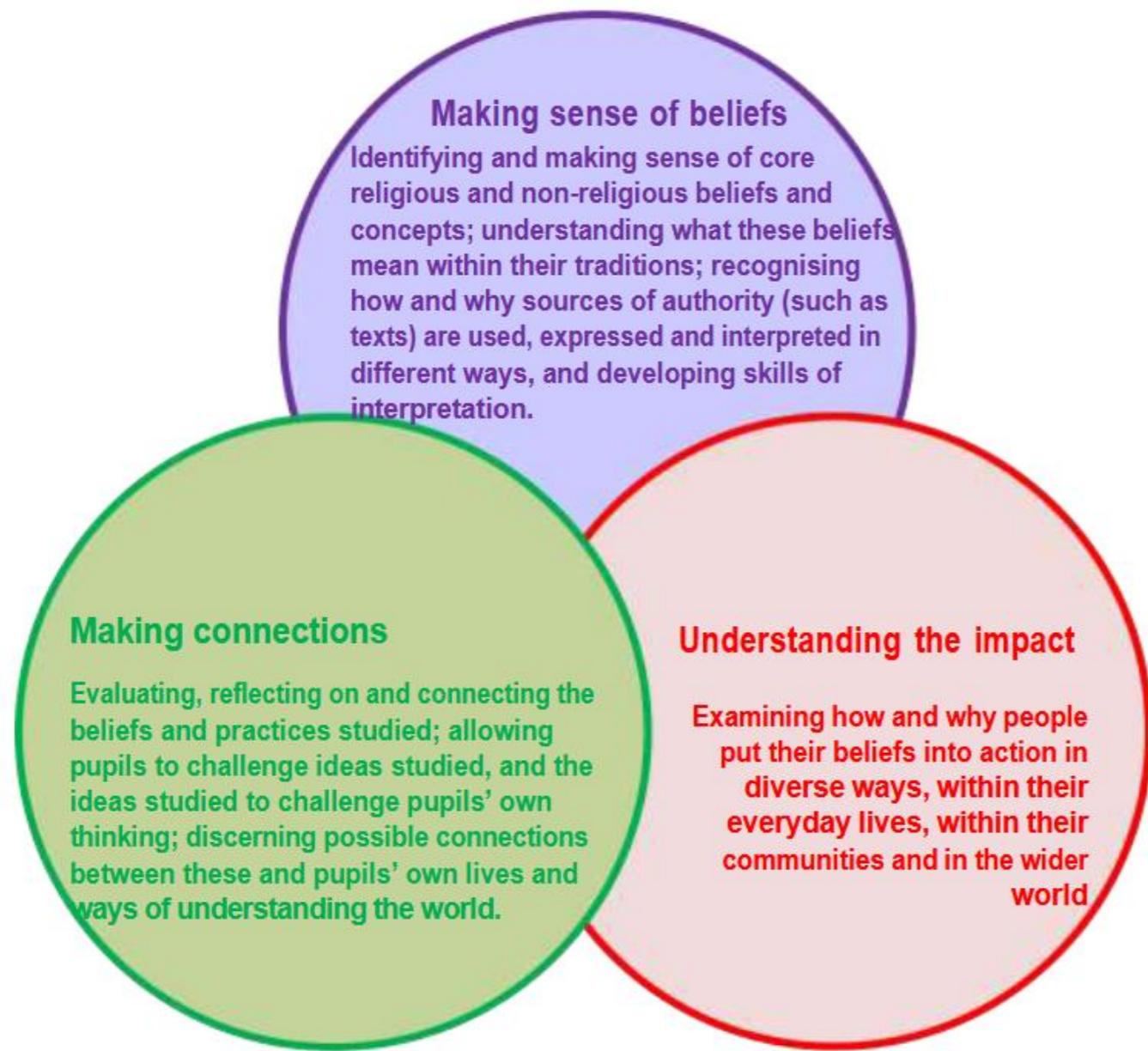


RE Curriculum Overview

'to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.'



Ways of knowing in Religious Education		
Making Sense of Beliefs	Theological	This is the substantive knowledge of RE; the facts that are written down in holy texts. For example: Christians believe in one almighty God.
Making Connections	Philosophical	Philosophical thinking forms the subjective element of RE. It concerns what a person thinks/interprets instead of what is recorded clearly in holy scripture. For example, a person's opinion on what the Christian God might look like is philosophical – guided by culture and experience.
Understanding the Impact	Sociological	This part of RE studies religions in the context of society. For example, in the Year 6 topic, "What will make Sandwell a more respectful community?", there will be a focus on how religious beliefs in Sandwell have changed over time.

The theological, substantive knowledge in RE is not adapted for SEND as it cannot be changed; it is fact. The way in which these concepts are presented can be adapted or scaffolded. For example, when looking at prayer mats as part of a topic on Islam, a pupil with high levels of need may touch a prayer mat and a carpet and compare in simple ways, whereas a pupil working at the expected standard may produce reasons for the differences and explain the significance of them.

	<i>Element 1: Making sense of beliefs and ideas.</i>	<i>Element 2: Understanding the impact of beliefs and ideas</i>	<i>Element 3: Making connections</i>
KS1	<ul style="list-style-type: none"> identify some core beliefs and concepts studied and give a simple description of what they mean give examples of how stories show what people believe (e.g. the meaning behind a festival) give clear, simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> give examples of how people use stories, texts and teachings to guide their beliefs and actions give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> think, talk and ask questions about whether the ideas they have been studying have something to say to them give a good reason for the views they have and the connections they make
LKS2	<ul style="list-style-type: none"> identify and describe the core beliefs and concepts studied make clear links between texts/sources of wisdom and authority and the core concepts studied offer informed suggestions about what texts/sources of wisdom and authority can mean, and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> make simple links between stories, teachings and concepts studied and how people live, individually and in communities describe how people show their beliefs in how they worship and in the ways they live identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly give good reasons for the views they have and the connections they make
UKS2	<ul style="list-style-type: none"> identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions describe examples of ways in which people use texts/sources of wisdom and authority to make sense of core beliefs and concepts give meanings for texts/sources of wisdom and authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority 	<ul style="list-style-type: none"> make clear connections between what people believe and how they live, individually and in communities using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures 	<ul style="list-style-type: none"> make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make

EYFS	0 – 3 years	3 and 4 years	Reception children	ELG	Key Vocabulary	COEL links
	<ul style="list-style-type: none"> Make connections between the features of their family and other families. Notice differences between people. Begin to make sense of their own life-story and family's history. 	<ul style="list-style-type: none"> Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. 	<ul style="list-style-type: none"> 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, non-fiction texts and – when appropriate – maps. 	Families, culture, celebrations, Diwali, Christmas, Eid, Halloween, bonfire night, Remembrance Day, Sikh, Hindu, Muslim, Christian, fireworks, family, same, different, share.	<ul style="list-style-type: none"> Showing a curiosity about objects, events and people Finding ways to solve problems Making links and noticing patterns in their experience Making predictions Developing ideas of grouping, sequences cause and effect
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Reception	F1 Being special: where do we belong?	F2 Why do Christians perform nativity plays at Christmas?	F3 Why is the word 'God' special to Christians?	F4 Why do Christians put a cross in an Easter Garden?	F5 Which places are special and why?	F6 Which stories are special and why?
Objectives	<ul style="list-style-type: none"> I can talk about things I find interesting, puzzling or wonderful. I can retell stories, talking about what they say about the world, God and human beings. I can say how and when Christians may like to thank their Creator. 	<ul style="list-style-type: none"> I can talk about people who are special to me. I can recall what happens at a traditional Christian festival. I can begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus. I can re-tell religious stories, making connections with person experiences. 	<ul style="list-style-type: none"> I can recognise and re-tell stories connected with celebration of Easter. I can talk about ideas of new life in nature. I can recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, and make connections with new life in nature. I can talk about some ways Christians remember these stories at Easter. 	<ul style="list-style-type: none"> I can re-tell religious stories making connections with personal experiences. I can share and record occasions when things have happened in my life that made me feel special. I can recall what happens at a traditional Christian infant baptism and/or dedication. I can recall what happens when a baby is welcomed into a religion other than Christianity. 	<ul style="list-style-type: none"> I can talk about somewhere that is special to me. I can talk about the things that are special and valued in a place of worship. I can begin to recognise that for Christians, Muslims or Jews, some special places and things link to beliefs about God. I can get to know and use appropriate words to talk about my thoughts and feelings when visiting a holy building. I can express a personal response to the natural world. 	<ul style="list-style-type: none"> I can recognise some religious words, e.g. about God. I can identify some of my feelings in the stories I hear. I can identify a sacred text, e.g. the Bible or the Torah. I can talk about some of the things these stories teach beliefs (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the Ten Lepers teaches about saying 'thank you' and why it is good to thank and be thanked; what the Hanukkah story teaches Jews about standing up for what is right, etc.)
Vocab	God, creator, Christian, Bible, religion	God, Christian, Bible, Christmas, festival	God, Christian, Jesus, Easter, Festival	Baby-welcoming, symbol, celebration, religion, community	Holy building, God, religion beliefs	God, Holy Books, religion, prayer
Year 1	1.1 What do Christians believe God is like? UC	1.2 Why does Christmas matter to Christians? How + why do we celebrate special times? UC	1.6 Why does Easter matter to Christians? UC	1.4 Beginning to Learn Sikhi: Part A. Stories of the Sikh Gurus.	1.5 Beginning to Learn Sikhi: Part B. The Gurdwara, a place to belong. The Langar.	1.3 Who celebrates what? How and where? Celebrations that matter in Sandwell (Christian, Muslim, Sikh)
Prior Learning links	F3 Why is the word 'God' special to Christians?	F2 Why do Christians perform nativity plays at Christmas?	F4 Why do Christians put a cross in an Easter Garden?	F6 Which stories are special and why?	F5 Which places are special and why?	<p>F2 Why do Christians perform nativity plays at Christmas? F4 Why do Christians put a cross in an Easter Garden?</p>
Objectives	<ul style="list-style-type: none"> I can identify what a parable is. I can tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father. I can give at least two examples of ways in which Christians show their belief in God as loving and forgiving (e.g. by saying 'sorry', by seeing God as welcoming them back, by forgiving others) I can think, talk and ask questions about whether I can learn anything from the story for themselves, exploring different ideas. 	<ul style="list-style-type: none"> I can recognise that stories of Jesus' life come from the Gospels. I can give a clear, simple account of Jesus' birth and say why Jesus is important for Christians. I can give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas. I can think, talk and ask questions about Christmas for people who are Christians and for people who are not. I can consider what I have to be thankful for and can give reasons for my ideas. 	<ul style="list-style-type: none"> I can recognise that incarnation and salvation are a part of a 'big story' of the Bible. I can tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). I can give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. I can think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to any person about sadness, hope of heaven, exploring different ideas and giving a good reason for their ideas. 	<ul style="list-style-type: none"> I can re-tell simply some stories of Guru Nanak. I can give examples of Guru Nanak's stories are used in Sikh life and worship (e.g. does the story have a hidden message about what God is like, or about how we live?) I can give examples of how and why Sikhs retell the stories of Guru Nanak and the other Gurus. I can make links between Sikh ideas of God found in the stories and how people live. I can ask some questions about Sikh stories using the questioning words 'Who? How? Why? What if?' I can talk about what I think is good about the Sikh stories and 	<ul style="list-style-type: none"> I can recognise the Sikh holy building, the Gurdwara, from local photos. I can retell some of the things that happen in a Gurdwara. I can give examples of other community buildings where people share their lives. I can give examples of how Sikhs worship, pray, sing and share their lives at a Gurdwara. I can make simple links between Sikh ideas of God and service to others and the work of the Gurdwara. I can give an example of how some Sikh people might remember God in different ways (e.g. through worship at the Gurdwara, through service). 	<ul style="list-style-type: none"> I can recognise a special time that I celebrate and explain what it means to me. I can identify and name at least three different religious festivals, giving two facts about each one. I can identify a belief that connects to a festival, e.g. they do it because they believe..." I can give simple examples of the ways a festival makes a difference, e.g. to emotions, to families. I can talk about features in festival stories that made people feel happy or sad and compare them with my own experiences. I can notice and suggest a meaning for some symbols used in the celebrations I learn about, e.g. light, water, signs of togetherness.

				<ul style="list-style-type: none"> the ideas I noticed inside the stories. I can give a good reason for my ideas about whether any of these things are good for me as well. 	<ul style="list-style-type: none"> I can ask some questions about Sikh worship using the questioning words 'Who? How? Why? What if?' I can talk about what I think is good about the Sikh Gurdwara and the ideas I noticed in my learning. I can give a good reason for my ideas about whether any of these things are good for me as well. 	<ul style="list-style-type: none"> I can think, talk, and ask good questions about big days in different religions. I can talk about links between how people celebrate today and old stories. I can notice and find out about simple similarities: special or sacred food, music, stories, gatherings, prayers or gifts.
Vocab	God, creator, Jesus, Christian, Parable	God, Jesus, incarnation, Christmas gifts, Gospels	Easter, Jesus, Gospel, Cross, empty tomb	Guru, Sikh, Gurdwara, values, equality	Sikh, Gurdwara, langar, generous, sharing	Festival, celebration, symbol, remembering, religious
Year 2	*1.7 Beginning to learn Islam: What can we learn from stories of the Prophet? *This topic continues into Autumn 2	1.8 Beginning to learn Islam: What can we learn from Muslims in Sandwell?	1.9 Holy places: where and how do Christians, Sikhs and Muslims worship?	1.10 How and why are some books holy? Sacred words for Sikhs, Muslims and Christians	1.11 Who is an inspiring person?	1.12 What is the 'good news' Christians believe Jesus brings? UC
Prior Learning links	F6 Which stories are special and why?	1.3 Who celebrates what? How and where? Celebrations that matter in Sandwell (Christian, Muslim, Sikh)	F5 Which places are special and why? 1.5 Beginning to Learn Sikhi: Part B. The Gurdwara, a place to belong. The Langar.	F6 Which stories are special and why? 1.4 Beginning to Learn Sikhi: Part A. Stories of the Sikh Gurus.	1.1 What do Christians believe God is like? UC	
Objectives	<ul style="list-style-type: none"> I can recognise the words of the Shahadah and that it is very important for Muslims. I can identify some of the key Muslim beliefs about God found in the Shahadah and a small number of the 99 Beautiful Names of Allah, and give a simple description of what some of them mean. I can give examples of how stories about the prophets show what Muslims believe. I can give examples of how Muslims use stories about the Prophets to guide their beliefs and actions (e.g. care for creation, fast in Ramadan, pray 5 times daily) I can give examples of how Muslims put their beliefs about prayer and about Allah into action (e.g. by daily prayer, by using subhah beads). I can think, talk about and ask questions about Muslim beliefs and ways of living. 	<ul style="list-style-type: none"> I can talk about what I think is good about Muslim beliefs and ways of living. I can talk about what I think is good about Muslim prayer, respect, celebration and self-control, giving a good reason for my ideas. I can give a good reason my ideas about whether prayer, respect, celebration and self-control have something to say to me as well. <p>A visitor at the end of this topic from a local Mosque will link broader ideas to Islam in Sandwell.</p>	<ul style="list-style-type: none"> I can recognise that there are special places where people go to worship, and talk about what people do there. I can identify at least 3 objects used in worship in 2 religions, giving a simple account of they are used and what they mean. I can talk about why some people like to belong to a sacred building or a community. I can think, talk and ask good questions about what happens in special places including a church, synagogue or mosque and explain what I think about these questions, giving a good reason my answers. 	<ul style="list-style-type: none"> I can identify a belief about God linked to what a holy book says. I can recognise that sacred texts contain stories which are special to many people and should be treated with respect. I can recognise how different religions express their respect for their scriptures, giving at least 3 examples of symbols of respect. I can give simple examples of hidden messages in faith stories, or wise sayings that believers may follow. I can think, talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people. I can suggest feelings and reactions of characters at key points in faith stories, and suggest meanings in the stories. 	<ul style="list-style-type: none"> I can identify at least three people from religions who are admired by believers as good followers of God, and remember stories about them. I can identify the characteristics in inspiring people in religions, local leaders and people who influence the pupils themselves. I can give simple spoken examples of inspiration, for example, 'Moses / Jesus / Muhammad inspired people to... by...' I can talk about links between the work and the question: who inspires me? 	<ul style="list-style-type: none"> I can tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' I can give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. I can give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (e.g. charity, confession). I can think, talk and ask questions about whether Jesus' 'good news' is the only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for my ideas.
Vocab	Allah, Muslim, Islam, Prophet, Qur'an	Allah, Muslim, Islam, Prophet, Qur'an	Sacred place, holy building, Church, Mosque, Synagogue.	God, creator, Jesus, Christian, Bible Torah, Qur'an, holy book, symbol	Inspiring, leaders, holy or sacred, Prophet, Lord, Patriarch	God, Jesus, Gospel, incarnation, Christian
Year 3	L2.1 What are the deeper meanings of the festivals?	L2.2 What is it like to be a Hindu? Community, Worship, Celebration (Hindus)	L2.3 What do Christians learn from the Creation story? UC	L2.4 How is faith expressed in Sikh communities and traditions? What is it like to be a Sikh in Sandwell? (Sikh)	L2.5 What is the 'Trinity' and why is it important for Christians? UC	L2.6 Values: What matters most? Christians and Humanists (Humanists, Christians)
Prior Learning links	1.3 Who celebrates what? How and where? Celebrations that matter in Sandwell (Christian, Muslim, Sikh)	1.3 Who celebrates what? How and where? Celebrations that matter in Sandwell (Christian, Muslim, Sikh)	F6 Which stories are special and why?	1.3 Who celebrates what? How and where? Celebrations that matter in Sandwell (Christian, Muslim, Sikh)	1.1 What do Christians believe God is like? UC	
Objectives	<ul style="list-style-type: none"> I can identify and describe how festivals from at least three religions are celebrated, using the right words. I can consider questions about the belief that God is at work in human life and stories which show how this should be celebrated. I can describe how people show devotion to God and commitment to key values in their festivals. 	<ul style="list-style-type: none"> I can identify the terms 'dharma', 'Sanatan Dharma' and 'Hinduism' and say what they mean. I can make links between Hindu practices and the idea that Hinduism / Sanatan Dharma is a whole 'way of life' (dharma). I can describe how Hindus show their faith within their faith communities in Britain today in varied ways (e.g. arti and bhajans at the mandir; in festivals such as 	<ul style="list-style-type: none"> I can place the concepts of God and creation on a timeline of the Bible's 'Big Story'. I can recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world. I can describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; 	<ul style="list-style-type: none"> I can identify and describe key Sikh beliefs about God and values including Waheguru and Sewa from texts such as the Mool Mantar. I can make simple connections between sacred texts and practice, e.g. in provision of food and care for those 'left out' I can describe how people show their Sikh identity in dress, behaviour and values. 	<ul style="list-style-type: none"> I can recognise what a 'Gospel' is and give an example of the kinds of stories it contains. I can offer suggestions about what texts about baptism and the Trinity mean to different Christians today. I can describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and the way they live. 	<ul style="list-style-type: none"> I can identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) I can make links with sources of wisdom that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen'; Humanists saying people can be 'good without God', and exist without a designer, and can live the one life we have for the wellbeing of all)

	<ul style="list-style-type: none"> I can identify similarities, difference and generalities in relation to the festivals I have studied. I can raise questions about what is worth celebrating and why, suggesting answers of their own with reasons. 	<p>Diwali, in worship at a home shrine).</p> <ul style="list-style-type: none"> I can raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for my ideas. 	<p>care for the earth – some specific ways)</p> <ul style="list-style-type: none"> I can describe how and why Christians might pray to God, say sorry and ask for forgiveness. I can ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today. 	<ul style="list-style-type: none"> I can give good reasons for my own views about the importance of Sikh values such as equality, community, tradition and respect. 	<ul style="list-style-type: none"> I can make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like. 	<ul style="list-style-type: none"> I can make clear connections between Christian and Humanist ideas about being good and how people live. I can suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. I can raise important questions and suggest answers about how and why people should be good, connecting the values studied and my own values thoughtfully.
Vocab	Festival, celebration, ritual, symbol, values.	Hindu, Dharma, gods and goddesses, murtis, mandir.	Christian, Creator, God, Genesis, Stewards	Sikh, 10 Gurus, Guru Granth Sahib, Gurdwara, Langar.	God, Trinity, Father, Son, Holy Spirit.	Humanist, atheist, agnostic, rationality, theist, questions of origins.
Year 4	L2.7 What kind of world did Jesus want? UC	L2.8 Why do Christians call the day Jesus died 'Good Friday'? UC	L2.9 Festivals and family life: What is it like to be Jewish? (Judaism)	L2.10 For Christians, when Jesus left, what was the impact of Pentecost? UC	L2.11 Keeping the 5 Pillars of Islam (Islam)	L2.12 Why does the Prophet matter to Muslims? (Islam)
Prior Learning links	<p>1.12 What is the 'good news' Christians believe Jesus brings? UC</p> <p>L2.6 Values: What matters most? Christians and Humanists (Humanists, Christians)</p>	<p>F4 Why do Christians put a cross in an Easter Garden?</p> <p>1.6 Why does Easter matter to Christians? UC</p>	<p>1.3 Who celebrates what? How and where? Celebrations that matter in Sandwell (Christian, Muslim, Sikh)</p> <p>L2.1 What are the deeper meanings of the festivals?</p>	<p>1.12 What is the 'good news' Christians believe Jesus brings? UC</p> <p>L2.5 What is the 'Trinity' and why is it important for Christians? UC</p>	<p>1.7 Beginning to learn Islam: What can we learn from stories of the Prophet?</p> <p>L2.6 Values: What matters most? Christians and Humanists (Humanists, Christians)</p>	<p>1.7 Beginning to learn Islam: What can we learn from stories of the Prophet?</p> <p>1.11 Who is an inspiring person?</p>
Objectives	<ul style="list-style-type: none"> I can identify some texts that come from a Gospel, which tells the story of the life and teachings of Jesus. I can make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. I can suggest ideas and then find out about what Jesus' inclusive actions towards outcasts mean for a Christian. I can give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways. I can make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for my ideas. 	<ul style="list-style-type: none"> I can recognise the word 'Salvation' and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live. I can give examples of what Christians say about the meaning and importance of the events of Holy Week. I can make simple links between the Gospel stories, beliefs about Jesus and what Christians do at Easter. I can raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for my answers. 	<ul style="list-style-type: none"> I can identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. I can make clear links between the story of the Exodus and Jewish beliefs about God and His relationship with the Jewish people. I can describe and make simple links between Jewish beliefs about God and His people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals). I can make link for myself between Jewish values and values of personal reflection, saying 'sorry', being forgiven, being grateful, seeking freedom and justice in the world today 	<ul style="list-style-type: none"> I can offer informed suggestions about what the events of Pentecost in Acts 2 might mean, referring to beliefs about the Holy Spirit, including modern examples. I can make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God and how Christians lives and worship now. I can make links between ideas about the Kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas. 	<ul style="list-style-type: none"> I can identify and describe the 5 Pillars of Islam and the beliefs they express. I can consider questions about what Muslims believe, e.g. is submission to Allah and generosity a good way to live? I can make simple connections between beliefs about Allah and the 5 Pillars. I can describe how people show devotion in Islam. I can ask questions about why the Pillars are practiced by so many millions. I can express my own ideas about the meaning and value of rituals like these. 	<ul style="list-style-type: none"> I can identify and describe some stories and sayings of the Prophet, showing how they provide an example to live by. I can explain the meanings of examples of texts that Muslims use to understand Islam. I can consider questions about leadership, and Islamic examples of answers. I can make simple connections between sacred texts and Muslim admiration for the Prophet. I can describe how Muslim people follow the example of the Prophet today. I can raise questions about why we often seem to like to follow a leader. I can express my own ideas about the meaning and value of different kinds of leadership. I can give good reasons for my points of view about the leadership of the Prophet.
Vocab	Jesus Christ (Messiah), Gospel, good news, disciple.	Good Friday, Easter Sunday, Salvation, Resurrection, Gospel.	Almighty / Eternal, Torah, Chosen People, Jewish, ritual.	Holy Spirit, Pentecost, Kingdom of God, New Testament, symbol, infinity.	Pillars, Prophet, Shahadah, Prayer, Charity, Fasting, Pilgrimage	Allah, prophets, Qur'an, hadith, Eid Al Fitr
Year 5	U2.1 What does it mean if Christians believe God is holy and loving? UC	U2.2 An Enquiry into visiting places of worship	U2.3 Can religions help people when times get hard? (Christian, Hindu, non-religious)	U2.4 What do Christians believe Jesus did to save human beings? UC	U2.5 Hindu, Jewish and Islamic Prayer: What? When? How? Where? Why? (Muslims, Jews)	U2.6 What can we learn from religion about temptation? (Christians, Muslims)
Prior Learning links	<p>L2.7 What kind of world did Jesus want? UC</p> <p>1.1 What do Christians believe God is like? UC</p> <p>L2.5 What is the 'Trinity' and why is it important for Christians? UC</p>	<p>F5 Which places are special and why?</p> <p>1.5 Beginning to Learn Sikh: Part B. The Gurdwara, a place to belong. The Langar.</p> <p>1.9 Holy places: where and how do Christians, Sikhs and Muslims worship?</p>	<p>1.12 What is the 'good news' Christians believe Jesus brings? UC</p>	<p>F4 Why do Christians put a cross in an Easter Garden?</p> <p>1.6 Why does Easter matter to Christians? UC</p> <p>L2.8 Why do Christians call the day Jesus died 'Good Friday'? UC</p> <p>L2.10 For Christians, when Jesus left, what was the impact of Pentecost? UC</p> <p>Unit L2.1: What is the deeper meaning of festivals?</p>	<p>L2.11 Keeping the 5 Pillars of Islam (Islam)</p> <p>1.12 What is the 'good news' Christians believe Jesus brings? UC</p>	<p>L2.11 Keeping the 5 Pillars of Islam (Islam)</p> <p>L2.8 Why do Christians call the day Jesus died 'Good Friday'? UC</p>
Objectives	<ul style="list-style-type: none"> I can identify some different types of biblical texts, using technical terms accurately, and connecting the terms to Christian beliefs. Explain texts and beliefs about worship, holy buildings and God's presence from different religions. 	<ul style="list-style-type: none"> I can describe 3 or more examples of ways in which religions guide people in good and hard times in life. 	<ul style="list-style-type: none"> I can outline the 'big story' of the Bible, explaining how incarnation and salvation fit within it and can example what Christians mean 	<ul style="list-style-type: none"> I can explain texts and beliefs about prayers from Judaism and Islam 	<ul style="list-style-type: none"> I can explain Muslim and Christian beliefs about temptation, sin and forgiveness. 	

	<ul style="list-style-type: none"> I can make clear connections between Bible texts studied and what Christians do to worship God, for example through how cathedrals are designed. I can weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. 	<ul style="list-style-type: none"> I can make clear connections between belief about God and places and practices of worship. I can explain differences between what happens in different places of worship. I can express my own questions and responses to ideas about holy space, including the idea that the Earth is a 'holy space' we all share. 	<ul style="list-style-type: none"> I can identify beliefs about life after death in at least two religions describing similarities and differences. I can make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement). I can give examples of ways in which beliefs about resurrection / judgement / heaven / karma / reincarnation make a difference to how someone lives. I can interpret artistic expression of the afterlife, explaining different ways of understanding these. I can offer reasoned responses to the unit question, with evidence and examples, expressing insights of their own. 	when they say that Jesus' death was a sacrifice. <ul style="list-style-type: none"> I can make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion / the Lord's Supper. I can express my own responses to the idea of sacrifice, recognising different points of view. 	<ul style="list-style-type: none"> I can make clear connections between belief about God and the practice of prayer. I can explain differences between the ways Jews and Muslims pray. I can raise questions and suggest answers about the varied importance of prayer to Muslims, Jewish people and those who do not pray, or pray in different ways. 	<ul style="list-style-type: none"> I can make clear connections between belief about God. I can give examples of the impact of ritual in life. I can express my own response to Muslim and Christian ideas about temptation. I can give good reasons for my views about moral choices and forgiveness.
Vocab	Trinity, holiness, love of God, spiritual architecture, devotion, symbol	Sacred, holy, mosque, gurdwara, church, mandir, spiritual place.	Faith, resilience, religious, spiritual, secular, sources of wisdom, heaven, reincarnation.	Holy Communion, symbolism, sacrifice, crucifixion, salvation, Mass.	Prayer, meditation, mantra, salah, Adonolam, Jewish, Muslim, Hindu	Muslim, Christian, temptation, conscience, Adam and Eve, 'stoning the Shaytan', reconciliation.
Year 6	U2.8 Christians and how to live: 'What would Jesus do? UC	U2.9 What will make Sandwell a more respectful community? (Many religions)	U2.10 Christian Aid and Islamic Relief: can they change the world? (Christians, Muslims)	U2.11 Why do Hindus want to be good? Hinduism	U2.12 What impact do people's beliefs have in their lives? (transition unit)	U2.13 Atheists and believers in God: what are the arguments?
Prior Learning links	1.12 What is the 'good news' Christians believe Jesus brings? UC L2.6 Values: What matters most? Christians and Humanists (Humanists, Christians) U2.4 What do Christians believe Jesus did to save human beings? UC	F5 Which places are special and why? U2.2 An Enquiry into visiting places of worship	1.12 What is the 'good news' Christians believe Jesus brings? UC L2.6 Values: What matters most? Christians and Humanists (Humanists, Christians) U2.4 What do Christians believe Jesus did to save human beings? UC L2.11 Keeping the 5 Pillars of Islam (Islam)	L2.2 What is it like to be a Hindu? Community, Worship, Celebration (Hindus)	U2.2 An Enquiry into visiting places of worship	U2.3 Can religions help people when times get hard? (Christian, Hindu, non-religious)
Objectives	<ul style="list-style-type: none"> I can identify features of Gospel texts (for example, teachings, parable, narrative). I can suggest meanings of Gospel texts (using context) and compare them with my own ideas of Christian interpretations of Bible texts. I can make clear connections between Gospel texts, Jesus' 'good news' and values expressed in Christian communities. <p>I can make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including my own ideas and lives.</p>	<ul style="list-style-type: none"> I can explain beliefs about the value of religious and cultural diversity in Oldbury. I can describe examples of texts which explain why honouring all humans is important in, for example, both Christianity and Islam. I can make clear connections between belief in the 'Golden Rule' and the needs of a mixed community, using examples of the impact of inter faith work in our communities. I can explain the importance of tolerance, respect and liberty for all in making a community that is harmonious. I can give good reasons for my views about harmony in my communities. 	<ul style="list-style-type: none"> I can explain beliefs and teachings about justice from Christian and Muslim texts. I can compare my own ideas of justice and fairness with those studied in Islam and Christianity. I can make clear connections between belief about justice from sacred texts and the actions of modern religiously based charity. I can describe clearly examples of the impact of charitable work in the world today. I can explain some differences between the two charities. I can raise questions about charity, justice and the impact of religion, suggesting answers. I can explain the importance of the idea that God loves justice and is just to Muslims and Christians. I can express my own ideas about justice. 	<ul style="list-style-type: none"> I can identify and explain Hindu beliefs, e.g. dharma, karma, samsara and moksha, using technical terms accurately. I can give meanings for the story of 'the man in the well' and explain how it relates to Hindu beliefs about samsara, moksha and dharma. I can make clear connections between Hindu aims in life and beliefs about dharma, karma, samsara and moksha and some ways in which Hindus live. I can reflect on and articulate what impact belief in karma and dharma might have on individuals in the world, recognising different points of view and giving their own ideas. 	<ul style="list-style-type: none"> I can explain some ways beliefs are shown in creative expression in three religions. I can make clear connections between beliefs and different forms of expression. I can give examples of the impact of beliefs on art, architecture and music. I can raise questions about how they might express their own spiritual ideas in an art form – and do it. 	<ul style="list-style-type: none"> I can define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs I can identify and explain what religious and non-religious people believe about God, giving examples of reasons why people do or do not believe in God I can make clear connections between what people believe about life, being human and God and the impact of these beliefs on how they live I can consider and weigh up different views on theism, agnosticism and atheism, expressing insights of my own about why people believe in God or not I can make connections between belief and behaviour in our own lives, in the light of our learning
Vocab	Gospel, kingdom of God, forgiveness, love, community, gratitude.	Respect, tolerance, diversity, equal opportunity, religion, culture.	Justice, aid agencies, charities, citizenship, ethics, commitments.	Hindu, Karma, dharma, samsara, moksha, devotion.	Spirituality, art, culture, religion, expressing meaning, creativity.	Humanist, atheist, agnostic, rationality, faith, argument, secular

Appendix 1: Language Progression

	Reception: Curiosity + experience	5-7s: Exploring and discovering	7-9s: Knowing + understanding (adding to 4-7 lists)	9-11s Understanding and connecting (adding to 7-9 lists)	11-14s: Applying, interpreting, appreciating and appraising (adding to KS2 lists)
The general language of religious study	Religion Special books Special places Special stories Prayer	Religion, celebration, festival, symbol, thankful, faith, belief, wise sayings, rules for living, co-operation, belonging, worship, holiness, sacred. creation story.	Religion, spiritual, commitment, values, prayer, pilgrim, pilgrimage, ritual, symbol, community, worship, devotion, belief, life after death, destiny, soul, inspiration, role-model	Religion, harmony, respect, justice, faith, inter-faith, tolerance, moral values, religious plurality, moral codes, holiness, spiritual, inspiration, vision, symbol, community, commitment, values, sources of wisdom, spiritual, Golden Rule, charity, place of worship, sacred text, devotion, prayer, worship, compassion. Abrahamic traditions, dharmic traditions.	Religion, beliefs, teachings, sources of authority, religious expression, ways of living, religious identity, diversity and controversy, psychology, sociology and philosophy of religion, ethics, community cohesion, religious conservatism, liberalism and radicalism.
Christianity	Christmas Easter Bible Church Jesus	Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel, Holy Spirit, baptism, Christening	Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, church, Gospel, Jesus, Holy Spirit God the Creator, Trinity, Heaven	Christian, Jesus, Bible, Creation and Fall, Gospel, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, resurrection, Christmas, Holy Week, Easter, Pentecost, Eucharist, agape, advent, disciple,	Biblical authority / inspiration, intelligent design, theology, Christian ethics, 'Just war', sanctity of life, 'green Christianity', Catholic, Protestant, Anglican, Free Church, ecumenism, creed, liturgy, reconciliation, Virgin Birth, prophecy.
Judaism	Moses, Passover Torah, Synagogue Star of David	Jewish, synagogue, Torah, bimah, Hanukkah, Ark, Judaism, shabbat, Joseph.	Jewish, Judaism, Abraham and Sarah, Moses, Exodus, Ten Commandments, Passover / Pesach, Day of Atonement.	Judaism, Jewish, Torah, Shabbat, Pesach, Hanukkah, Ten Commandments, persecution, prejudice, Beth Shalom, patriarch, Jacob, Ruth, King David, King Solomon, Esther, Purim, Prophet, Isaiah, Daniel.	Tenakh, Mishnah, midrash, Havdalah, Chuppah, Kabbalah, Messiah, Noachide Laws, Yom Hashoah, Yom Kippur, Zionism, liberal, reform, Orthodox, Shema, shofar, shul.
Islam	Allah, Prophet Muhammad, Qur'an, Mosque, Adam and Eve	Muslim, Islam, Allah, Prophet, mosque, Eid, Qur'an. Ibrahim.	Muslim, Islam, Allah, Prophets, mosque, Qur'an, paradise, Prophet Muhammad (peace be upon him)	Muslim, Allah, Prophethood, Ummah, 5 Pillars, Prophet Muhammad, Iman (faith), akhlaq (character or moral conduct) Qur'an, Hadith, Sunnah, Mosque, Hajj, al-fatiha, adhan,	Last Prophet, Revelation, Shahadah, Sawm, Zakat, Ramadan, Hajj, Hijrah, submission to Allah, Sunni, Shi'a, Sufi, 99 Beautiful Names, Kalima, Bismillah, Hafiz, Ihram, Shirk, Sunnah, surah, tawhid
Hindu / Sanatan Dharma	Hindu, mandir, diwali, Aum	Murtis, gods and goddesses, puja, home shrine, devotion. Ganesha	Hindu, Hinduism, Sanatan Dharma, Rama, Sita, Hanuman, holi, Raksha bandhan	Ahimsa, karma, dharma, Brahman, mandir, trimurti, gods such as Brahma, Shiva, Vishnu, goddesses such as Durga, Ambaji, Shakti reincarnation, aarti, devotee,	Bhagavad Gita, atman, karma, dharma, moksha, ashram, ahimsa, yoga, Mahabharata, mandala, maya, varna, jati.
Sikhi	Sikh, Guru Nanak, Guru Granth Sahib. Gurdwara	Sikhi, Langar, 10 Gurus, Vaisakhi,	The 5 Ks, the Khalsa, Kaur and Singh, Guru Govind Singh, Panj Piara	Waheguru, Harmandir Sahib, Amrit, Panj Kakke, Kirpan, Kacchera, Kanga, Kara, Kesh Khanda, Sangat, Karah Prasad.	Nam Simran, Vand Chakna, Sewa, Gurmukh, Hukam, Haumai, Ik Onkar, Rehat Maryada, Mul Mantar, Amritdhari.
Buddhism / the way of the Buddha	Buddha, shrine, temple (vihara), compassion	Buddha, Dharma, Sangha, Wesak, Siddhartha Gautama, seeing the truth	Meditation, Buddha, Dharma, Sangha, the Four Sights, Enlightenment, detachment	Meditation, Kathina, The Four Noble Truths, Bodhisattva, the Three Refuges, tranquility	Enlightenment, Dukkha, Karuna, Noble Eightfold Path, Nirvana, Mahayana, Theravada, Vajrayana, Zen, Triratna.
Non-religious worldviews	Non-religious Humanist	Humanist, Golden Rule, non-religious, worldview.	Humanist, Golden Rule, non-religious, secular, spiritual but not religious, atheist, ethics.	Atheist, agnostic, Humanist, rationalist, Golden Rule, 'spiritual but not religious', secular, sceptic, personal views.	Varieties of atheism, 'new atheists', skepticism, ethical autonomy, situation ethics, secular, secularist, pluralist atheists, anti-theists, freethinkers, 'hones'.