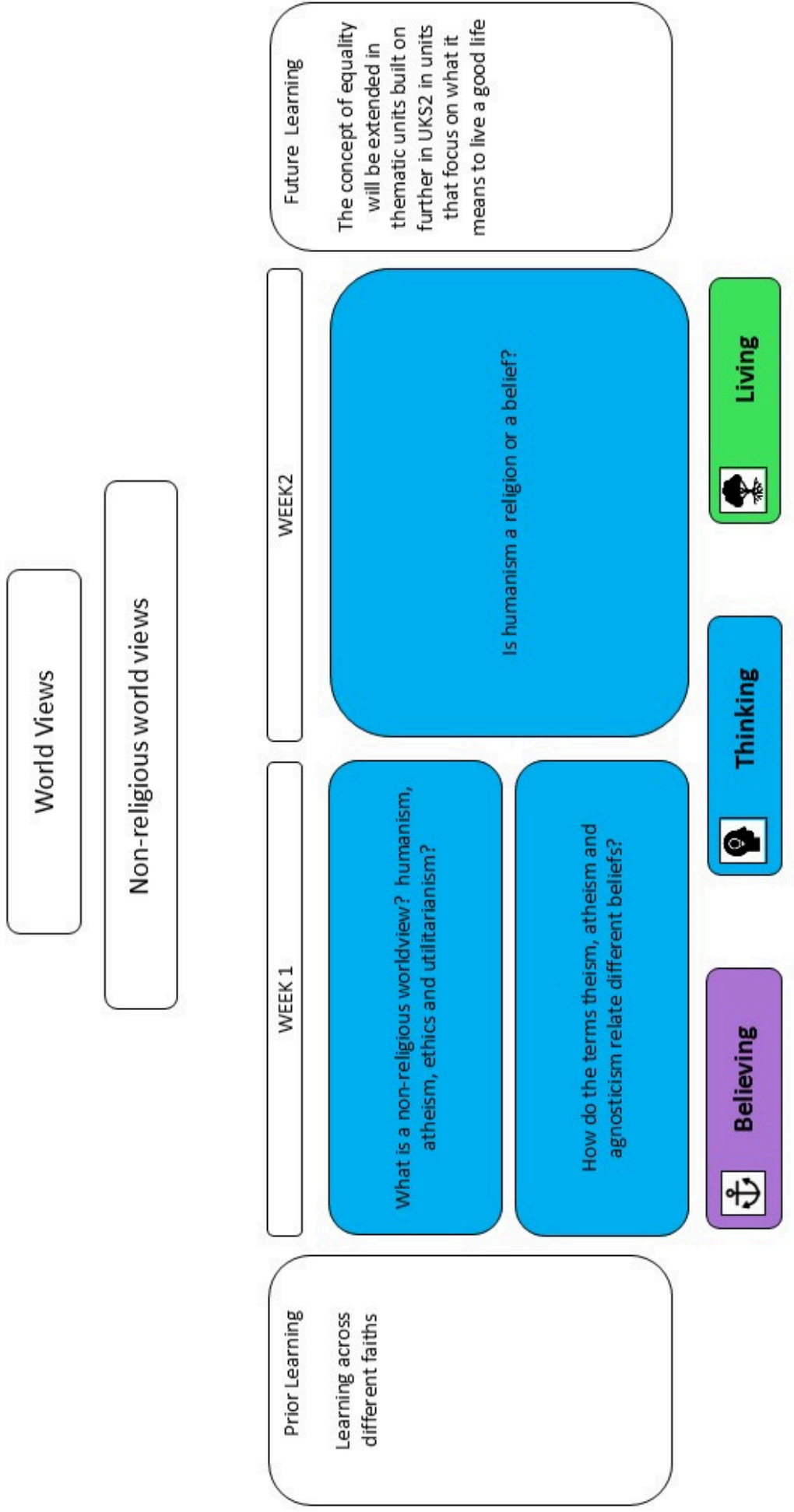
- ✦ Retell and make links between the stories of David, Ruth and Abraham
- ✦ Know the story of Abraham and its connection to the concept of faith
- ✦ Explain a covenant with reference to God's covenants in the Old Testament
- ✎ Explain what makes people a hero or heroic and make links between this and the people of God
- ✎ Make simple links between who we trust and obey
- ✎ Suggest answers about how far ideas of covenant, promises and following God might make a difference in the world today

Bible references to underpin this teaching and learning (if appropriate):

1 Samuel 17:50-53 David and Goliath
Ruth The Story of Ruth 2:1-23
Genesis The Call of Abraham 12:1-9

Year 4 - Religious Education Teaching Unit

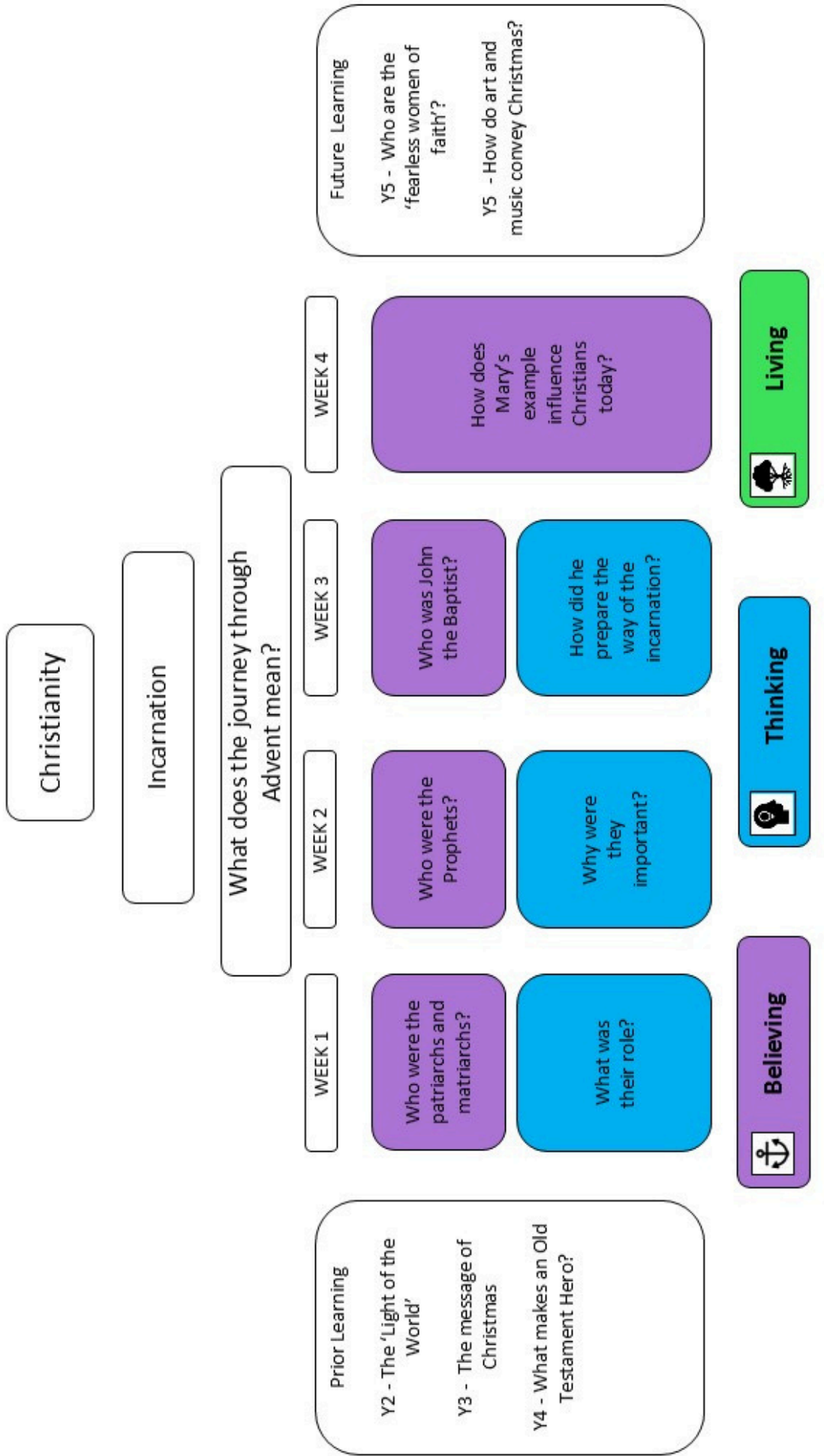
The Big Picture



Unit Title: Non-Religious world views	
What is the purpose of this unit? In this unit, the pupils are introduced to some key beliefs that those who are non-religious hold. These include where humans come from and the qualities that make humans special. The unit will explore some of the core beliefs of humanism, atheism, ethics and utilitarianism. Pupils will come to understand and answer: Why Is Humanism not a religion?	
Vocabulary:	By the end of this unit, pupils should:
Humanism, Religion, Atheism, Theism, Agnosticism, Ethics, Utilitarianism Belief	Know what humanists believe about right and wrong, life and death and celebrate different events; Understand the terms used for different non religious beliefs atheism, theism and agnosticism.
Key questions to shape learning:	Expected outcomes for this unit, - what will pupils do to show this knowledge?
1. What is a non-religious world view? humanism, atheism, ethics and utilitarianism? 1. How do the terms theism, atheism and agnosticism relate different beliefs? 2. Is humanism a religion or a belief?	● Compare their own ideas, influences and/or feelings with those of others ● Make links between what they and other people think about God / being human / what is important in life / how to behave ● Give reasons for beliefs, attitudes and actions, especially in relation to their own developing worldview ● Ask significant questions about life or human experience, comparing their ideas with others' and suggesting answers from their learning

Year 4 - Religious Education Teaching Unit

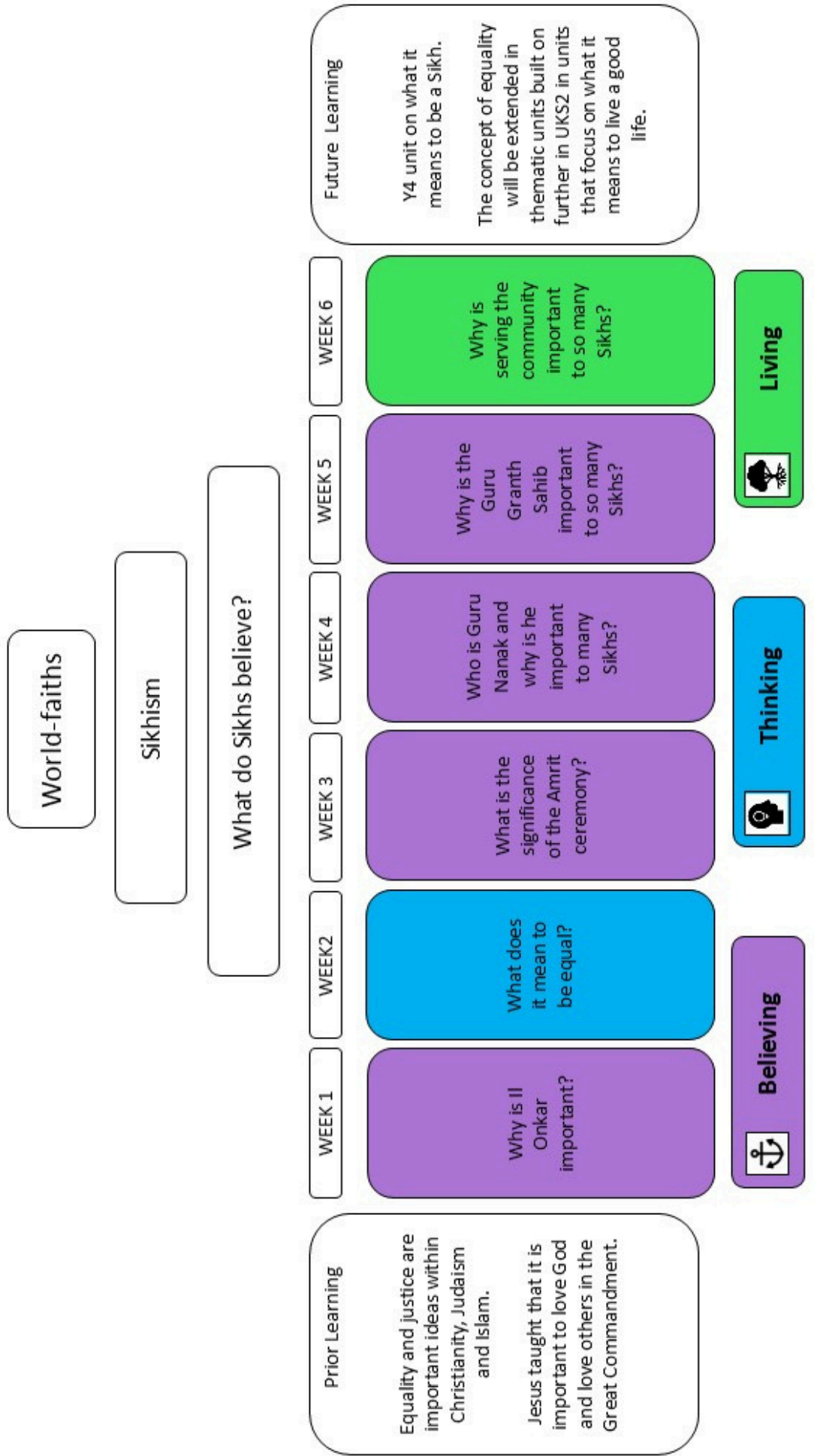
The Big Picture



Unit Title: What does the journey through Advent mean?	
What is the purpose of this unit? This unit teaches about advent as a time of preparation for the birth of Jesus. It focuses on the tradition and the meaning or theme of each candle, reminding us of who prepared for the coming of Christ. Recognise that Incarnation is part of the 'Big Story' of the Bible. To tell the story of the preparation of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'.	
Vocabulary:	By the end of this unit, pupils should know:
Advent Prophet Patriarch Matriarch Baptist Foretell	- Throughout the Bible, there are figures who prepare the way for Jesus. - 'The Patriarchs' can focus on Abraham, father in faith, and David, the ancestor in whose city Jesus was born. 'The Prophets' gives an opportunity to reflect on the way the birth of the Messiah was 'foretold'. John, who proclaimed the Saviour, and Mary, who bore him in her womb, complete the picture. - According to tradition, there are four Matriarchs, or mothers of the tribes of Israel. These are Sarah, Rebekah, Leah, and Rachel
Key questions to shape learning:	Expected outcomes for this unit, - what will pupils do to show this knowledge?
1) Who were the patriarchs and matriarchs? What was their role? 2) Who were the Prophets? Why were they important? 3) Who was John the Baptist? How did he prepare the way of the incarnation? 4) How does Mary's example influence Christians today?	✚ Explain who were the patriarchs and matriarchs ✚ Make links between the concepts - between the prophets foretelling and John the Baptist preparing the way ✚ Reflect and discuss on the impact of Mary on Christians and the Christian community
Bible references to underpin this teaching and learning (if appropriate):	

Year 4 - Religious Education Teaching Unit

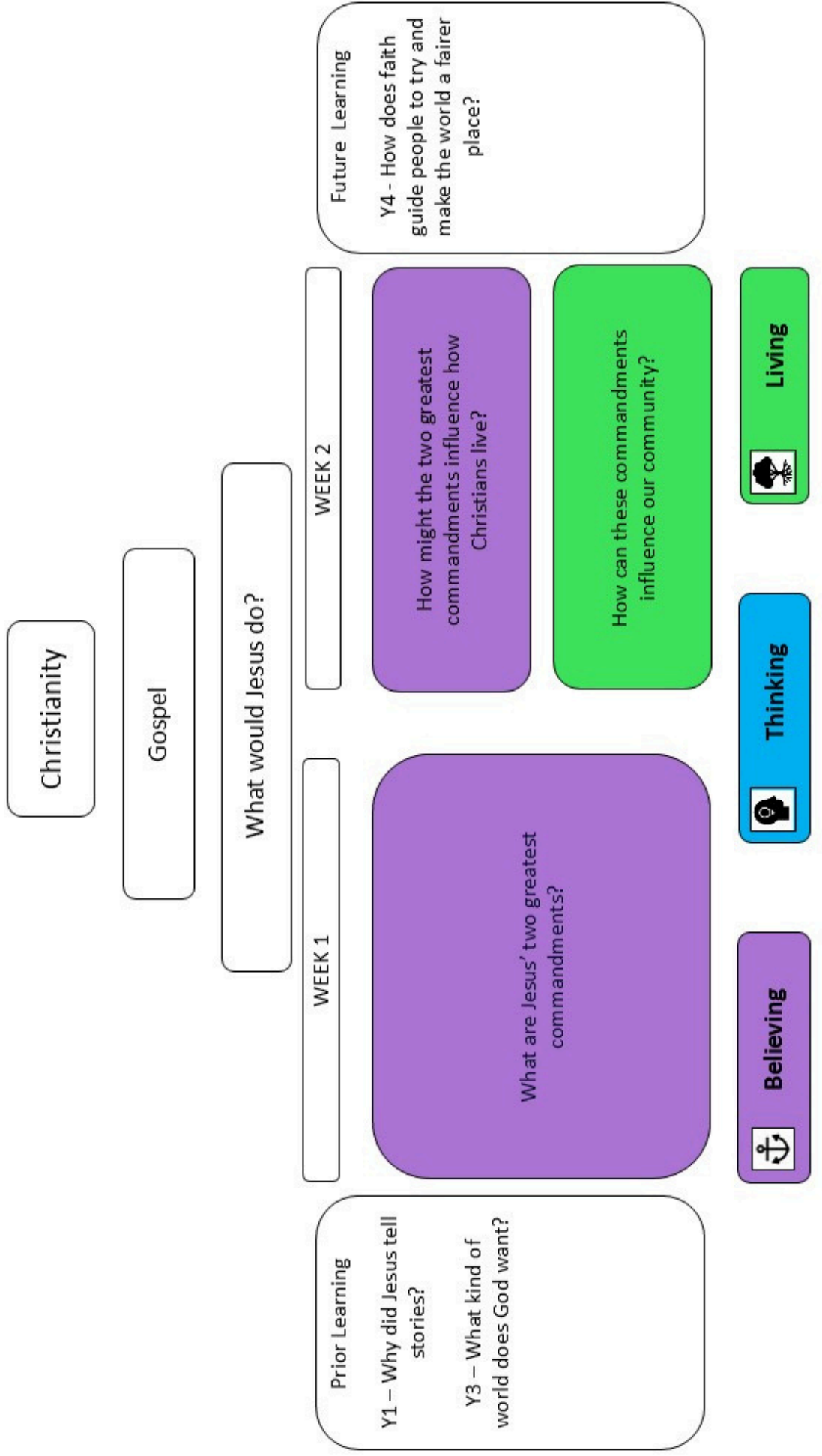
The Big Picture



Unit Title: What do Sikhs believe?	
What is the purpose of this unit? This unit is an introduction to the basic beliefs and practices of the Sikh faith. The unit will introduce some of the key beliefs, importance of equality and general insight into the Sikh community that will be developed in the second unit.	
Vocabulary: Guru Nanak, Guru Gobind Singh, Sikh/Sikhi, Faith, Belonging, Il Onkar and Guru Granth Sahib Ji	By the end of this unit, pupils should know that: Guru Nanak Ji was the found of Sikhi and he is not worshipped as a god; Guru means teacher and there are ten gurus of sikhi; That Sikhs believe God is one (il Onkar) and can be found in all living things (Naam); That equality is very important in Sikhi society; That the Sikh holy book is called the Guru Granth Sahib Ji
Key questions to shape learning: 1. Why is the Il Onkar important? 2. What does it mean to be equal? 3. What is the significant of the Amrit ceremony for a Sikh? 4. Who is Guru Nanak and why is he important to many Sikhs? 5. Why is the Guru Granth Sahib important to so many Sikhs? 6. Why is serving the community important to so many Sikhs?	Expected outcomes for this unit, - what will pupils do to show this knowledge? ✚ Explain some key beliefs such as il Onkar and Naam ✚ Describe how these beliefs / concepts are expressed through objects, symbols, worship, practices and festivals ✚ Describe and explain the importance of Guru Nanak or the Guru Granth Sahib to most Sikhs ✚ Describe how Hindus show their faith within their faith communities in Britain 💡 Apply ideas about equality to their own and others' lives ✚ Raise questions and suggest answers about what is good about being Sikh 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
Bible references to underpin this teaching and learning (if appropriate):	

Year 4 - Religious Education Teaching Unit

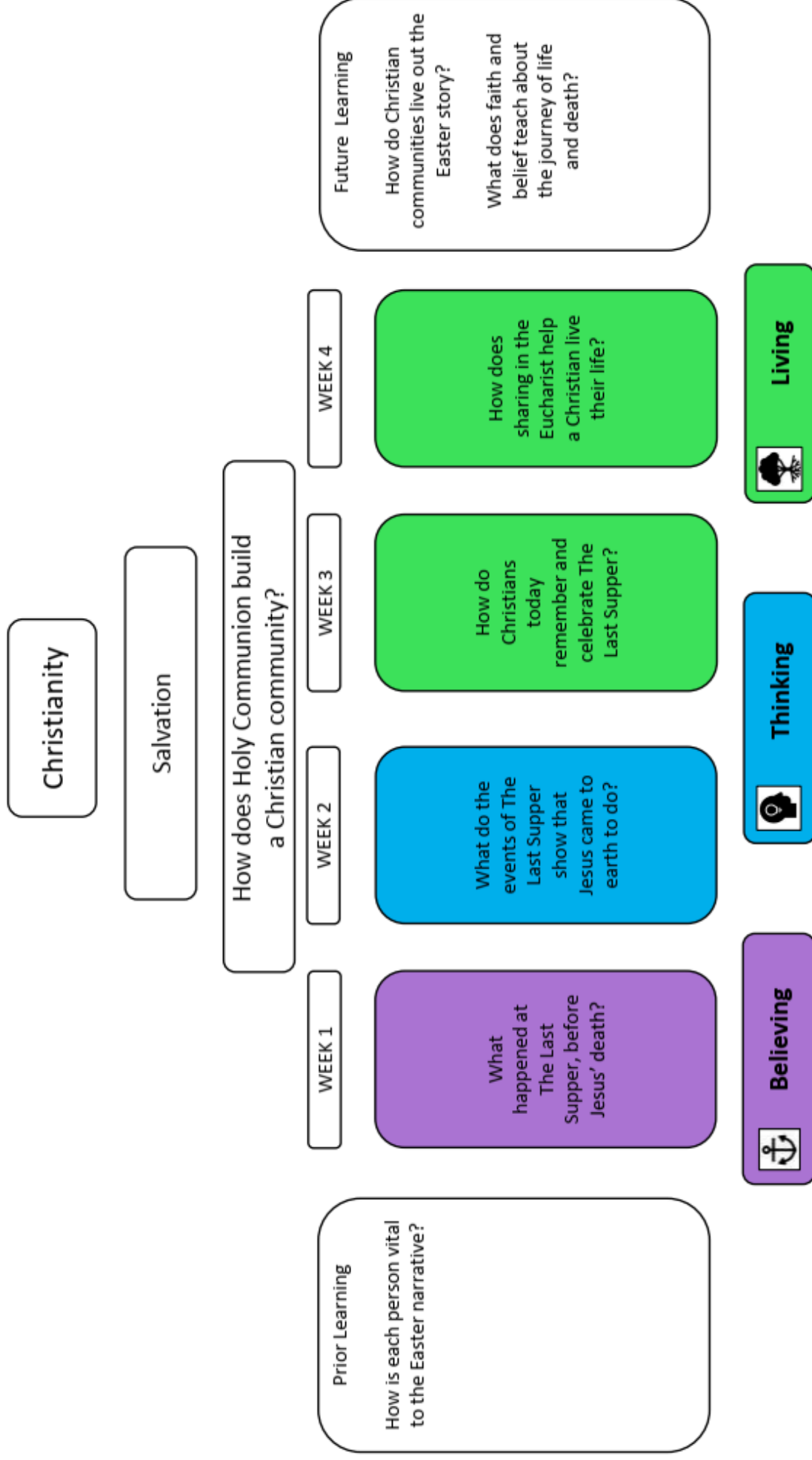
The Big Picture



Unit Title: What would Jesus do?	
What is the purpose of this unit? This unit explores the teachings of Jesus and examines his teaching about the two greatest commandments – to love God and love your neighbour. How do these help Christians to decide how to live? Keep these commands in mind as pupils explore these and other teachings from the Bible and consider how Christians might ask what would Jesus do and how the values of love might impact on our own lives.	
Vocabulary:	By the end of this unit, pupils should know that:
Commandment, Sermon, Neighbour, Justice and Reconciliation	Review the Sermon on the Mount: Matthew 5–7, knowing these help Christians know the right way to live and understand the good news. Know and understand the two greatest commandments. The two greatest commandments help Christians to live well and ask ‘what Jesus would do?’. Ways in which Christians, and others, show generosity to those in need, e.g. the work of Christian Aid, supporting foodbanks, volunteering for charities. Non-religious and people of other faiths are also committed to serving others. How loving one another can inspire communities and impact in practical ways.
Key questions to shape learning:	Expected outcomes for this unit, - what will pupils do to show this knowledge?
1. What are Jesus’ two greatest commandments? 2. How might the two greatest commandments influence how Christians live? 2. How can these commandments impact our community positively?	✦ Identify features of Gospel texts and suggest meanings of the Gospel texts studied and compare with their own ideas ✦ Make connections between Christian teachings and the issues, problems and opportunities in the world and communities today ✦ Articulate their responses to the issues studied, recognising different points of view
Bible references to underpin this teaching and learning (if appropriate): Matthew 22:36–40	

Year 4 - Religious Education Teaching Unit

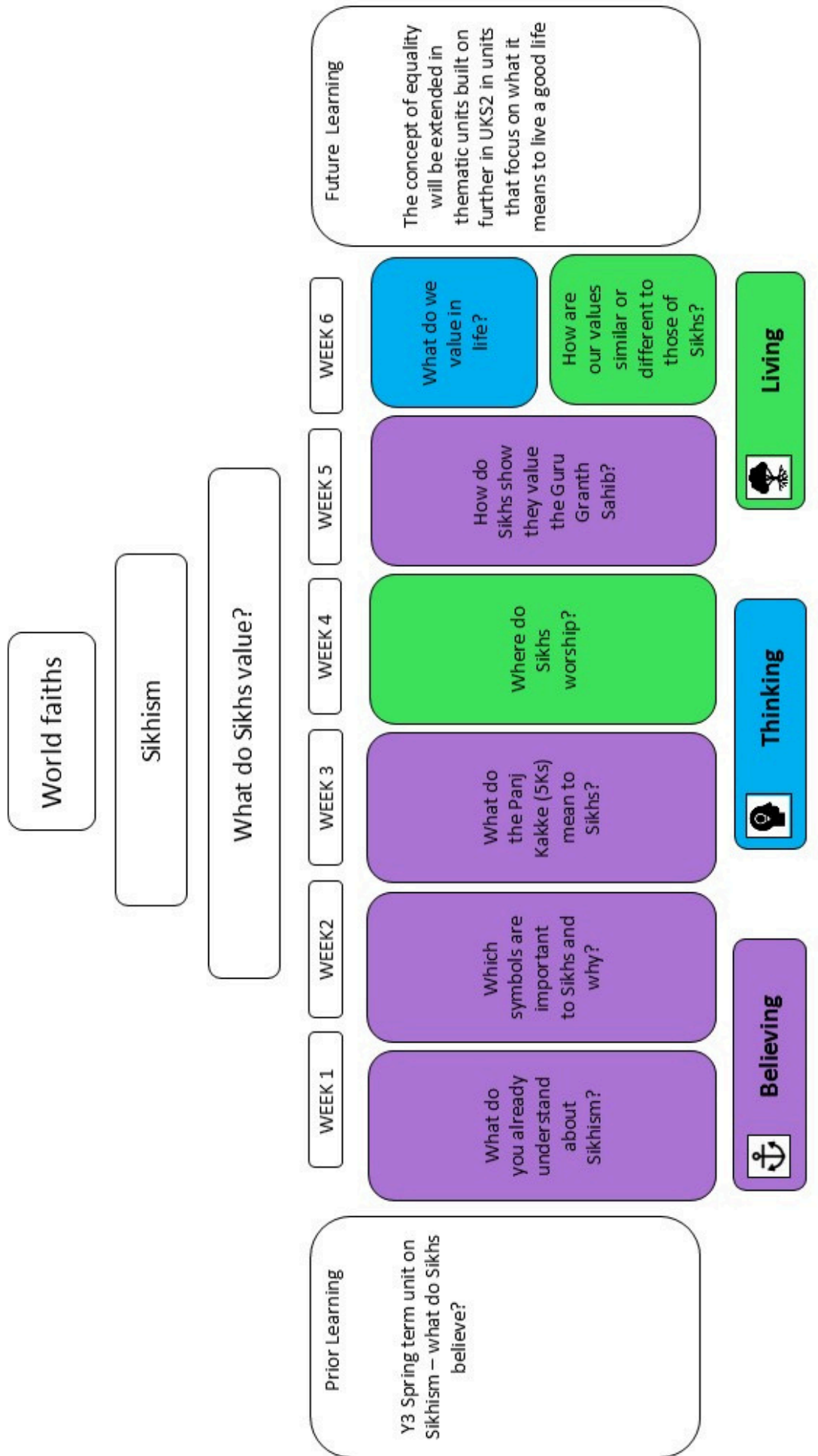
The Big Picture



Unit Title: How does Holy Communion build a Christian community? What is the purpose of this unit? This is the fifth of annual RE teaching units about the Christian concept of Salvation to be taught in the run-up to and at Easter. Pupils learn more about the Christian festival of Easter, focusing on the events of The Last Supper which took place the night before Jesus died. There are two main parts to teach about, Jesus washing his disciples' feet and the institution of The Last Supper when Jesus shared bread and wine with his disciples and commanding them to do likewise. The unit goes on to explore the importance of the Eucharist for Christians today and how Holy Communion builds a Christian community.	
Vocabulary: Christian, Easter, Maundy Thursday, sharing, remember, celebrate, Last Supper, Holy Communion, Eucharist and salvation	By the end of this unit, pupils should know that: The Last Supper was important in showing the disciples what Jesus came to earth to do; Jesus' words and actions at The Last Supper are recorded in The Bible and this forms the heart of the Eucharist services held across the world today; Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection; Christians remember and celebrate Jesus' last week, death and resurrection; The core concept and belief about the Eucharist for Christians; Christians today trust and believe that Jesus rose from the dead and that He is still alive today.
Key questions to shape learning:	Expected outcomes for this unit, - what will pupils do to show this knowledge?
1. Why happened at The Last Supper, before Jesus' death? 2. What do the events of The Last Supper show that Jesus came to earth to do? 3. How do Christians today remember and celebrate The Last Supper? 4. How does sharing in the Eucharist help a Christian live their life?	✚ Describe and suggest meanings for different parts of the Eucharist for Christians; ✚ Make links between what Christians learn from Jesus' example at The Last Supper and how they should try to live their lives; ✚ Identify the impact of The Last Supper on how Christians worship today; ✚ Express how taking part in the Eucharist affects a Christian's life; ✚ Consider how Holy Communion builds a faith community amongst Christians.
Bible references to underpin this teaching and learning (if appropriate): John 13:1-17 and Luke 22, 14-23.	

Year 4 - Religious Education Teaching Unit

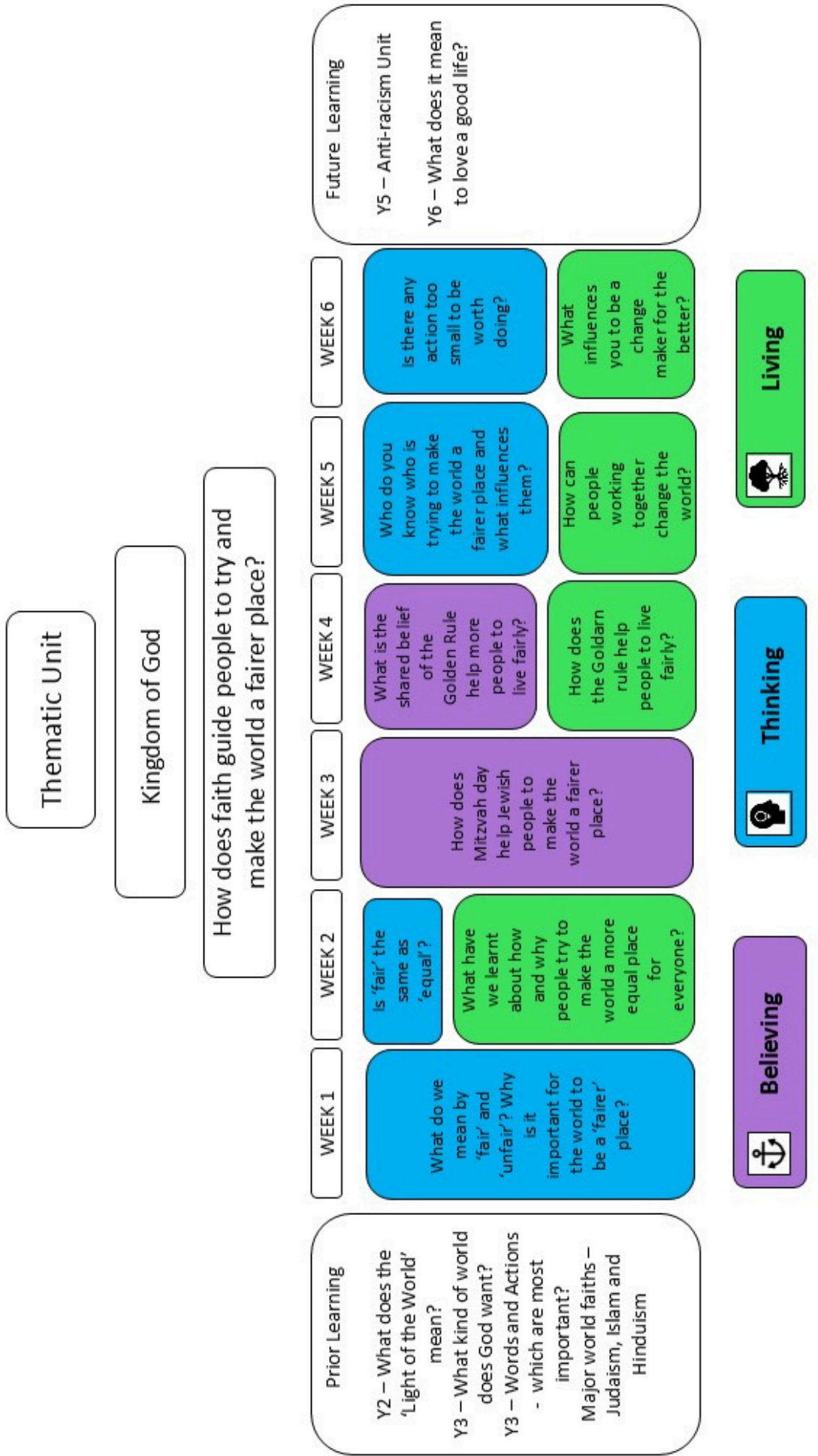
The Big Picture



Unit Title: What do Sikhs value?	
What is the purpose of this unit? This unit builds on the first unit on Sikhism. It will explore the beliefs of Sikhs, in particular, developing the importance of equality. Pupils should gain a general insight into what many Sikhs value and how they express this in worship and action, including their commitment to 'pray, work and give' and the wearing of the 5ks.	
Vocabulary: Guru Nanak, Guru Gobind Singh, Langar, Kesh, Kara, Kachera, Kanga, Kacca, Kirpan, Gurdwara, Guru Granth Sahib	By the end of this unit, pupils should know that: <i>Recap:</i> Guru Nanak Ji was the found of Sikhi and he is not worshipped as a god; Guru means teacher and there are ten gurus of sikhi; That God is one (il Onkar) and can be found in all living things (Naam;) That equality is very important in Sikhi society; That the Sikh holy book is called the Guru Granth Sahib Ji. <i>New learning:</i> That Sikhs have special symbols which reflect Sikh identity, including the five Ks; The holy book for Sikhs is called Guru Granth Sahib and that Sikhs consider this to be a living guru, not just a book; That the Gurdwara is the home to the Guru Granth Sahib; Sikhs workshop at the Gurdwara and at home; That the Nishan Sahib is considered to be sacred; That the three main duties of a Sikh are to 'pray, work and give'
Key questions to shape learning:	Expected outcomes for this unit, - what will pupils do to show this knowledge?
1. Recap of learning from Sikhism 1. 2. Which symbols are important to Sikhs and why? 3. What do the Panj Kakke (5Ks) mean to Sikhs? 4. Where do Sikhs worship? Visit to the Gurdwara 5. How do Sikhs show they value the Guru Granth Sahib? 6. What do we value in life? 6. How are our values similar or different to those of Sikhs?	♣ Describe and explain the importance of Guru Nanak Ji or the Guru Granth Sahib to most Sikhs ♣ Describe where many Sikhs worship, and summarise their main duties, giving reasons why these are central to a Sikh's beliefs ♣ Identify the special symbols for Sikhs and explain their meaning, relating these to Sikhi beliefs, (e.g. the importance of equality) ♣ Make links between Sikh beliefs, texts/ stories and practices; ♣ Investigate and connect aspects of Sikhi beliefs, reflecting on similarities and differences between worship in the home and worship in the gurdwara ♣ Describe and reflect on how a Sikh's beliefs might impact their life ♣ Apply ideas about 'duties' or 'equality' to their own and others' lives
Bible references to underpin this teaching and learning (if appropriate):	

Year 4 - Religious Education Teaching Unit

The Big Picture



Unit Title: How does faith guide people to try and make the world a fairer place? What is the purpose of this unit? The learning explores understanding the things that people from different faith and belief backgrounds do to try to tackle injustice and make the world a better place. During this unit, pupils should also develop their concept of a global community, and recognise how people of many different beliefs, cultures and traditions should live together and learn from each other. It is also an opportunity to allow pupils to understand that they too can make a difference in the world.	
Vocabulary: Equality, Equity, Injustice, Racial Justice, Social Justice, UN (united nations) and Citizen	By the end of this unit, pupils should know that: We are all members of communities and that our actions affect others; We are all human beings with the same needs, which is reflected in international laws such as UN Rights of the Child; Seeing the world from another person's point of view can help make us better global citizens; There are situations of social and economic unfairness in the world; Many religions and beliefs teach that it is important to share and give to those who are in need, and make a difference in the world, which includes environmental action; that they can make a difference in the world
Key questions to shape learning:	Expected outcomes for this unit, - what will pupils do to show this knowledge?
1. What do we mean by 'fair' and 'unfair'? Why is it important for the world to be a 'fairer' place? 2. Is 'fair' the same as 'equal'? 2. What have we learnt about how and why people try to make the world a more equal place for everyone? 3. How does Mitzvah day help Jewish people to make the world a fairer place? 4. What is the shared belief of the Golden rule? 4. How does the Golden Rule help people to live fairly? 5. Who do you know who is trying to make the world a fairer place and what influences them? 5. How can people working together change the world? 5. Is there any action too small to be worth doing? 6. What influences you to be a change maker for the better?	✚ Suggest reasons why people might want to make the world a fairer or more equal place, giving examples from their learning ✚ Make links between how different people address issues of injustice & their beliefs, and talk about the reasons for some similarities and /or differences ✚ Talk about the impact of beliefs and practices on different people's lived experience or their communities ✚ Explain what difference people's actions (e.g. charities) can make to the lives of others ✚ Respond sensitively to the views of others ✚ Express their own ideas about justice, fairness and/or equality ✚ Describe some of the challenges of taking action to address injustice ✚ Give reasons for some of the views they have, relating to where their ideas come from
Bible references to underpin this teaching and learning (if appropriate):	

IMPLEMENTATION

2024 SYLLABUS: UPPER KEY STAGE TWO

Year Five

Who are the 'fearless women of faith'?

Should every Christian go on a pilgrimage?

What does it mean to be a Buddhist?

How did the Church begin?

How do Christian communities live out the Easter Story?

What is the Buddhist way of life?

What does faith and belief teach about the journey of life and death?

How do art and the media convey Christmas to all people?

How can people of faith serve God and bring freedom and justice to others?



2024 SYLLABUS: UPPER KEY STAGE TWO

Year Six

How has the Christian message survived?

Understanding faith

How do Muslims show commitment to Allah?

What Is wisdom?

Why do Christians call 'Good Friday' good?

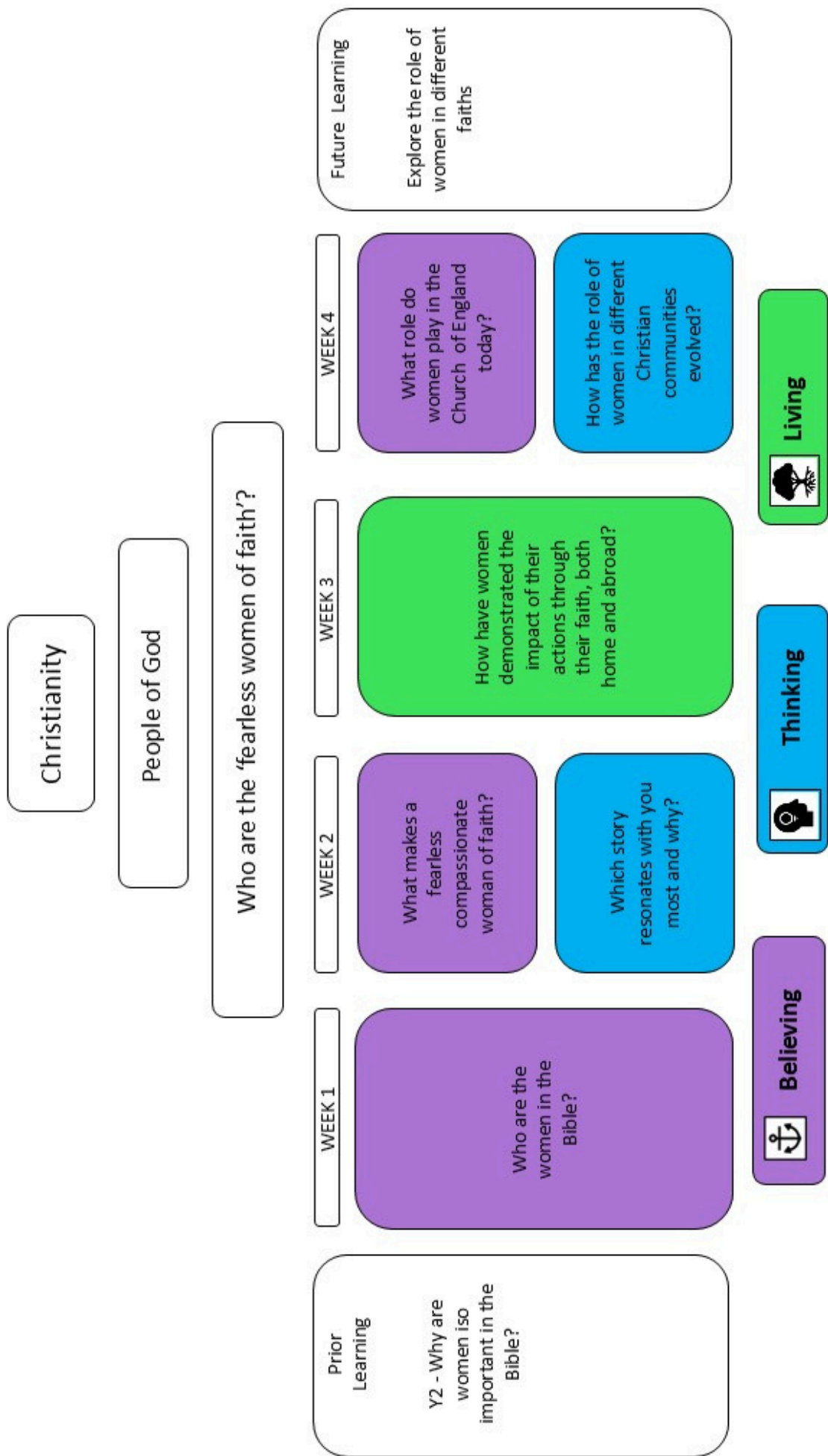
How does the Torah help Jewish people to understand what being Jewish means?

What does it mean to live a good life?



Year 5 - Religious Education Teaching Unit

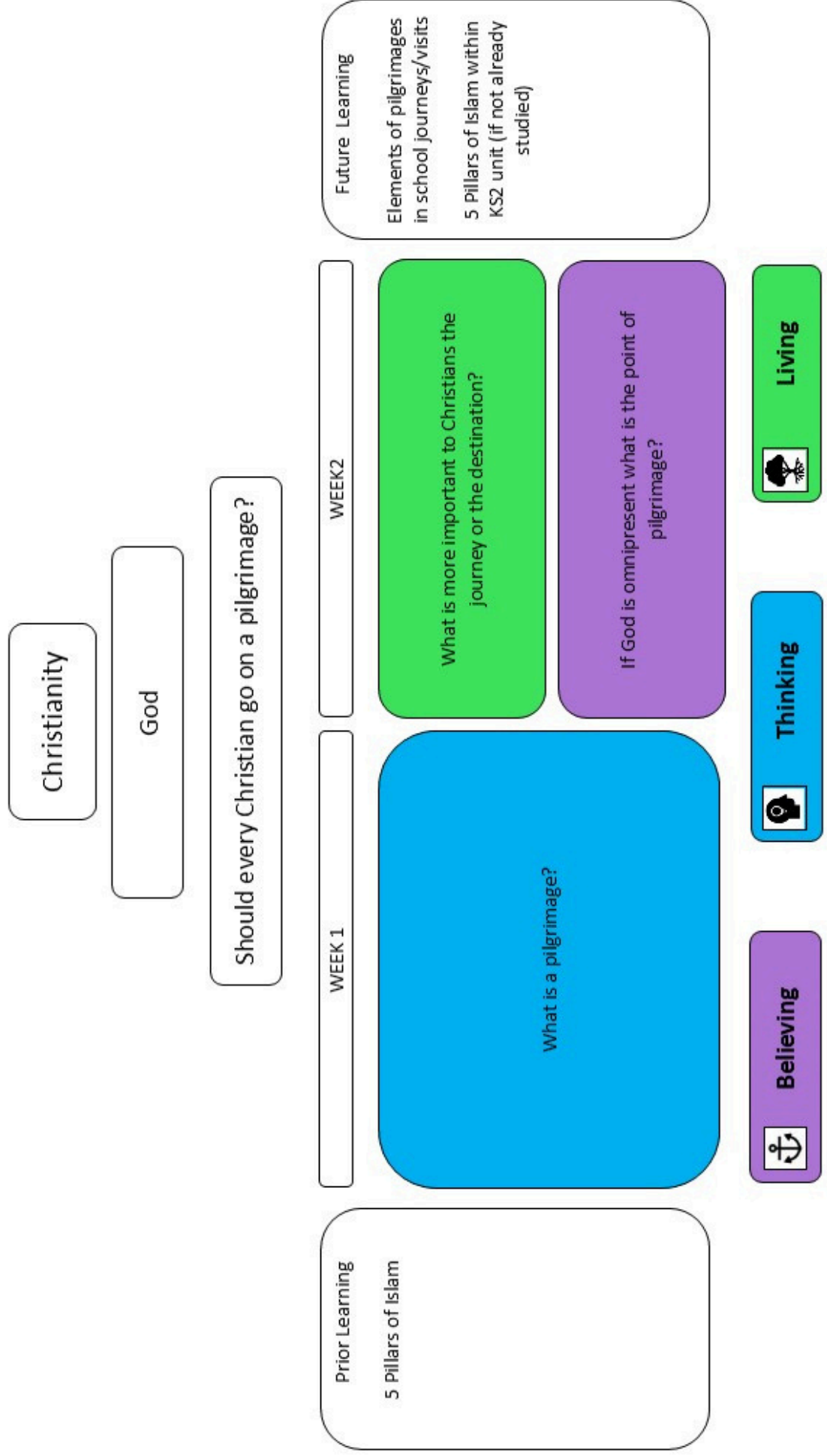
The Big Picture



Unit Title: Who are the 'fearless women of faith'? <i>(There is a comprehensive resource pack to go with this unit)</i>	
What is the purpose of this unit? To explore, examine and compare the different representations of women both in the bible and in different walks of life and in the church To explore women's contribution through the Bible, through actions and through the different branches of the church To open discussions about the importance of women's role both in the past and currently	
Vocabulary: Fearless, Compassionate, Ethical, Ordained, Social Justice (every human being deserves the full spectrum of political), Economic, Social Rights and Opportunities	By the end of this unit, pupils should know that: The role of women in the Bible in following their faith and throughout history has not always been highlighted; That women play a key role in the Christian churches- Quakers/ Methodist/ United Reformed Churches have all had women leaders for many years; That the Church of England agreed in 2014 to have Women Bishops, having first ordained women in 1994
Key questions to shape learning: 1. Who are the women in the Bible? 2. What makes a fearless, compassionate woman of faith? 2. Which story resonates with you most and why? 3. How have Women demonstrated the impact of their actions through their faith, both home and abroad? 4. What role do women play in the Church of England today? 4. How has the role of women, in different Christian communities, evolved?	Expected outcomes for this unit, - what will pupils do to show this knowledge? ✚ Explore ideas about the role of women in the church, expressing their understanding in theological terms 💡 Suggest what might happen as a result of their own and others' thinking about the role of women both past and present 💡 Ask and answer questions and present clearly their own views on the role of women in the church and in church communities while respectfully considering others' views 💡 Suggest some ways in which different people might view the role of women 💡 Investigate the impact of beliefs for different people in different communities
Bible References to Underpin This Teaching and Learning (if appropriate):	

Year 5 - Religious Education Teaching Unit

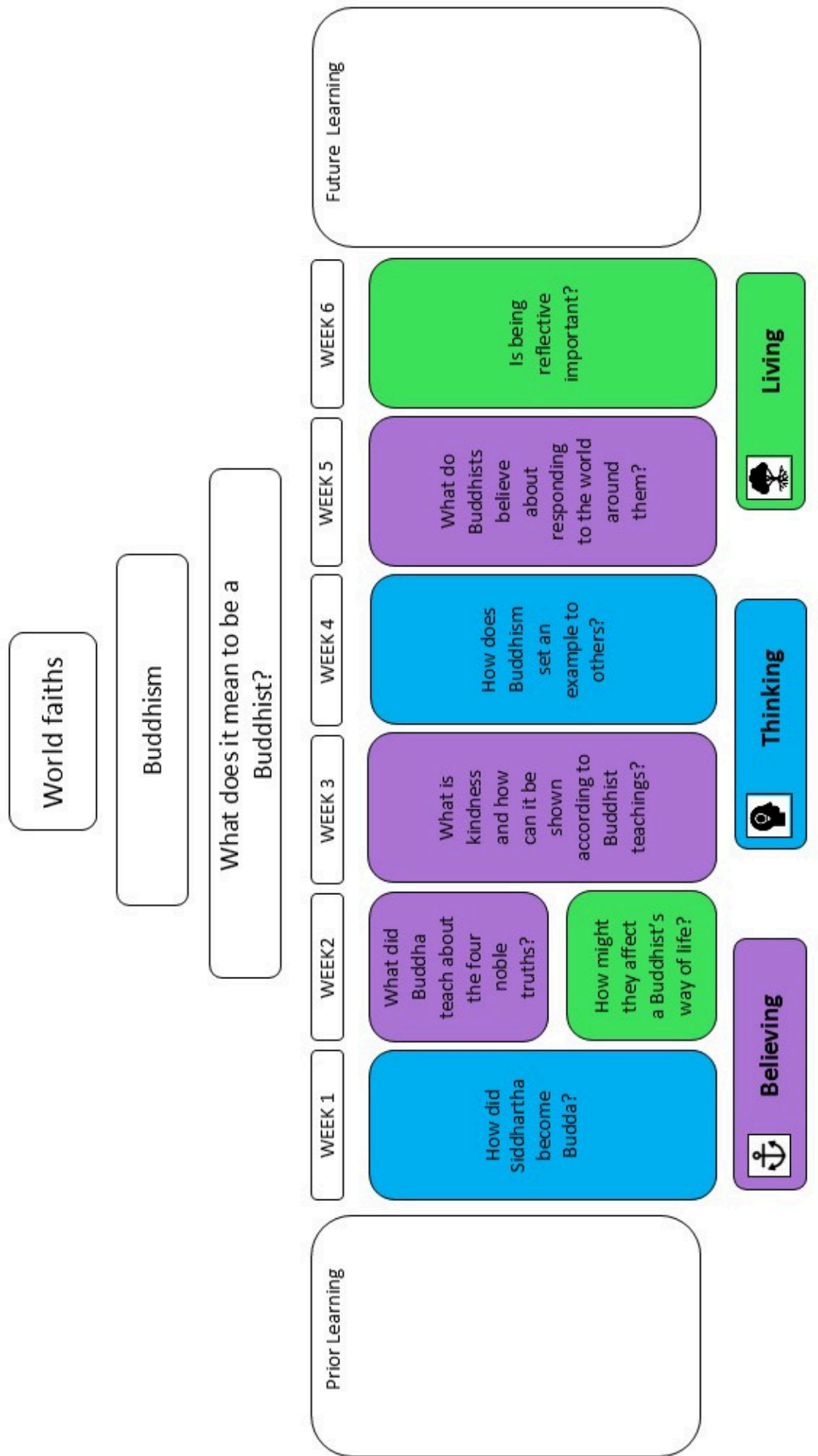
The Big Picture



Unit Title: Should every Christian go on a pilgrimage?	
What is the purpose of this unit? To explore the difference between special places and places of pilgrimage To discuss the possible experience / impact of a pilgrimage on a Christian before, during and afterwards	
Vocabulary:	By the end of this unit, pupils should know that:
Pilgrimage (a journey, made to a sacred place as an act of religious devotion), Sacred (connected with God) and Omnipresent (present everywhere at the same time)	There are similarities and differences between pilgrimages in different faiths; A deeper understanding of spiritual growth can be gained from a pilgrimage; A deeper understanding of what a pilgrimage is and what impact it can have on an individual.
Key questions to shape learning:	Expected outcomes for this unit, - what will pupils do to show this knowledge?
1. What is a pilgrimage? 2. What is more important to Christians the journey or the destination? 2. If God is omnipresent what is the point of pilgrimage?	🔍 Investigate and describe similarities and differences in lived experience within and between religions and beliefs 💡 Explain how sources of inspiration and influence make a difference to themselves and others 🤔 Reflect on possible connections between worldviews and the search for the meaning of life through pilgrimage ✎ Gather ideas about pilgrimage drawing on resources and express their understanding of concepts in theological terms
Bible references to underpin this teaching and learning (if appropriate):	

Year 5 - Religious Education Teaching Unit

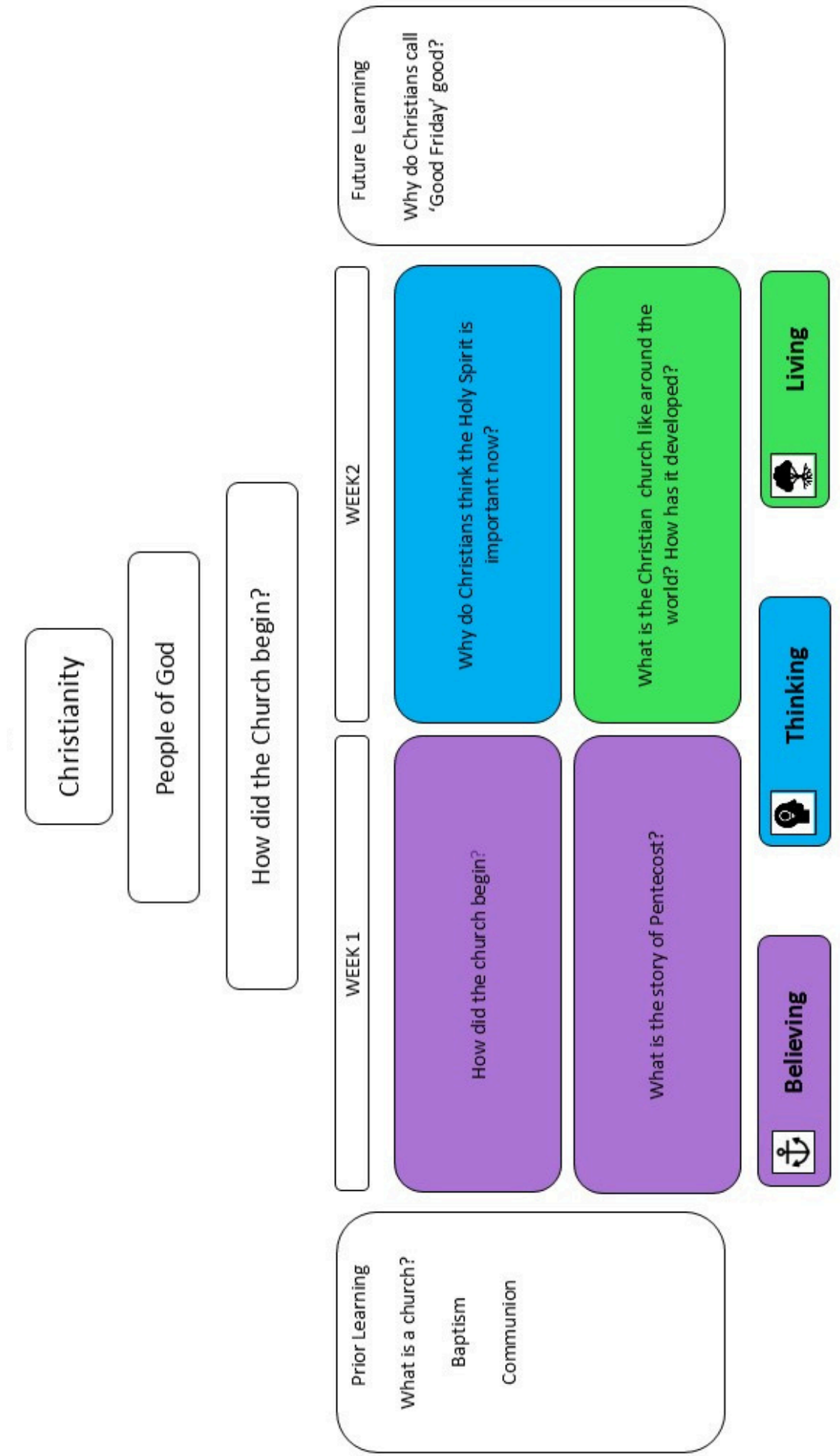
The Big Picture



Unit Title: What does it mean to be a Buddhist?	
What is the purpose of this unit? To have an awareness of a world religion. To learn about Siddhartha and the circumstances that led to him becoming Buddha and achieving enlightenment. Introduction to Buddhist virtues and belief.	
Vocabulary:	By the end of this unit, pupils should know that:
Buddhism, Buddha and enlightenment	Siddhartha became Buddha and achieved enlightenment; The meaning behind being a Buddhist
Key questions to shape learning:	Expected outcomes for this unit, - what will pupils do to show this knowledge?
1. How did Siddhartha become Buddha? 2. What did Buddha teach about the four noble truths? 3. How might they affect a Buddhist's way of life? 4. What is kindness and how can it be shown according to Buddhist teachings? 5. How does Buddhism set an example to others? 6. What do Buddhists believe about responding to the world around them? 7. Is being reflective important?	✚ Explore, gather, select, and organise ideas about religion, belief or worldviews, drawing on key texts /sources and concepts express their understanding of concepts in theological terms ✚ Suggest some ways in which different people might interpret texts / sources ✚ Describe the impact of beliefs and practices for different people ✚ Suggest what might happen as a result of their own and others' thinking, attitudes or actions, drawing on examples from their learning
Bible references to underpin this teaching and learning (if appropriate):	

Year 5 - Religious Education Teaching Unit

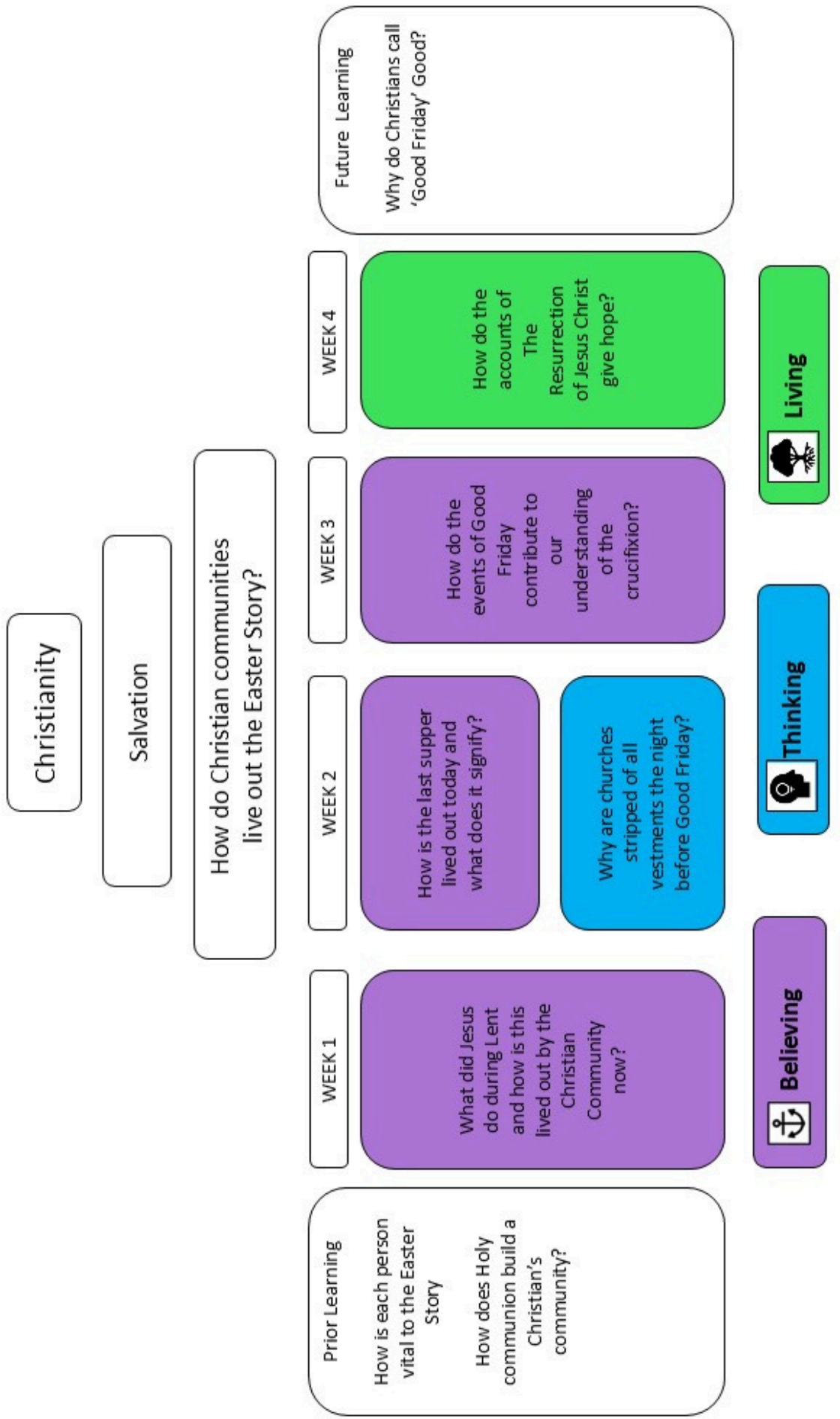
The Big Picture



Unit Title: How did the Church begin?	
What is the purpose of this unit? To relate and understand the festival of Pentecost to the beginning of the church and to understand the power of the holy spirit To understand and discuss why Christians believe in the saving power of Jesus Christians might say and feel that the Spirit of God is like a battery: Christians can't do God's work and live in God's way without the Holy Spirit's power	
Vocabulary: Holy Spirit, baptism, Pentecost, diversity, inclusive	By the end of this unit, pupils should know that: Baptism and sharing worship are signs of belonging to a church; What is meant by Pentecost – the beginnings of the early church; The story of Paul; The diversity of the church across the world and the importance of Jesus' message for an inclusive church.
Key questions to shape learning:	Expected outcomes for this unit, - what will pupils do to show this knowledge?
- How did the Christian Church begin? - What is the story of Pentecost? - Why do Christians think the Holy Spirit is important now? - What is the Christian Church like around the world? How has it developed?	- Describe the impact of beliefs and practices for different people in different times - Explain the impact of diversity in their own community and how this has changed over the years - Suggest some ways in which different people might interpret texts and painting of the Holy Spirit - Suggest what might happen as a result of their own and others' thinking, attitudes or actions, drawing on examples from their learning and from their own communities - Develop insights of their own in exploring questions raised by the study of religions and beliefs, relating to their own personal worldview
Bible References to Underpin This Teaching and Learning Matthew 28:16-20 Mark 16:15-20 Luke 24:50-53 Acts 1:1-14 Acts 1:7-9 Acts 2:1-4 Acts 3:1-10	

Year 5 - Religious Education Teaching Unit

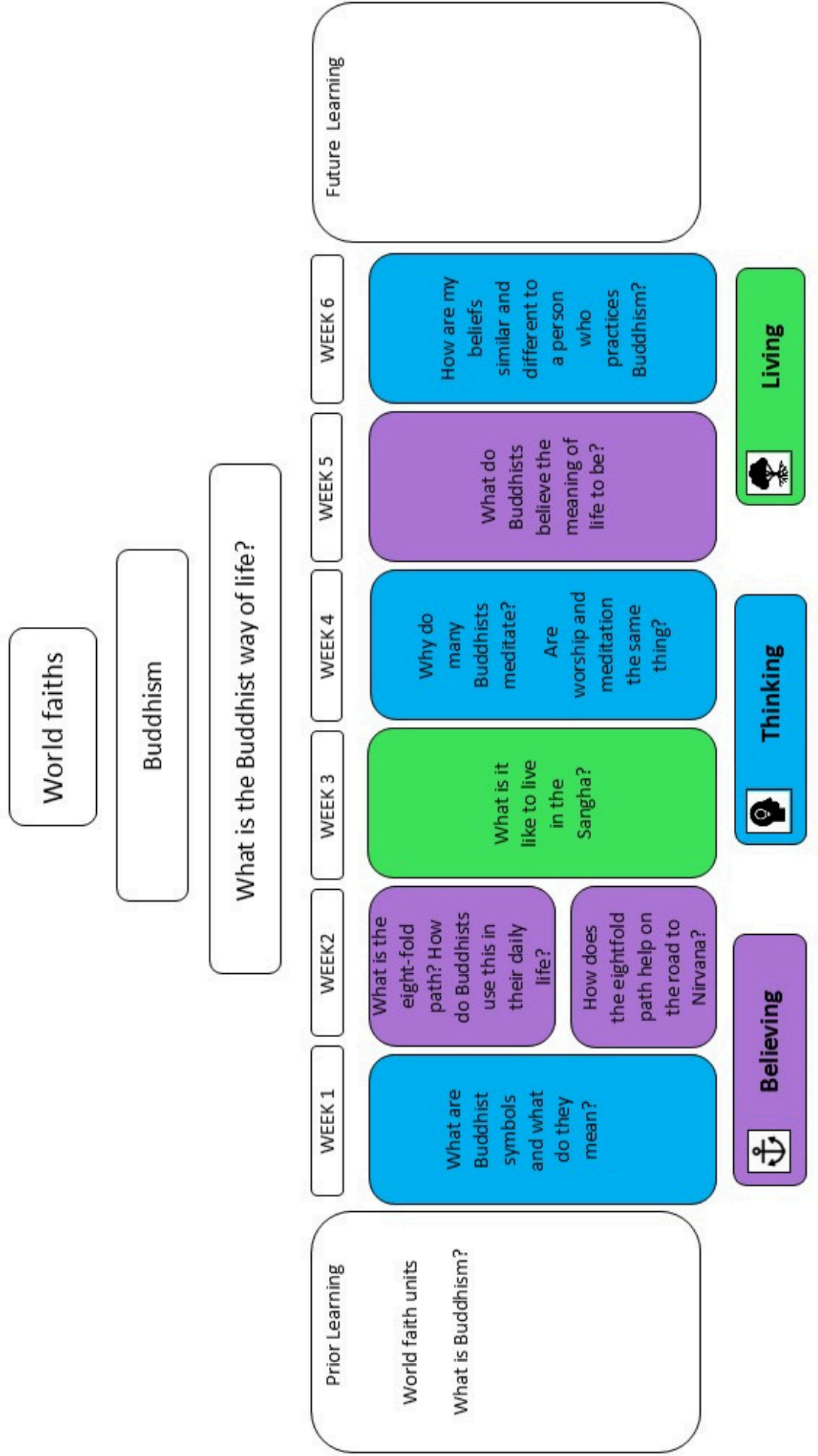
The Big Picture



Unit Title: How do Christian communities live out the Easter Story?		
What is the purpose of this unit? To understand the significance of Lent To explore the liturgy of Easter Week To discuss the importance of forgiveness and resurrection To understand the concept of Salvation		
Vocabulary:		By the end of this unit, pupils should know that:
Resurrection, Forgiveness, Maundy Thursday, Good Friday, Salvation and Paschal candle		Ash Wednesday is the beginning of Lent and that Lent lasts for 40 days; What Jesus did during Lent and how this impacts on Christians today – (prayer, reflection and service); What churches do during Lent and the significance of Maundy Thursday (The last supper), Good Friday (The crucifixion) and of Easter Sunday (The resurrection); Living out the Easter ritual inspires and influences Christians
Key questions to shape learning:		
1. What did Jesus do during Lent and how is this lived out by the Christian community now? 2. How is the last supper lived out today and what does it signify? 2. Why are churches stripped of all vestments the night before Good Friday? 3. How do the events of Good Friday contribute to our understanding of the crucifixion? 4. How does the liturgy of The Resurrection of Jesus Christ give hope?		✚ Explore, gather, select and organise ideas about Lent drawing on key texts and sources. (reflecting / praying / meditating /reading /preparing) ✚ Suggest some ways in which different people might interpret the last supper and what it means 🕯 Describe the impact of beliefs and practices for different people during Lent and Holy week 🕯 Develop insights of their own in exploring questions raised by the study of the resurrection, relating to their own personal worldview
Bible References to Underpin This Teaching and Learning: Matthew 26 v 17-56 Mark 14 v 12 – end Luke 22 v7-65 John 13 v1-20 John 18v1-27 Matthew 27 Mark 15 Luke 22 John 18		

Year 5 - Religious Education Teaching Unit

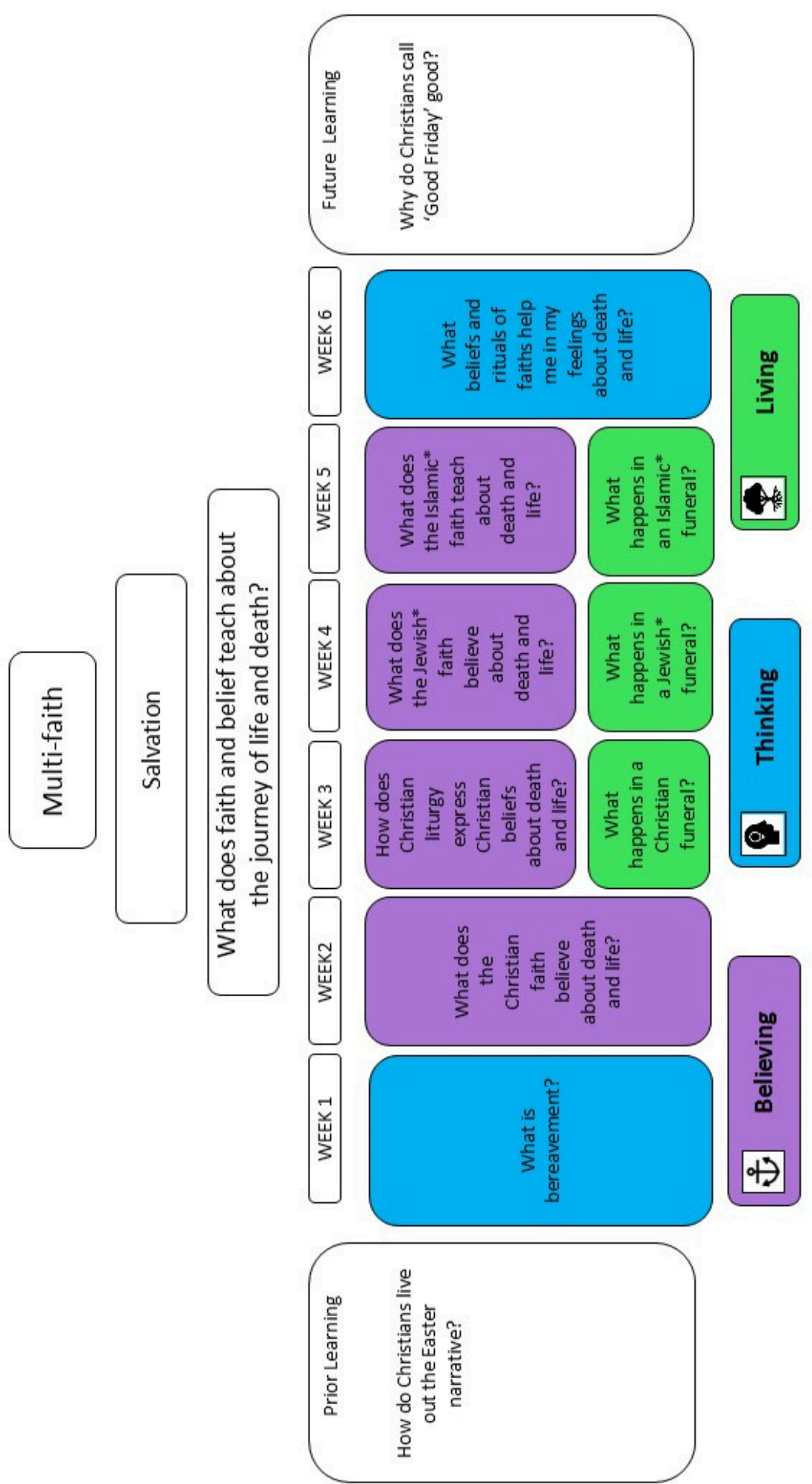
The Big Picture



Unit Title: What is the Buddhist way of life?	
What is the purpose of this unit? To have an awareness and some understanding of a world religion. To further explore the ideas and beliefs of Buddhism. To be able to use key vocabulary when explaining Buddhist ideas and tenets of their faith.	
Vocabulary:	By the end of this unit, pupils should know that:
Eightfold path, Four noble truths, Nirvana, Sangha, Meditation, Buddhism Budda and enlightenment	Buddhism is a non-theistic religion – with no god; Buddha means awakened or enlightened one; There are four noble truths and these were illustrated in Buddha's first sermon; Sangha – community is key to a Buddhist way of life; Meditation is an important part of being a Buddhist and that there are artefacts to help Buddhists meditate; There is a difference between meditation and worship.
Key questions to shape learning:	
1. What are Buddhist symbols and what do they mean? 2. What is the eight-fold path? How do Buddhists use this in their daily life? 2. How does the eightfold path help on the road to Nirvana? 3. What is it like to live in the Sangha? 4. Why do many Buddhists meditate? Are worship and meditation the same thing? 5. What do Buddhists believe the meaning of life to be? 6. How are my beliefs similar and different to a person who practices Buddhism?	Expected outcomes for this unit, - what will pupils do to show this knowledge? ✦ Explore, gather, select, and organise ideas about religion, belief or worldviews, drawing on key texts /sources and concepts express their understanding of concepts in theological terms; ✦ Suggest some ways in which different people might interpret texts / sources; ✦ Describe the impact of beliefs and practices for different people; ✦ Suggest what might happen as a result of their own and others' thinking, attitudes or actions, drawing on examples from their learning; ✦ Comment on connections between questions/beliefs/values/practices/ways of life, explaining their importance to different communities; ✦ Reflect on possible connections between worldviews and the human search for meaning in life.

Year 5 - Religious Education Teaching Unit

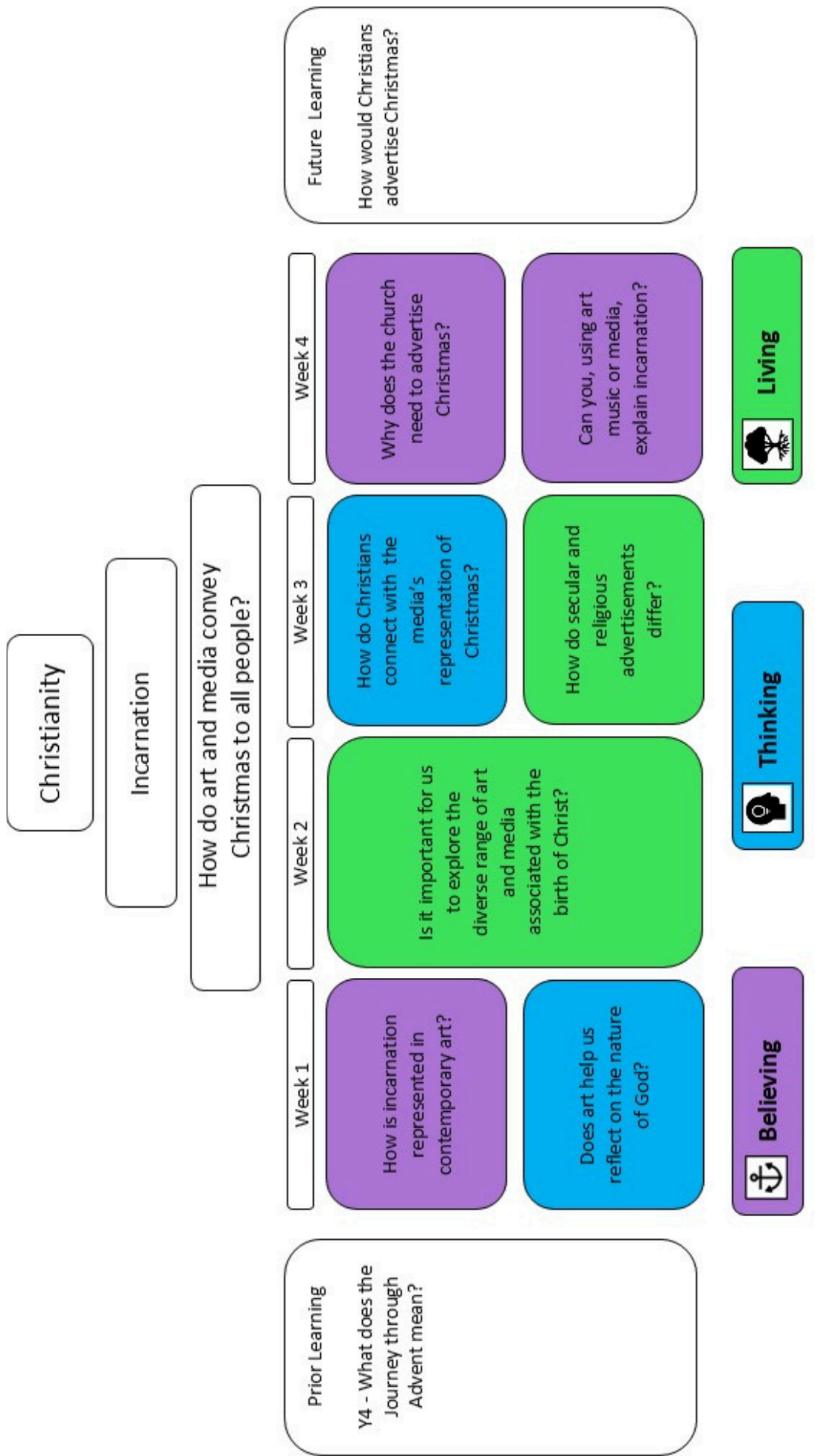
The Big Picture



Unit Title: What does faith and belief teach about the journey of life and death? What is the purpose of this unit? This unit provides an important and needed space for pupils to explore death and bereavement in the context of faiths and beliefs. Grief is explored as a natural process, moving onto what the Christian faith teaches about death and life, underpinned by the Christian concept of salvation. Pupils learn about what happens at a Christian funeral and explore how Christian liturgy expresses Christian beliefs about death and life. They move on to learn about Jewish and Islamic beliefs about death and life, looking at the death rituals involved in each of these faiths to symbolise those beliefs. Finally, pupils are invited to reflect on what they have learnt from faiths and beliefs to help them in their own feelings about death and life. (PLEASE NOTE: TEACHERS WILL NEED TO BE VERY SENSITIVE TO THE INDIVIDUAL CIRCUMSTANCES, BACKGROUNDS AND EXPERIENCES OF THE PUPILS IN THE CLASS WHEN TEACHING THIS UNIT).	
Vocabulary: Faith, belief, life, death, bereavement, grief, gospel, resurrection, New Testament, Christian hope, Heaven, ritual, funeral, liturgy, salvation, Jewish and Islam	By the end of this unit, pupils should know that: The gospels give accounts of Jesus' death and resurrection; The New Testament says that Jesus' death was 'for us,' Christians interpret this in a variety of ways including as a victory over death; leading from darkness to light, from slavery to freedom. Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end; This belief gives Christians hope for life with God, starting now and continuing in a new life, (Heaven); There are teachings and rituals of different faiths about death and life
Key questions to shape learning:	Expected outcomes for this unit, - what will pupils do to show this knowledge?
1. What is bereavement? 2. What does the Christian faith believe about death and life? 3. How does Christian liturgy express Christian beliefs about death and life? 3. What happens in a Christian funeral? 4. What does the Jewish* faith believe about death and life? 4. What happens in a Jewish* funeral? 5. What does the Islamic* faith teach about death and life? 5. What happens in an Islamic* funeral? 6. What beliefs and rituals of faiths help me in my feelings about death and life? <i>*Questions 4 and 5 could be substituted with different world religions or beliefs.</i>	● Explain what makes a difference to themselves and others in understanding and believing about death and life; ➔ Explore, gather, select and organise ideas in religions and beliefs about death and life, drawing on key texts, sources and concepts; ● Comment on connections between beliefs and practices relating to death and life, explaining their importance to different faith communities; ● Describe the impact of beliefs and practices about death and life for different people and religious communities. ● Suggest meanings for a range of forms of expression in rituals when someone has died, using accurate religious vocabulary; ➔ Express their understanding of the concept of salvation in theological terms; ● Develop insights of their own in exploring questions raised by exploring religious beliefs about death and life, relating to their own personal worldview; ● Suggest what might happen as a result of their own and others' thinking, drawing on examples from their learning.
Bible References to Underpin This Teaching and Learning Matthew 27 and 28; Mark 15 – 16:14; Luke 22:66 – 24:49; John 18:28 – 20:29	

Year 5 or 6 - Religious Education Teaching Unit

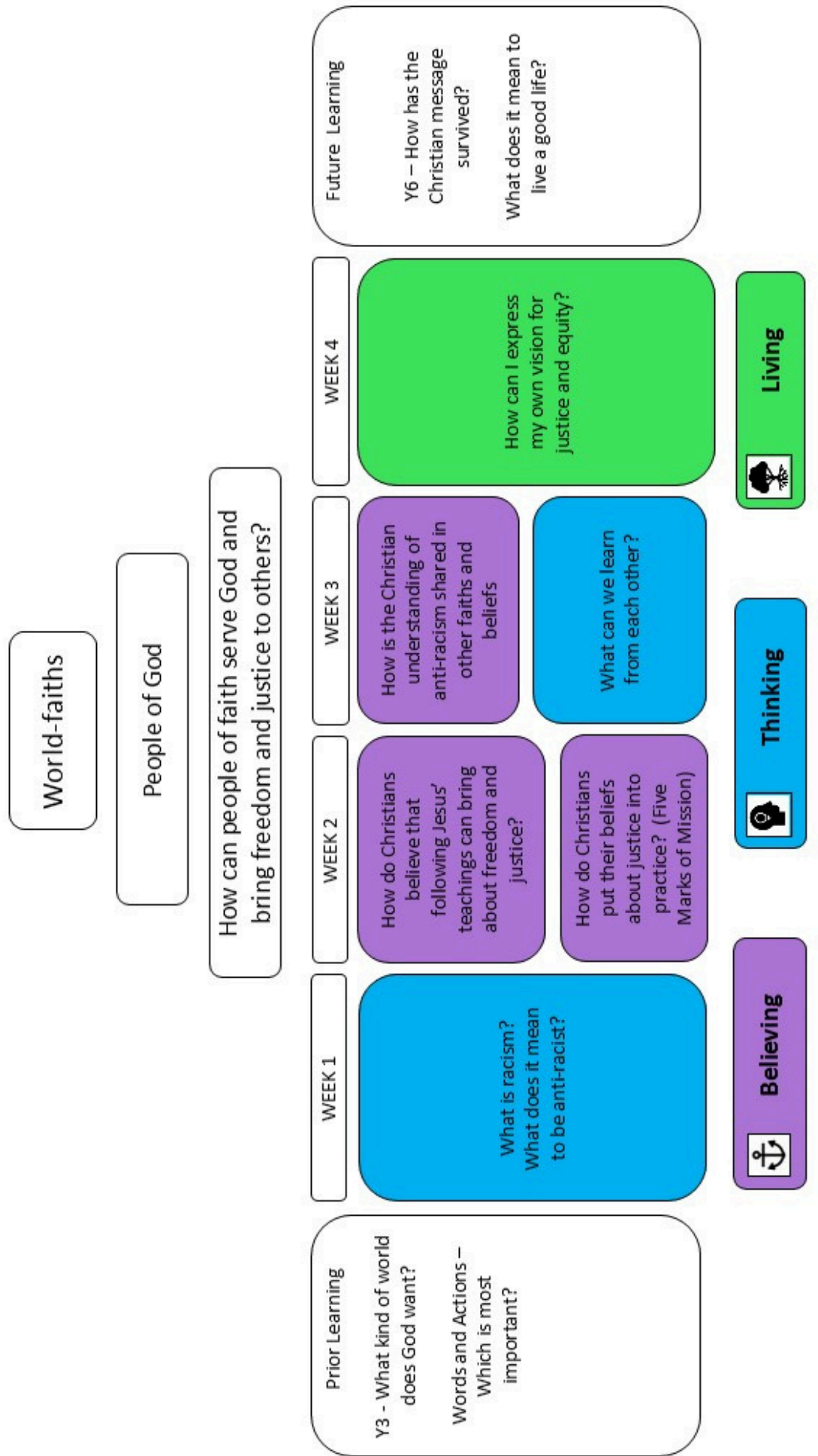
The Big Picture



Unit Title: How do art and media convey Christmas to all people? (there is a resource pack for this unit)		
What is the purpose of this unit? To explore how artists have depicted the 'incarnation' for people To ask questions and be curious about the meaning and purpose of Christian celebrations To explore the narrative of Christmas through art and advertising/media		
Vocabulary:	Incarnation (the belief that God took human form by becoming Jesus), Secular (not having any connection to religion), Theology (the study of religious faith, practice, and experience), Sacred (holy, devoted to a religious ceremony, or simply worthy of awe and respect) and Nativity (the birth of Jesus celebrated by Christians at Christmas)	By the end of this unit, pupils should know that: The central beliefs in the nativity narrative are expressed in different ways; The influence of time place and culture on the representation of the Christmas message has an impact; The use of media in both religious and secular contexts is used across the world in different ways; Key religious vocabulary is important as is the explanation of that vocabulary
Key questions to shape learning:	- How is incarnation represented in contemporary art? - Does art help us reflect on the nature of God? - Is it important for us to explore the diverse range of art and media associated with the birth of Christ? - How do Christians connect with the media's representation of Christmas? - How do secular and religious advertisements differ? - Why does the church need to advertise Christmas? - Can you, using art music or media, explain incarnation?	Expected outcomes for this unit, - what will pupils do to show this knowledge? - Explore and organise ideas about incarnation, drawing on texts and art - Explain the impact of art and media with religious meaning - Suggest some ways in which different artists might interpret their view of Jesus - Explain the impact of diversity in art and media and in their own community - Develop insights of their own in exploring questions raised by the study of art and media and the representation of Christ relating to their own personal worldview
Bible references to underpin this teaching and learning Matthew 1 18-25 and 2 1-12 Luke 2 1-20 John 1 1-5		

Year 5 or 6 - Religious Education Teaching Unit

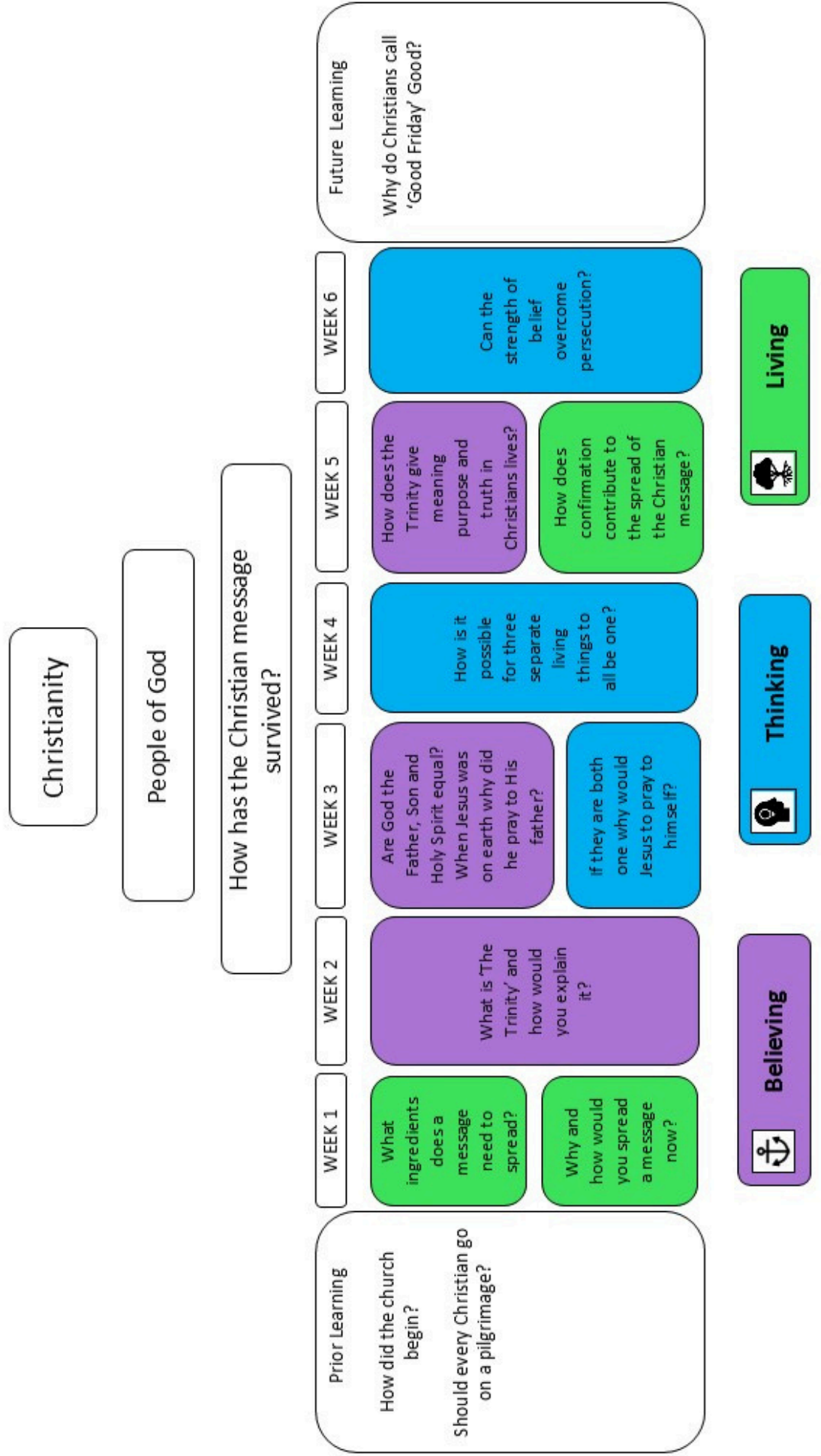
The Big Picture



Unit Title: How can people of faith serve God and bring freedom and justice to others? What is the purpose of this unit? This unit aims to recognise the danger and injustice of racism and explore how understanding and celebrating diversity can help bring about freedom and justice. It includes learning about the Southwark Diocese Anti Racism Charter and recognises the deep challenges our society faces in confronting racism. It will also explore the co-operation between faiths and religious understanding for a plural world as well as Christian ideas about justice individually and in community. The unit aims to contribute to positive discussion about the benefits of living in a diverse community and taking a courageous stand for justice and equality.		
Vocabulary:	Racism, Anti Racism, Prejudice, Ethnicity, Justice, Acceptance, Respect, Equality, Equity and Belonging	By the end of this unit, pupils should: Know the theological underpinning of the Anti-Racism Charter and Anti Racism; Understand what racism is and what it means to be anti-racist; Consider the concept of diversity, loving one another and treating each other as we would want to be treated; Know that in many religions there is a tradition of making a courageous stand for justice, equality and fairness; Know that Christians put their beliefs into action in different ways including the five marks of mission; Explore their own experiences and views about race, ethnicity and racial justice.
Key questions to shape learning:	1. What is racism? What does it mean to be anti-racist? 2. How do Christians believe that following Jesus' teachings can bring about freedom and Justice? (The golden rule) 2. How do Christians put their beliefs about justice into practice? (Five Marks of Mission) 3. How is the Christian understanding of Anti racism shared in other faiths and beliefs? 3. What can we learn from each other? 4. How can I express my own vision for justice and equity?	Expected outcomes for this unit, - what will pupils do to show this knowledge? ✚ Make links between concepts / beliefs/ texts / stories and practices (believing, belonging and behaving) ✚ Suggest meaning for key concepts and forms of expression, using accurate vocabulary 🕯 Explain how sources of inspiration and influence make a difference to themselves and others 🕯 Suggest what might happen as a result of their own and others' thinking, attitudes or actions, drawing on examples from their learning 🕯 Ask and answer questions and present clearly their own views on matters whilst respectfully taking into account others' viewpoint 🕯 Investigate and describe similarities and differences in lived experience 🕯 Describe the impact of beliefs and practices for different people 🕯 Explain the impact of diversity in their own community
Bible references to underpin this teaching and learning Luke 10:28 Matthew 22:39		

Year 6 - Religious Education Teaching Unit

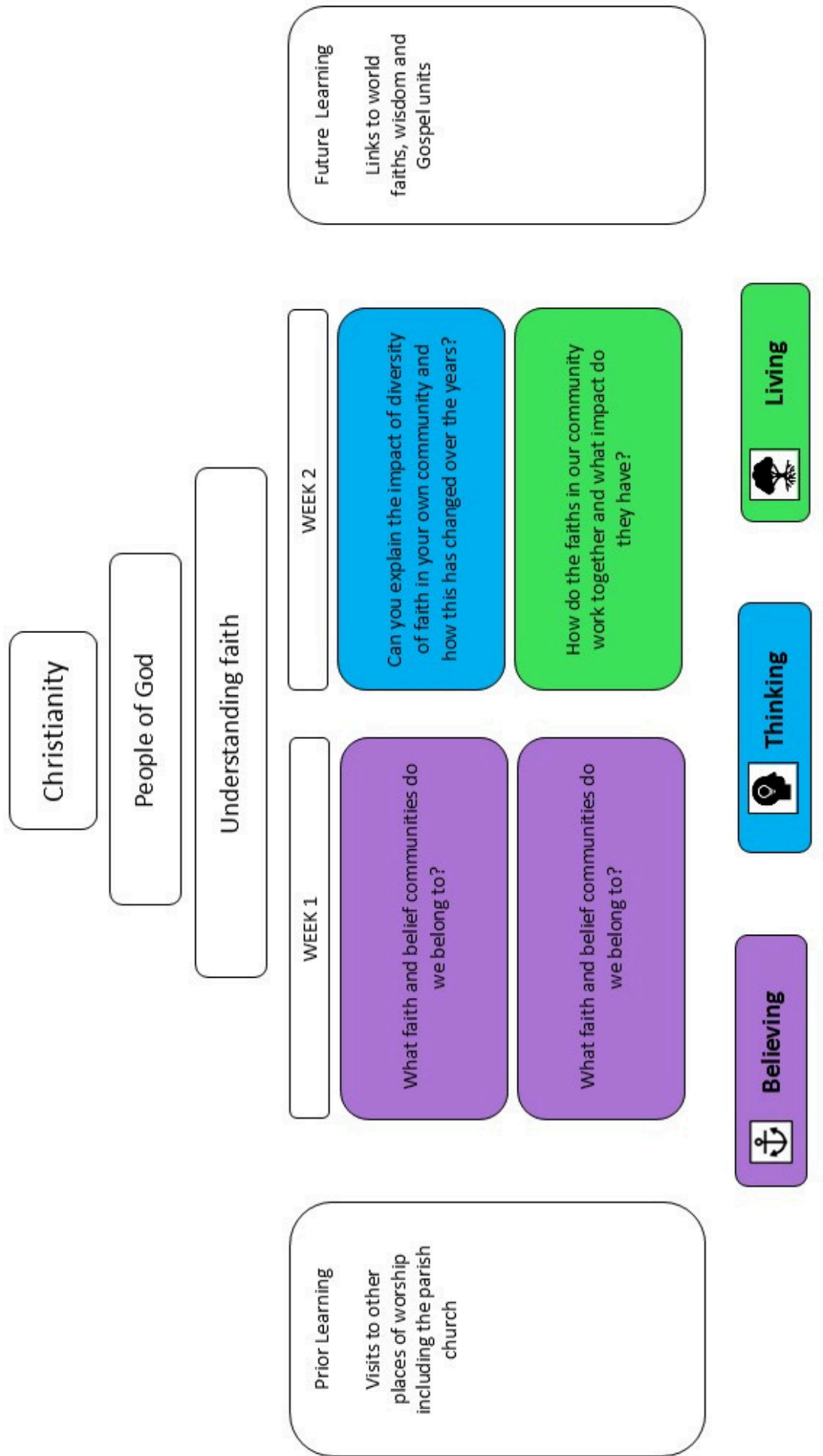
The Big Picture



Unit Title: How has the Christian message survived? What is the purpose of this unit? How and why the Christian message was spread in the past What persecution is and why it might inhibit the spread of a message The Ascension and Pentecost and its relevance to Christians both now and in the past – the impact of the message The Trinity and what it means for Christians. To explore why confirmation is part of becoming a Christian	
Vocabulary:	By the end of this unit, pupils should know that:
Persecution, Confirmation and The Trinity	Persecution was not just something that happened in the past; The relevance of the Trinity; The Trinity has enabled the Christian message to continue today giving meaning purpose and truth in Christians lives; Have an understanding of the fruit of the spirit and how they shape Christians lives today
Key questions to shape learning:	Expected outcomes for this unit, - what will pupils do to show this knowledge?
1. What ingredients does a message need to spread? 1. Why and how would you spread a message now? 2. What is 'The Trinity' and how would you explain it? 3. Are God the Father, Son and Holy Spirit equal? When Jesus was on earth, why did he pray to His father? 3. If they are both one why would Jesus to pray to himself? 4. How is it possible for three separate living things to all be one? 5. How does the Trinity giving meaning, purpose and truth in Christians lives? 5. How does confirmation contribute to the spread of the Christian message? 6. Can the strength of belief overcome persecution?	✚ Understand and be able to explain The Trinity ✚ Explore and organise ideas about The Trinity drawing on key texts and concepts to express their understanding 🗨 Describe the impact of beliefs and practices for different people and different interpretations of the Holy spirit 💡 Investigate and describe similarities and differences in lived experience within and between religions and beliefs 🗨 Describe the impact of beliefs and practices for different people and how this effects their daily life
Bible references to underpin this teaching and learning (if appropriate):	

Year 6 - Religious Education Teaching Unit

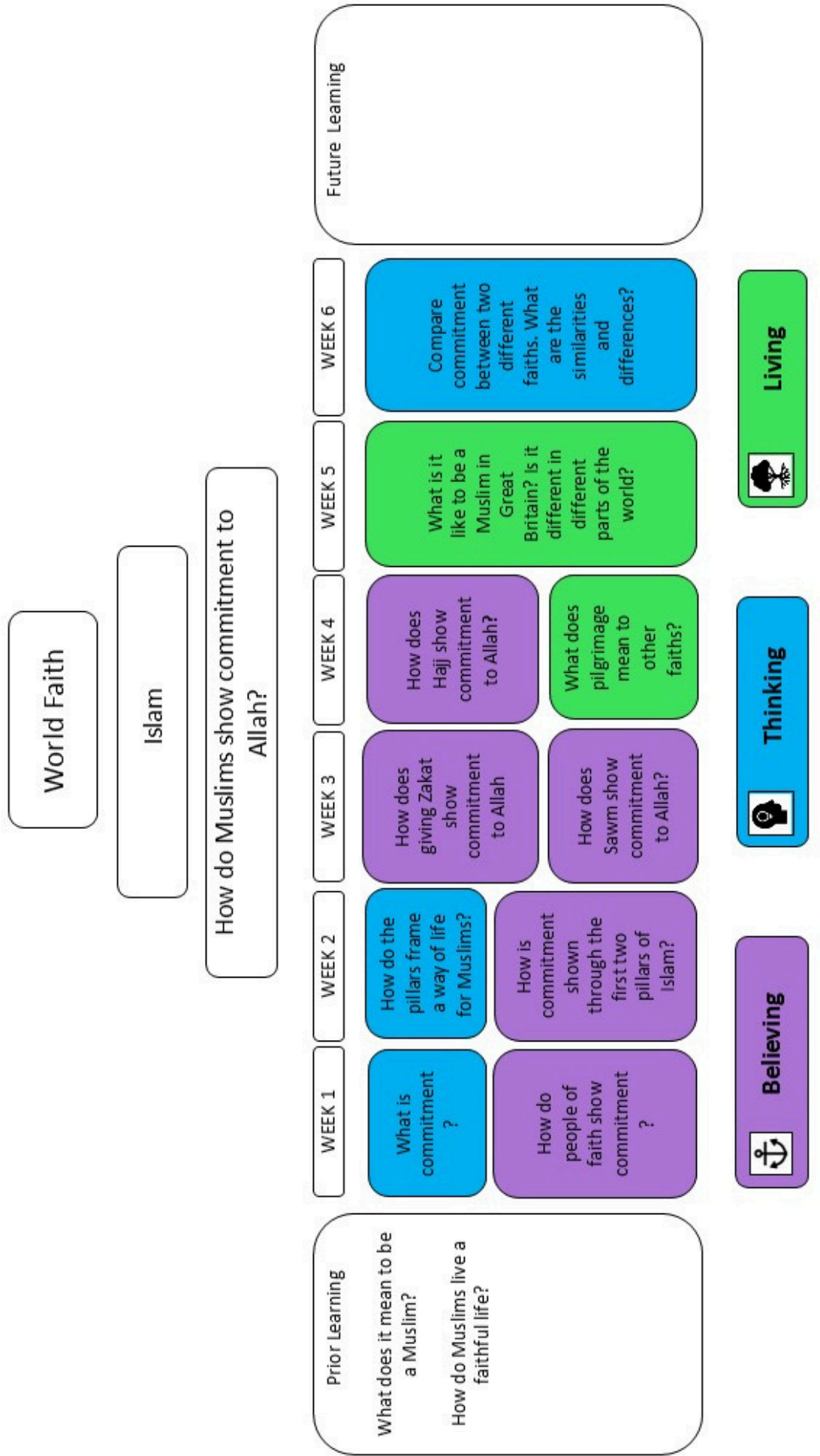
The Big Picture



Unit Title: Understanding faith	
What is the purpose of this unit? To investigate faiths and beliefs in our class, in our school and in our community and the impact of these communities. Looking at the wider picture of how the different communities contribute to social justice and support those within the community.	
Vocabulary:	By the end of this unit, pupils should know that:
Community (the condition of sharing or having certain attitudes and interests in common) and Charity (the voluntary giving of help, typically in the form of money, to those in need but can also be in actions and things)	The impact of being a member of a faith community is different for each individual; Faiths work together in different ways; The community has changed over time; We have an awareness of what all faiths do within the community and the impact of their actions
Key questions to shape learning:	Expected outcomes for this unit, - what will pupils do to show this knowledge?
1. What faith and belief communities do we belong to? 1. What can we find out about our local area's faith and belief communities? 2. Can you explain the impact of diversity of faith in your own community and how this has changed over the years? 2. How do the faiths in our community work together and what impact do they have?	🚩 Explore ideas about our local faith communities 🗣️ Comment on connection between beliefs and values of ways of life explaining their importance to different communities locally. 🗣️ Explain the impact of diversity in their own community and how this has evolved over the years. 💡 Ask and answer questions and present clearly their own views on the impact of faith in their community whilst respectfully considering others' viewpoint
Bible References to underpin this teaching and learning (if appropriate):	

Year 6 - Religious Education Teaching Unit

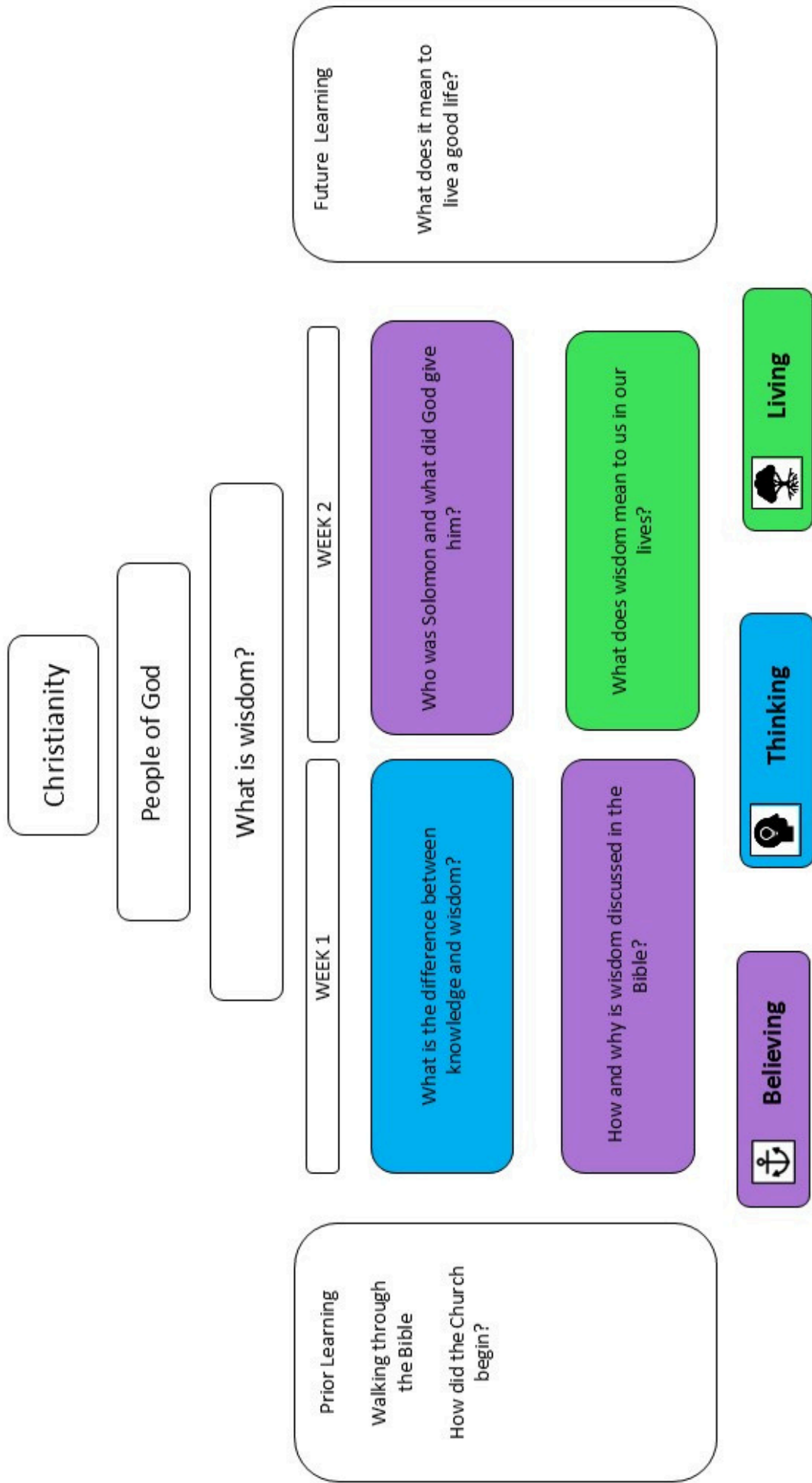
The Big Picture



Unit Title: How do Muslims show commitment to Allah?	
What is the purpose of this unit? To connect some key beliefs about Allah, worship and the 5 pillars of Islam; Use key vocabulary appropriately and accurately; Explain and make connections between Islam and other religions; Give reasons why living a good life might be important to Muslims and how and why their ideas might be different of similar to those of other faiths or of none.	
Vocabulary: Monotheistic, Omniscient, Omnipotent, Commitment, Shahadah, Salah, Zakat, Sawm and Hajj	By the end of this unit, pupils should know that: That commitment to Allah is fundamental to being a Muslim; That Allah is eternal omniscient and omnipotent; Islam is a monotheistic religion; That the 5 pillars or duties of Islam frame how to live as a Muslim; The Shahadah: The call to faith; Salah: The role prayer plays in a Muslim's life; Zakat: Giving to charity; Sawm: Fasting; Hajj: The importance of pilgrimage
Key Questions to shape learning:	Expected outcomes for this unit, - what will pupils do to show this knowledge?
- What is commitment? - How do people of faith show commitment? - How do the pillars frame a way of life for Muslims? - How is commitment shown through the first two pillars of Islam? - How does giving Zakat show commitment to Allah? - How does Sawm show commitment to Allah? - How does Hajj show commitment to Allah? - What does pilgrimage mean to other faiths? - What is it like to be a Muslim in Great Britain? Is it different in different parts of the world? - Compare commitment between two different faiths. What are the similarities and differences?	✚ Explore, gather, select, and organise ideas about religion, belief or worldviews, drawing on key texts /sources and concepts express their understanding of concepts in theological terms; 🔗 Comment on connections between questions / beliefs / values / practices / ways of life, explaining their importance to different communities; 👤 Develop insights of their own in exploring questions raised by the study of religions and beliefs, relating to their own personal worldview; 👤 Reflect on possible connections between worldviews and the human search for meaning in life; 👤 Ask and answer questions and present clearly their own views on matters whilst respectfully taking into account others' viewpoint
Some or many of the existing resources for this unit can be used.	

Year 6 - Religious Education Teaching Unit

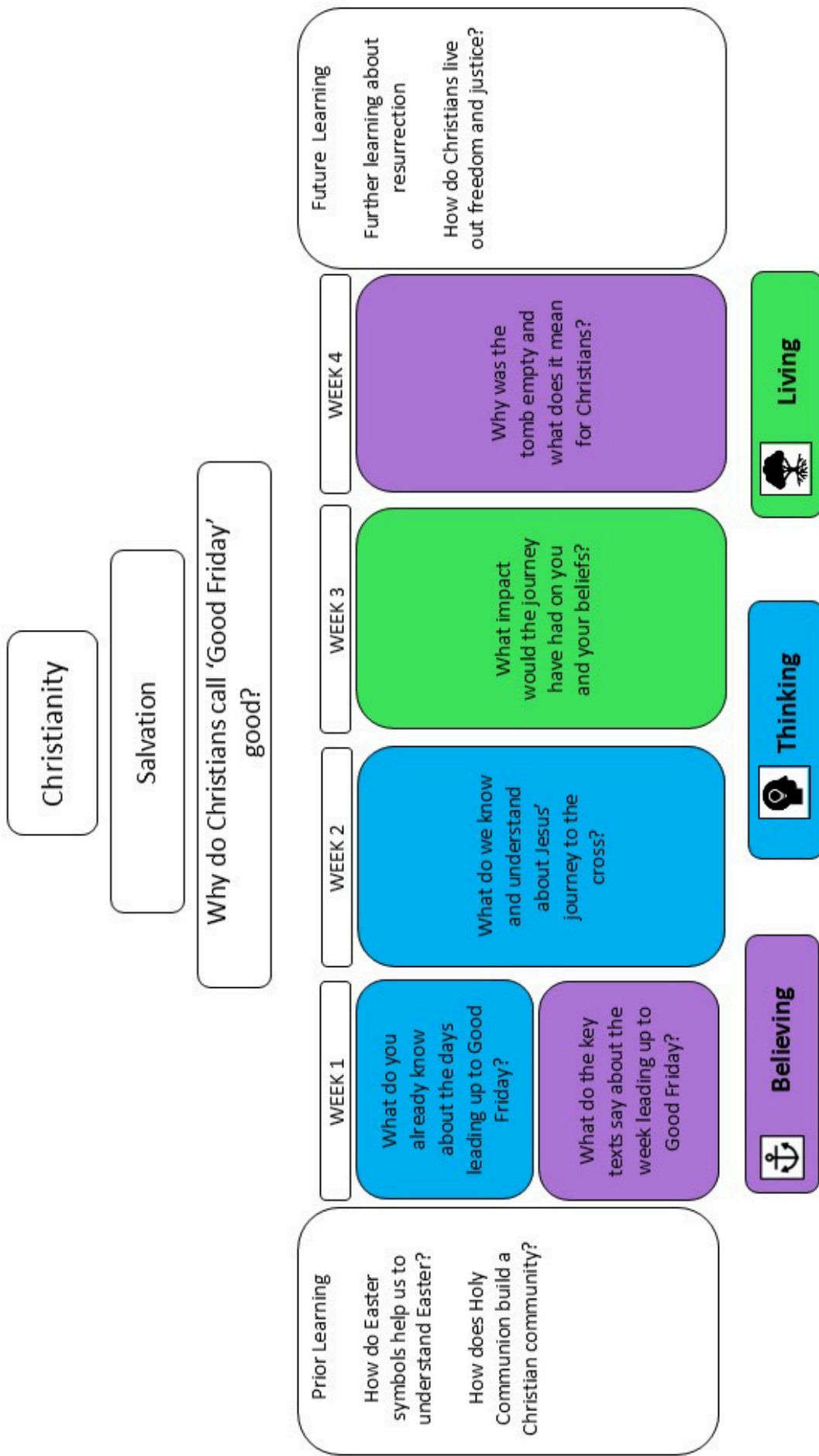
The Big Picture



Unit Title: What is wisdom?	
What is the purpose of this unit? To understand the difference between knowledge and wisdom To explore some of the book of Proverbs and how Christians can use the guidance they read to enable them to gain wisdom To consider and think about what wisdom means to us as individuals	
Vocabulary:	By the end of this unit, pupils should know that:
Wisdom, Knowledge	Christians believe that wisdom is a gift of the Holy Spirit; Wisdom is mentioned frequently in the Bible, in a variety of different ways and within different books for Christians to gain understanding; That individual choices are guided by knowledge but actioned using wisdom
Key questions to shape learning:	Expected outcomes for this unit, - what will pupils do to show this knowledge?
1. What is the difference between knowledge and wisdom? 1. How and why is wisdom discussed in the Bible? 2. Who was Solomon and what did God give him? 2. What does wisdom mean to us in our lives?	✚ Explore, gather, select, and organise ideas about wisdom, drawing on key texts and concepts ✚ Suggest some ways in which different people might interpret wisdom 🗨 Describe the impact of wisdom for different people in different situations 🗨 Suggest what might happen as a result of their own and others' thinking, attitudes or actions, drawing on examples from their learning
Bible references to underpin this teaching and learning Proverbs 3 13-18 Kings 3 16-28 James 1 5	

Year 6 - Religious Education Teaching Unit

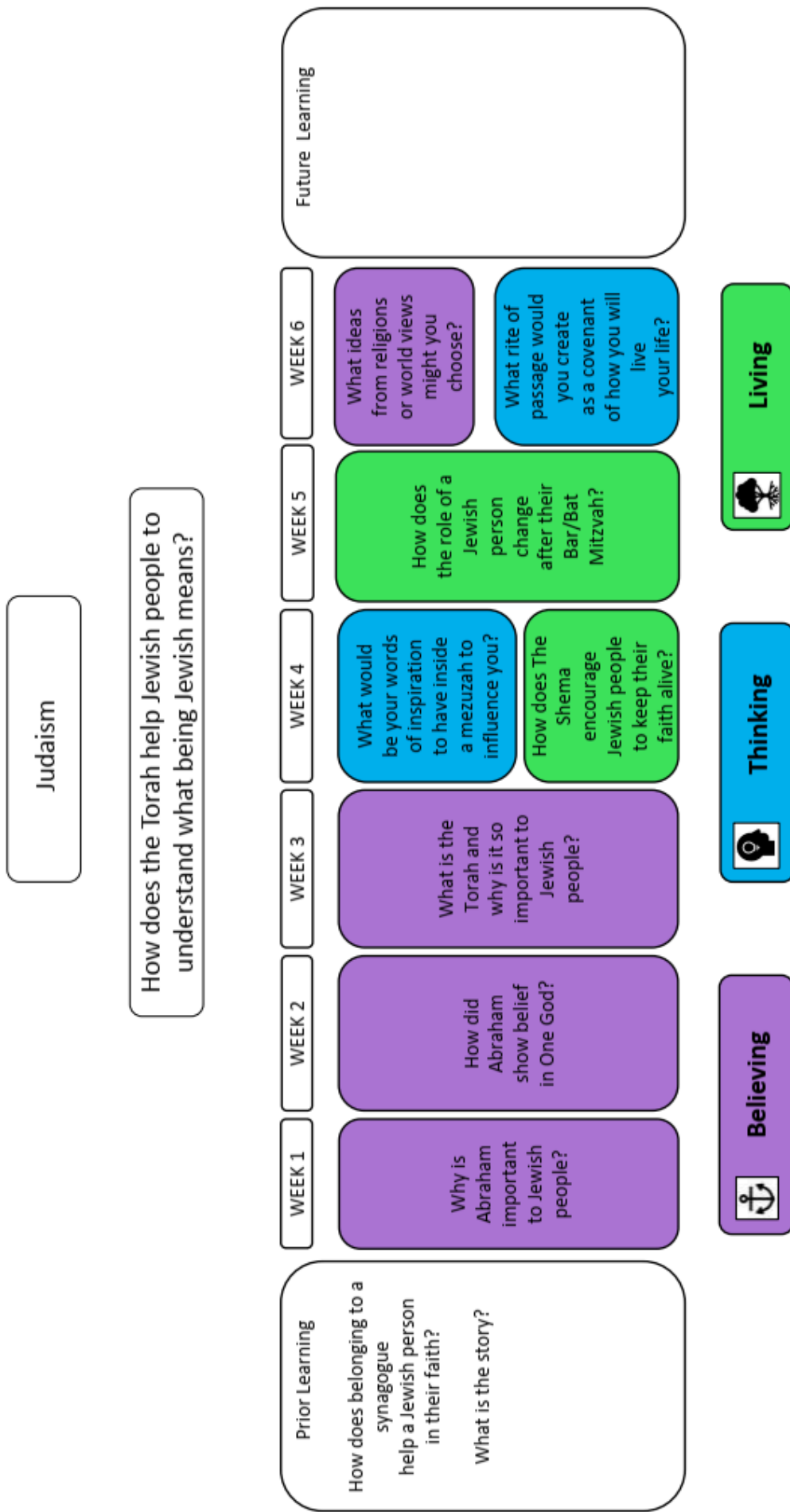
The Big Picture



Unit Title: Why do Christians call 'Good Friday' good? <i>There are a number of online resources to support this unit</i> Resources - RE:quest (request.org.uk) Stations of the Cross / The Church of England	
What is the purpose of this unit? To understand the concept of salvation and forgiveness. Please note some lessons will span two weeks.	
Vocabulary: Resurrection, Forgiveness, Maundy Thursday, Good Friday (Holy Friday) and Salvation	By the end of this unit, pupils should know that: Maundy Thursday is the day of the last supper; Judas betrayed Jesus and Peter denied Jesus, was it the same? It is important for Christians to follow Jesus' example of prayer and service; Jesus died to save Christians from their sins and that forgiveness is key to living as Jesus wanted us to; Good Friday, Holy Friday, gives Christians hope that from the darkness of the crucifixion came the resurrection which for Christians means hope that when they die they will be with God; The stations of the cross marked the last 14 moments of Jesus' life
Key questions to shape learning:	Expected outcomes for this unit, - what will pupils do to show this knowledge?
- What do you already know about the days leading up to Good Friday? - What do the key texts say about the week leading up to Good Friday? - What do you know and understand about Jesus' journey to the cross? - What impact would the journey have on you and your beliefs? - Why was the tomb empty and what does it mean for Christians?	✚ Explore, gather, select, and organise ideas about lent and Holy week from a variety of key texts, sources and concepts ✚ Suggest some ways in which different people might interpret texts about Good Friday 👤 Describe the impact of the journey Jesus took on Good Friday for different people 👤 Develop insights of their own in exploring questions raised by the study Lent and Holy Week, relating to their own personal worldview 👤 Reflect on possible connections between what they have learnt and what impact it has on them as individuals
Bible references to underpin this teaching and learning John 13 v 4-17 Matthew 21:7-11 Luke 23:13-25, 32-48 Luke 24:1-12	

Year 6 - Religious Education Teaching Unit

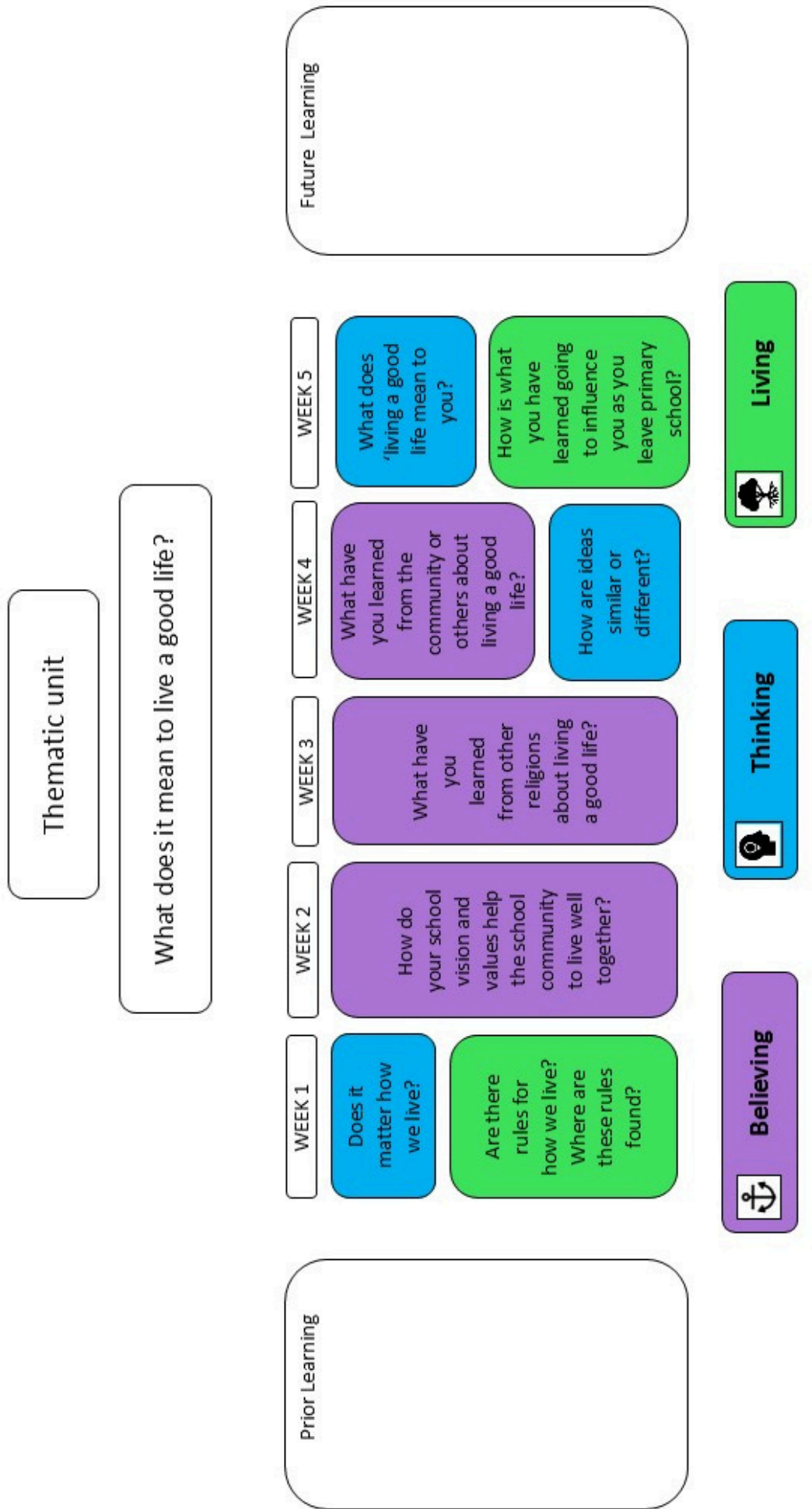
The Big Picture



Unit Title: How does the Torah help Jewish people to understand what being Jewish means?		
What is the purpose of this unit? This unit is the third and final unit in which pupils learn about the faith of Judaism. They learn about the importance of Abraham as a significant figure in the Jewish faith and how he showed the commandment of belief in One God. The importance of The Torah as the principal sacred text of the Jewish faith is explored along with Jewish prayer and worship of God, - The Shema and Mezuzah. The unit moves onto looking at the rite of passage for a Jewish young person of their Bar/Bat Mitzvah and the life-changing effect that this landmark has for them. Finally, pupils have the chance to create their own rite of passage for leaving primary school as a covenant of how they will live their life in the future.		
Vocabulary: Abraham/Abram, belief, monotheistic, Midrash, Torah, sacred, Mezuzah, Shema, Bar/Bat Mitzvah, mitzvot and covenant.	By the end of this unit, pupils should know that: Judaism is a religion of belief in One God; Abraham/Abram is a significant figure of Judaism and why; Abraham is obedient to God – His journey to Canaan, Abraham and Isaac; Midrash expresses Abraham and One God; The Torah is the principal Jewish sacred text, it is where stories about the Jews' relationship with God are found and its importance to Jewish people; The Shema is central as Jewish prayer and worship of God; The Shema is contained in the Mezuzah and this signifies a Jewish home; A Jewish young person has a rite of passage called a Bar/Bat Mitzvah which is a covenant (commitment) to keep mitzvot (commandments)	
Key questions to shape learning:		
1. Why is Abraham Important to Jewish people? 2. How did Abraham show belief in One God? 3. What is the Torah and why is it so important to Jewish people? 4. What would be your words of inspiration to have inside a mezuzah to influence you? 4. How does the Shema encourage Jewish people to keep their faith alive? 5. How does the role of a Jewish person change after their Bar/Bat Mitzvah? 6. What ideas from religions and/or worldviews might you choose? 6. What rite of passage would you create, for the end of your time in primary school, as a covenant of how you will live your life?	Expected outcomes for this unit, - what will pupils do to show this knowledge? ✚ Draw on key texts and sources to explore, gather, select and organise ideas about Abraham, his place in the Jewish faith and how he showed belief in One God; ✚ Explain how The Torah is the principal sacred text of Judaism, how it is used and how it expresses Jewish beliefs; ✚ Suggest some ways in which different Jewish people might interpret The Torah; ✚ Share what inspires and influences them and how it can make a difference to themselves and others; ✚ Recognise and explain, with accurate vocabulary, how a Bar/Bat Mitzvah impacts a Jewish young person for their Jewish life following this rite of passage; ✚ Gather, select and organise ideas from religions and/or worldviews, drawing on key texts, sources and concepts to inform their creation of a rite of passage to mark the end of their time in primary school; ✚ Reflect on the impact of beliefs and practices, contained within their rite of passage, on their life in the future.	
Bible References to Underpin This Teaching and Learning (if appropriate):		

Year 6 - Religious Education Teaching Unit

The Big Picture



Unit Title: What does it mean to live a good life?	
What is the purpose of this unit? How do individuals who might not have the same beliefs answer this question? Are there any common threads and ideas from across world faiths and those of no faith?	
Vocabulary:	By the end of this unit, pupils should know that: There are many different views on living the 'good life' some shaped by religious beliefs; There is some commonality across world faiths on what good life means; How we behave as individuals is framed by our own belief system; If you follow and are part of a religious faith That living well in this life impacts on the afterlife
Key questions to shape learning:	Expected outcomes for this unit, - what will pupils do to show this knowledge?
- Does it matter how we live? - Are there rules for how we live? Where can these rules be found? - How do your school vision and values help the school community to live well together? - What have you learned from other religions and beliefs about living a good life? - What have you learned from the community or others about living a good life? - How are ideas similar or different? - What does 'living a good life mean to you? - How is what you have learned going to influence you as you leave primary school?	✚ Explore, gather, select, and organise ideas about what they believe in and why ✚ Suggest some ways in which different people might interpret rules for living and what they base them on ✚ Describe the impact of beliefs and practices for different people ✚ Suggest what might happen as a result of their own and others' thinking, attitudes or actions, drawing on examples from their learning

ASSESSMENT

Assessment

Assessment requires knowing what pupils know and can do and can support high quality teaching and learning. Effective assessment treats the curriculum as the progress model; it focuses on pupils and the ways in which the curriculum and its implementation are enabling them to make progress. Classroom activities should 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 should be aware of how far pupils achieve the outcomes, so as to guide their next steps in teaching. Where a key question is building on previous learning (which will become more and more evident as the syllabus is implemented over the long-term), pupils will start with some prior knowledge. Building upon this will help pupils to make more progress

ASSESSING SUBSTANTIVE KNOWLEDGE – ‘KNOWING AND REMEMBERING’

Checking pupils ‘know more and remember more’. For example:

- Retrieval practice: Multiple choice questions and quizzes. What key words did you use last lesson; state 3 facts from the last lesson; explain a key concept from the last lesson; ask your partner 3 questions based on the content covered this term
- Glitter Grids: a grid with a range of questions of vocabulary which range in the level of difficulty; each question or word is worth a certain amount of points
- Only connect: pupils need to show how their current knowledge relates to other knowledge they have using a specified number of connections.

ASSESSING DISCIPLINARY KNOWLEDGE – COMPLEX TASKS

Disciplinary knowledge involves the ‘ways of knowing’ associated with the academic disciplines that engage with religious and non religious worldviews. It requires pupils to draw on a range of specialised knowledge and skills associated to construct a more complex output. These tasks can be used to check substantive knowledge, whether pupils have learned modes of discourse (ways of knowing) and accounts of pupils own personal knowledge (positionality). The tasks must be based on curriculum related expectations and be clear on appropriate evidence. For example:

- Beginning and ending self assessment tasks
- Extended writing: Select a key piece of knowledge, area of learning or whole unit, use the targeted question that reflects one or all of the three lenses in RE (believing (theological), living (sociological) & thinking (philosophical)).
- Creative activities where pupils can clearly explain connections between their creative work and learning from RE Curriculum
- Discussion based activities where pupils represent their own views and the views of others using reasoning and evidence
- Source interpretation and data analysis from broad range of evidence which pupils analyse and explain

Note: assessment will not just be a straight dichotomy between knowledge (substantive knowledge) and skills (disciplinary knowledge)

ASSESSING CONCEPTS – THE GOLDEN THREADS

At the end of Key Stage Two, an opportunity to assess pupils on how they have understood the key concepts running throughout the curriculum. These provide information on the pupils’ progress and knowledge, and feedback on the strength of the golden threads throughout the curriculum.

ACHIEVEMENT AND ATTAINMENT - PROGRESS

KEY STAGE EXPECTED PROGRESS

In describing progress in RE, the Agreed Syllabus illustrates how pupils will develop increasing understanding through believing (theological), thinking (philosophical) & living (sociological) approaches to learning, reflected in end of key stage expectations and within units of work.

MODERATION

Moderation of learning and standards is vital to ensure RE is pitched appropriately and children are making progress at expected and greater depth expectations. Termly moderation will encompass a range of evidence including books, photographs, self assessments, group evidence and any additional material within the school's policy. Creating high quality exemplification documents within a year group and across the school is recommended.

EYFS (ELGs)	KS1	Lower KS2	Upper KS2
- Anchor Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anchor Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. - Anchor Describe their immediate environment using knowledge from observation, discussion, stories and non-fiction texts.	- Anchor Talk simply about core beliefs and concepts and what they mean. - Anchor Use appropriate RE-specific vocabulary when they talk. - Anchor Remember and retell religious, moral and spiritual stories. - Anchor Identify how stories and symbols show what people believe. - Anchor Identify similarities in features of religion and belief. - Anchor Identify how religion and belief is expressed in different ways for different people.	- Anchor Describe and suggest meanings for the symbols and other forms of expression of people of faith or belief, using RE-specific vocabulary and giving reasons for their ideas. - Anchor Make links between religious concepts, texts, stories, beliefs and practices, (believing, belonging and living.) - Anchor Identify similarities and differences between theological concepts, religions and beliefs, giving examples from their learning.	- Anchor Express their understanding of religious concepts in theological terms. - Anchor Suggest meanings for a range of forms of expression, using RE-specific vocabulary. - Anchor Drawing on key texts, sources and concepts, explore, gather, organise, explain and express ideas about religion, belief and worldviews in a range of words and styles. - Anchor Using a wide religious vocabulary, suggest some ways in which different people in different religions and within the same religion might interpret and express texts / sources and beliefs and show how they are connected to believers' lives.
- Anchor Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Anchor Make comments about what they have heard and ask questions to clarify their understanding. - Anchor Hold conversations when engaged in back-and-forth exchanges with their teacher and peers. - Anchor Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Anchor Explore the natural world around them, making observations and drawing pictures of animals and plants. - Anchor Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	- Anchor Talk about some things in stories that lead people to ask questions. - Anchor Ask thoughtful questions and talk about their own and others' ideas, feelings, values and experiences, showing respect. - Anchor Give a simple reason for a view that they have. - Anchor Respond with thoughts and answers to questions about e.g. right / wrong; good / bad; real / true. - Anchor Respond sensitively and imaginatively to questions about being human and their own place in the world. - Anchor Recognise that some questions in life are difficult to answer.	- Anchor Compare and reflect deeply on their own ideas, feelings and influences with those of others. - Anchor Give reasons for views, beliefs and actions, especially in relation to their own developing worldview. - Anchor Ask significant questions about life or human experience, comparing their ideas with others' and suggesting answers from their learning. - Anchor Make links between what they and other people think about what is important in life, values, God, being human and how to live.	- Anchor Explain why people belong to religions and beliefs. - Anchor Ask and answer questions and present clearly their own views on religious and belief matters, whilst respectfully considering others' viewpoints, recognising that others might think differently. - Anchor Reflect on different worldviews about the meaning and purpose of life, drawing upon the search for truth and their own and others' lives. - Anchor Suggest what might happen because of their own and others' thinking, views or actions, drawing on examples from their learning about faith and beliefs. - Anchor Reflect on and explain how sources of inspiration and influence make a difference to themselves and others, relating these to their own

 Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  Show sensitivity to their own and to others' needs.  Talk about the lives of the people around them and their roles in society.  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories and non-fiction texts.  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.		 Talk about different communities of people. Give a reason why something may be of value to themselves and / or others, recognising different viewpoints.  Give examples of how people put their beliefs into practice in the home, in places of worship and in living their lives.		 Investigate and connect aspects of religions and beliefs, identifying some similarities and differences in people's lived experience.  Identify and reflect deeply upon the impact of values, beliefs and religious practices relating it to their and other people's lives – individually or as a community, - e.g. how people worship; how they live out their faith / belief; etc.		 and others' lives. Develop insights of their own in exploring questions raised by the study of religions and beliefs, relating to their own personal worldview.	 Explore and explain the impact of diversity within their own and the national and global community.  Identify and reflect deeply upon connections between questions, beliefs, values, practices and ways of life, explaining their importance to themselves and different communities.  Investigate and describe, using RE-specific vocabulary, similarities and differences in lived experience.  Describe in depth the impact of beliefs, practices and faith upon different people.
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2024 Primary Religious Education Syllabus

