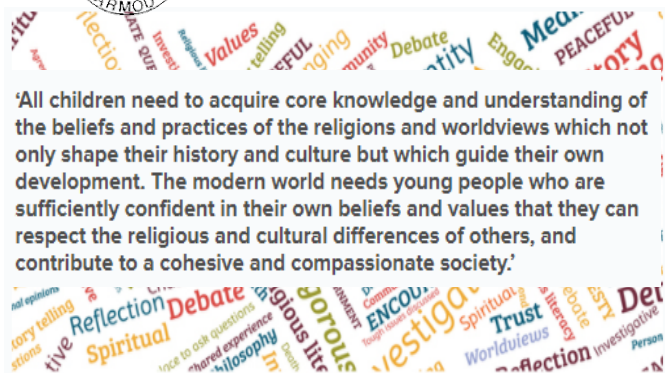




Charmouth School Subject Stories:

Religious Education and Worldviews



Intent

At Charmouth Primary, we aim to give pupils rich opportunities to explore big questions about life's meaning and purpose, ideas about God, moral choices, and what it means to be human. Through learning about Christianity alongside other major world faiths and worldviews, children will develop curiosity,

understanding and respect. We encourage pupils to think deeply about their own beliefs while valuing the perspectives of others. We believe that R.E. and Worldviews play a key role in helping children understand the diversity of beliefs within society and in making links to their own values. The subject supports pupils' personal growth and wellbeing, strengthens community cohesion, and promotes mutual respect and tolerance. It also provides space for reflection and spiritual development, helping children appreciate how religion shapes the lives of individuals, communities, and cultures.

Our approach to R.E. and Worldviews is fully inclusive. Pupils with additional needs will be supported so they can work towards the intended learning for their year group. This may include pre-teaching important ideas, breaking learning into manageable steps, or offering alternative ways to record understanding so that writing is not a barrier. We maintain high expectations for all pupils, ensuring that every child is challenged to achieve their personal best.

The Devon and Torbay Agreed Syllabus Aims for RE: Children will

1. make sense of a range of religious and non-religious Worldviews, so that they can:
 - identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
 - explain how and why these beliefs are understood in different ways, by individuals and within communities
 - recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation
2. understand the impact and significance of religious and non-religious Worldviews, so that they can:
 - examine and explain how and why people express their beliefs in diverse ways
 - recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
 - appreciate and appraise the significance of different ways of life and ways of expressing meaning
3. make connections between religious and non-religious Worldviews, concepts, practices and ideas studied, so that they can:
 - evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
 - challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
 - discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

Curriculum Map (Years R to 6)

	Autumn		Spring		Summer	
	1 st half	2 nd half	1 st half	2 nd half	1 st half	2 nd half
EYFS	F1 Why is the word 'God' so important to Christians?	F2 Why is Christmas special for Christians?	F3 Why is Easter special for Christians?	F4 Being special: where do we belong?	F5 Which places are special and why?	F6 Which stories are special and why?
Year 1 / 2 A	1.1 What do Christians believe God is like?	1.3 Why does Christmas matter to Christians?	1.5 Why does Easter matter to Christians?	1.2 Who do Christians say made the world?	1.7 Who is Jewish and how do they live? [Double unit]	
Year 1 / 2 B	1.8 What makes some places sacred to believers?	1.4 What is the 'good news' Christians believe Jesus brings?	1.6 Who is a Muslim and how do they live? [Double unit]		1.9 How should we care for others and for the world, and why does it matter?	1.10 What does it mean to belong to a faith or belief community?
Year 3/4a	L2.1 What do Christians learn from the Creation story?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.3 What is the 'Trinity' and why is it important for Christians?	L2.4 What kind of world did Jesus want?	L2.11 How and why do people mark the significant events of life? Christians, Hindus, Muslims, non-religious	L2.6 For Christians, what was the impact of Pentecost?
Year 3/4b	L2.7 What do Hindus believe God is like?	L2.8 What does it mean to be Hindu in Britain today?	L2.9 How do festivals and worship show what matters to Muslims?	L2.2 What is it like for someone to follow God?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.12 How and why do people try to make the world a better place? Christians, Muslims, non-religious
Year 5/6a	U2.3 Why do Christians believe Jesus was the Messiah?	U2.2 Creation and science: conflicting or complementary	U2.9 Why is the Torah so important to Jewish people?	U2.10 What matters most to Humanists, Christians? Christians and non-	U2.12 How does faith help people when life gets hard? Christians,	U2.6 For Christians, what kind of king is Jesus?

				religious, with opportunities to include other worldviews stud	Muslims and/or Jews and/or Hindus, non-religious	
Year 5/6b	2.7 Why do Hindus want to be good?	U2.8 What does it mean to be a Muslim in Britain today?	U2.4 How do Christians decide how to live? 'What would Jesus do?	U2.1 What does it mean if Christians believe God is holy and loving?	U2.11 What does it mean to be humanist in Britain today?	U2.5 What do Christians believe Jesus did to 'save' people?

Religious Education and Worldviews within Early Years

The agreed syllabus for RE and Worldviews sets out experiences, opportunities and appropriate topics for children in the Foundation Stage. The suggestions made for the EYFS RE connect to the EYFS seven areas of learning and are detailed below.

The EYFS statutory framework also outlines an expectation that practitioners reflect on the different ways in which children learn and the characteristics of effective learning:

- Playing and exploring – children investigate and experience things, and ‘have a go’.
- Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Nursery

In Nursery, starting with things which are familiar to the children, and providing lots of hands-on activities are an important part of children’s learning.

Some examples of opportunities for religious education in Nursery include:

- creative play, make-believe, role play, dance and drama
- dressing up and acting out scenes from stories, celebrations or festivals
- making and eating festival food
- talking and listening to each other; hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts and feelings, and imagination
- exploring authentic religious artefacts, including those designed for small children (‘soft toy’ artefacts or story books)
- seeing pictures, books and videos of places of worship and meeting believers in class
- listening to religious music
- starting to introduce religious vocabulary
- work on nature, growing and life cycles or harvest
- seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet
- starting to talk about the different ways in which people believe and behave, and encouraging children to ask questions.

Knowledge and Skills: Reception

Why is the word ‘God’ so important to Christians? (Autumn 1)	Why is Christmas special for Christians? (Autumn 2)	Why is Easter special for Christians? (Spring 1)
SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs;	SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs;	SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs;

<p>Understand the impact)</p> <p>I KNOW that Christians believe God made the world. I KNOW that Christians believe God loves people. I KNOW that Christians talk to God when they pray. I KNOW that stories in the Bible help Christians learn about God. I CAN talk about why Christians think God is special.</p>	<p>Understand the impact)</p> <p>I KNOW that Christmas is when Christians celebrate Jesus' birthday. I KNOW that Jesus is special to Christians. I KNOW that the Nativity story tells how Jesus was born. I KNOW that Christians celebrate Christmas in church and at home. I CAN talk about ways Christians celebrate Christmas (songs, candles, giving).</p>	<p>Understand the impact)</p> <p>I KNOW that Easter is a special time for Christians. I KNOW that Christians remember that Jesus died and that they believe he became alive again. I KNOW that Easter is a time of hope and new life. I KNOW that Christians go to church and share special celebrations at Easter. I CAN talk about some Easter symbols like crosses, candles and new life (eggs, chicks).</p>
<p>DISCIPLINARY KNOWLEDGE: (Make Connections)</p> <p>I CAN ask questions about God, like "Who is God?" or "Why do people talk about God?" I CAN think about what I find special or important.</p>	<p>DISCIPLINARY KNOWLEDGE: (Make Connections)</p> <p>I CAN ask questions about why Jesus' birthday is important to Christians. I CAN think about what makes special days important to me.</p>	<p>DISCIPLINARY KNOWLEDGE: (Make Connections)</p> <p>I CAN ask questions about why Easter is important to Christians. I CAN think about what new life or hope means to me.</p>

Being special: where do we belong? (Spring 2)	Which places are special and why? (Summer 1)	Which stories are special and why? (Summer 2)
<p>SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact)</p> <p>I KNOW that everyone belongs to different groups, like families, classes or friends. I KNOW that some people belong to faith communities such as churches, mosques or synagogues. I KNOW that belonging means being cared for and included. I KNOW that special</p>	<p>SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact)</p> <p>I KNOW that everyone has places that feel special to them (home, garden, a favourite room or outdoor place). I KNOW that Christians have churches as special places to pray and sing. I KNOW that Muslims have mosques as special places to pray. I KNOW that Jewish people</p>	<p>SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact)</p> <p>I KNOW that people have favourite stories that are special to them. I KNOW that Christians have special stories in the Bible, such as stories about Jesus. I KNOW that Muslims have special stories from the Qur'an, including stories about the Prophet Muhammad. I KNOW that Jewish people</p>

ceremonies (like welcoming a baby) can show belonging. I CAN talk about the groups I belong to and why they are special to me.	have synagogues as their special places. I CAN talk about a place that is special to me and explain why.	have special stories from the Torah. I CAN talk about a story that is special to me and say why I like it.
DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN ask questions about what makes people feel they belong. I CAN think about how we can help others feel included.	DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN ask questions about why people choose certain places as special. I CAN think about what makes a place feel calm, safe or happy.	DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN ask questions about why certain stories matter to people. I CAN think about what makes a story special, interesting or important.

Knowledge and Skills: Year 1 / 2 A

What do Christians believe God is like? (Autumn 1)	Why does Christmas matter to Christians? (Autumn 2)	Why does Easter matter to Christians? (Spring 1)
SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I KNOW that Christians believe God is loving, holy and powerful. I KNOW that Christians believe God is the creator of the world. I KNOW that many Christians describe God as Father, Son and Holy Spirit (the Trinity). I KNOW that Bible stories and Psalms show different aspects of what God is like. I CAN identify examples from the Bible that show God's love, fairness or power. I CAN describe how Christians show what they believe about God through worship, prayer and behaviour.	SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I KNOW that Christmas is when Christians celebrate the birth of Jesus. I KNOW that Christians believe Jesus is God's son. I KNOW the Nativity story tells how Jesus was born in Bethlehem. I KNOW that Christians believe Jesus' birth shows God's love. I CAN retell the Nativity story. I CAN give examples of how Christians celebrate Christmas (church, carols, candles, giving).	SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I KNOW that Easter is when Christians remember Jesus' death and celebrate that he came back to life. I KNOW that Good Friday remembers the day Jesus died. I KNOW that Easter Sunday celebrates Jesus being alive again. I KNOW Christians believe this shows God's love and hope. I CAN retell the main events of the Easter story. I CAN give examples of how Christians celebrate Easter (church services, candles, crosses, songs).

DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN ask questions about how Christians know what God is like and where their ideas come from. I CAN explore how different people might understand God in different ways, including those with no religious beliefs.	DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN ask questions about why Jesus' birth is special to Christians. I CAN explore what different people think is important about Christmas.	DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN ask questions about why Easter is such an important time for Christians. I CAN explore what ideas like hope and new life might mean to different people.

Who do Christians say made the world? (Spring 2)	Who is Jewish and how do they live? [Double unit] (Summer 1 and 2)
SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I KNOW that Christians believe God made the world. I KNOW that this story is found at the beginning of the Bible. I KNOW that Christians believe God made light, land, animals and people. I KNOW that Christians believe the world is a gift from God. I CAN retell the Christian creation story. I CAN give examples of how Christians try to look after the world.	SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I KNOW that Jewish people follow the religion of Judaism. I KNOW that Jewish people worship in a synagogue. I KNOW that the Torah is a special and important book for Jewish people. I KNOW that Shabbat is a special day of rest each week for many Jewish families. I CAN describe some things Jewish families do at home (e.g., lighting candles, sharing meals). I CAN recognise some Jewish symbols, such as the Star of David or the menorah.
DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN ask questions about the creation story and what it means. I CAN explore why Christians think it is important to care for the world.	DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN ask questions about what is important to Jewish people. I CAN explore how Jewish families show their beliefs through special times and traditions.

Knowledge and Skills: Year 1 / 2 B

<p>What makes some places sacred to believers?</p> <p>(Autumn 1)</p>	<p>What is the 'good news' Christians believe Jesus brings?</p> <p>(Autumn 2)</p>	<p>Who is a Muslim and how do they live? [Double unit]</p> <p>(Spring 1 and 2)</p>
<p>SUBSTANTIVE KNOWLEDGE:</p> <p>(Make sense of beliefs; Understand the impact)</p> <p>I KNOW that a sacred place is a place that is special for people who follow a religion. I KNOW that Christians have churches as special places to worship and pray. I KNOW that Jewish people have synagogues as their special place. I KNOW that Muslims have mosques as their place for worship and prayer. I CAN name things that make a place special for believers (e.g., symbols, prayers, stories). I CAN talk about what people do in their sacred places (e.g., praying, singing, listening).</p>	<p>SUBSTANTIVE KNOWLEDGE:</p> <p>(Make sense of beliefs; Understand the impact)</p> <p>I KNOW that Christians believe Jesus brings "good news" about God's love. I KNOW that Jesus taught people to love God and love others. I KNOW that Christians believe Jesus came to help people and forgive them. I KNOW that stories in the Bible show Jesus caring for people who were sad, poorly or lonely. I CAN retell a story where Jesus shows love or kindness. I CAN give examples of how Christians try to share Jesus' good news today (e.g., helping others, being kind).</p>	<p>SUBSTANTIVE KNOWLEDGE:</p> <p>(Make sense of beliefs; Understand the impact)</p> <p>I KNOW that a Muslim is someone who follows the religion of Islam. I KNOW that Muslims believe in one God, called Allah. I KNOW that the Qur'an is a special and holy book for Muslims. I KNOW that Muslims pray every day, often facing Makkah. I CAN describe things Muslims do at home, such as praying or saying special words. I CAN recognise that Muslims worship in a mosque.</p>
<p>DISCIPLINARY KNOWLEDGE:</p> <p>(Make Connections)</p> <p>I CAN ask questions about why different places are special to different people. I CAN explore what makes a place feel special or peaceful, even if I do not follow that religion.</p>	<p>DISCIPLINARY KNOWLEDGE:</p> <p>(Make Connections)</p> <p>I CAN ask questions about why Jesus' message is called "good news". I CAN explore what good news means to me and others.</p>	<p>DISCIPLINARY KNOWLEDGE:</p> <p>(Make Connections)</p> <p>I CAN ask questions about what is important to Muslims. I CAN explore how Muslims show their beliefs through prayer, special words and places.</p>

<p>How should we care for others and for the world, and why does it matter?</p> <p>(Summer 1)</p>	<p>What does it mean to belong to a faith or belief community?</p> <p>(Summer 2)</p>
<p>SUBSTANTIVE KNOWLEDGE:</p> <p>(Make sense of beliefs; Understand the impact)</p> <p>I KNOW that many religions teach people to be kind and caring.</p> <p>I KNOW that Christians believe God made the world and people should look after it.</p> <p>I KNOW that Muslims believe caring for others and the world pleases Allah.</p> <p>I KNOW that Jewish people teach the importance of helping others (tzedakah).</p> <p>I CAN give examples of ways people care for others (sharing, helping, including).</p> <p>I CAN give examples of ways people care for the world (planting, recycling, saving energy).</p>	<p>SUBSTANTIVE KNOWLEDGE:</p> <p>(Make sense of beliefs; Understand the impact)</p> <p>I KNOW that belonging means being part of a group of people who share beliefs or values.</p> <p>I KNOW that Christians belong to the Church, Muslims belong to the Ummah, and Jewish people belong to the Jewish community.</p> <p>I KNOW that people in faith communities celebrate together, pray together and help each other.</p> <p>I KNOW that special symbols, clothes, or ceremonies can show belonging (e.g., baptism, naming ceremonies).</p> <p>I CAN describe ways people show they belong (joining in, sharing, celebrating).</p> <p>I CAN recognise that belonging can make people feel supported and special.</p>
<p>DISCIPLINARY KNOWLEDGE:</p> <p>(Make Connections)</p> <p>I CAN ask questions about why caring for others and the world is important.</p> <p>I CAN explore how people—religious or</p>	<p>DISCIPLINARY KNOWLEDGE:</p> <p>(Make Connections)</p> <p>I CAN ask questions about what helps people feel they belong to a group.</p> <p>I CAN explore why belonging to a</p>

not—show kindness and responsibility.

community—religious or not—is important for many people.

Knowledge and Skills: Year 3/4 A

What do Christians learn from the Creation story? (Autumn 1)	How do festivals and family life show what matters to Jewish people? (Autumn 2)	What is the 'Trinity' and why is it important for Christians? (Spring 1)
<p>SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact)</p> <p>I KNOW the Creation story is found in Genesis at the start of the Bible. I KNOW Christians believe God created the world and everything in it. I KNOW Christians believe humans are made in God's image. I KNOW the story teaches Christians that the world is a gift from God.</p> <p>I CAN retell the key parts of the Creation story. I CAN give examples of how Christians try to care for the world because of their beliefs.</p>	<p>SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact)</p> <p>I KNOW that Jewish festivals such as Shabbat, Rosh Hashanah, Yom Kippur and Passover remember important events and beliefs. I KNOW that many Jewish practices happen in the home, especially during Shabbat. I KNOW that Jewish people believe in remembering God's actions in the past and living according to God's commandments. I KNOW that family meals, blessings and traditions help pass on Jewish identity.</p> <p>I CAN describe key features of at least one Jewish festival. I CAN explain how Jewish families show what matters to them through rituals, food, stories and prayer.</p>	<p>SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact)</p> <p>I KNOW that the Trinity means Christians believe God is Father, Son and Holy Spirit. I KNOW these three persons are all fully God but have different roles. I KNOW Christians see the Trinity as a way of understanding God's love and work in the world. I KNOW that the Trinity appears in Bible stories such as Jesus' baptism.</p> <p>I CAN recognise how the Trinity is shown in Christian symbols, art or prayers. I CAN describe how belief in the Trinity shapes Christian worship.</p>
<p>DISCIPLINARY KNOWLEDGE: (Make Connections)</p> <p>I CAN think and ask questions about why the Creation story matters to Christians. I CAN explore whether the story has ideas that anyone can learn from about caring for the world.</p>	<p>DISCIPLINARY KNOWLEDGE: (Make Connections)</p> <p>I CAN think and ask questions about why festivals and family traditions are important in helping people feel connected to their beliefs. I CAN explore what can be learned from Jewish ways of</p>	<p>DISCIPLINARY KNOWLEDGE: (Make Connections)</p> <p>I CAN ask questions about why Christians describe God in three ways and how this helps them make sense of their faith. I CAN explore why Christians find the Trinity important even</p>

	remembering, celebrating and spending time together.	though it is a difficult idea to fully understand.
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What kind of world did Jesus want? (Spring 2)	Why do Christians call the day Jesus died 'Good Friday'? (Summer 1)	For Christians, what was the impact of Pentecost? (Summer 2)
<p>SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact)</p> <p>I KNOW that Jesus taught people through stories called parables. I KNOW that the parables of the Good Samaritan and the Lost Son show Jesus wanting people to be kind, forgiving and loving. I KNOW that Jesus taught people to care for others, especially those who are excluded or in need. I KNOW that Christians believe Jesus wanted a world of fairness, compassion and peace.</p> <p>I CAN identify examples of how Christians try to follow Jesus' teachings today. I CAN describe how Jesus' messages guide Christians in how they treat others.</p>	<p>SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact)</p> <p>I KNOW that Good Friday remembers the day Jesus died on the cross. I KNOW that Christians believe Jesus' death was part of God's plan to save people. I KNOW that Christians see Jesus' death as an act of love and forgiveness. I KNOW that Good Friday is part of Holy Week, leading to Easter Sunday.</p> <p>I CAN retell key parts of the story of Jesus' crucifixion. I CAN explain why many Christians feel a mixture of sadness and thankfulness on Good Friday.</p>	<p>SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact)</p> <p>I KNOW that Pentecost is the day Christians believe the Holy Spirit came to Jesus' followers. I KNOW that the story of Pentecost is found in the book of Acts. I KNOW that Christians believe the Holy Spirit gave the disciples courage and guidance. I KNOW that Pentecost is often called the 'birthday of the Church'.</p> <p>I CAN describe how the disciples changed after receiving the Holy Spirit. I CAN give examples of how Christians today believe the Holy Spirit helps them.</p>
<p>DISCIPLINARY KNOWLEDGE: (Make Connections)</p> <p>I CAN ask questions about what Jesus' teachings might mean for people today. I CAN explore whether ideas like kindness, fairness and forgiveness are important for everyone, not just Christians.</p>	<p>DISCIPLINARY KNOWLEDGE: (Make Connections)</p> <p>I CAN ask questions about why a sad event can be seen as "good" by Christians. I CAN explore how different people might understand the meaning of sacrifice, forgiveness and hope.</p>	<p>DISCIPLINARY KNOWLEDGE: (Make Connections)</p> <p>I CAN ask questions about how people might feel empowered or guided in their beliefs. I CAN explore why Pentecost is seen as a turning point for Christians and how different people might explain its importance.</p>

Knowledge and Skills: Year 3/4 B

What do Hindus believe God is like? (Autumn 1)	What does it mean to be Hindu in Britain today? (Autumn 2)	How do festivals and worship show what matters to Muslims? (Spring 1)
<p>SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact)</p> <p>I KNOW that many Hindus believe in one supreme God called Brahman. I KNOW that Hindus believe Brahman can be understood through many different forms (deities). I KNOW that deities such as Vishnu, Shiva and Lakshmi express different qualities of God. I KNOW that stories and symbols help Hindus understand what God is like.</p> <p>I CAN describe how at least one Hindu deity shows an aspect of God. I CAN give examples of how Hindus show devotion to God (e.g., prayer, puja, festivals).</p>	<p>SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact)</p> <p>I KNOW that Hindus in Britain follow key beliefs such as dharma (duty), karma (actions have consequences) and worship of deities. I KNOW that Hindu families may take part in festivals such as Diwali, Holi and Navratri. I KNOW that many Hindus worship at home and in mandirs (temples). I KNOW that traditions such as prayer, stories, food and music help keep Hindu identity alive.</p> <p>I CAN describe how a Hindu mandir in Britain supports community life. I CAN give examples of how Hindu families balance their traditions with British life.</p>	<p>SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact)</p> <p>I KNOW that Muslims worship one God, Allah, and follow the teachings of the Qur'an. I KNOW that prayer (Salah) is an important part of daily Muslim life. I KNOW that festivals such as Eid al-Fitr and Eid al-Adha celebrate obedience to God, community and generosity. I KNOW that Ramadan is a month of fasting, self-control and gratitude.</p> <p>I CAN describe how Muslims prepare for and celebrate Eid. I CAN explain how worship and festivals show what Muslims value, such as family, charity and faith.</p>
<p>DISCIPLINARY KNOWLEDGE: (Make Connections)</p> <p>I CAN ask questions about why people use stories and symbols to explain ideas about God. I CAN explore what it means to believe in one God with many forms and how different people might understand this belief.</p>	<p>DISCIPLINARY KNOWLEDGE: (Make Connections)</p> <p>I CAN ask questions about how living in a different country might shape the way people practise their religion. I CAN explore what we can learn from how Hindus keep their beliefs and culture strong in modern Britain.</p>	<p>DISCIPLINARY KNOWLEDGE: (Make Connections)</p> <p>I CAN ask questions about why worship and festivals are important for helping Muslims live out their beliefs. I CAN explore what people of all backgrounds might learn from Muslim practices of gratitude, charity and self-discipline.</p>

How do festivals and family life show what matters to Jewish people? (Spring 2)	What kind of world did Jesus want? (Summer 1)	How and why do people try to make the world a better place? (Summer 2)
<p>SUBSTANTIVE KNOWLEDGE:</p> <p>(Make sense of beliefs; Understand the impact)</p> <p>I KNOW that Jewish festivals remember important events such as God rescuing the Israelites (Passover) or creating the world (Rosh Hashanah). I KNOW that Shabbat is a weekly time of rest, prayer and family togetherness. I KNOW that many Jewish traditions happen in the home, including blessings, meals and lighting candles. I KNOW that festivals and family rituals help Jewish people remember God's commandments.</p> <p>I CAN describe key features of at least one Jewish festival. I CAN explain how family life helps pass on Jewish identity and values.</p>	<p>SUBSTANTIVE KNOWLEDGE:</p> <p>(Make sense of beliefs; Understand the impact)</p> <p>I KNOW that Jesus taught people through parables such as the Good Samaritan and the Lost Son. I KNOW that these stories show Jesus wanting a world of kindness, forgiveness and love. I KNOW that Jesus taught people to care for others, especially those who are left out or in need. I KNOW that Christians believe Jesus wanted a world of fairness and compassion.</p> <p>I CAN identify examples of how Christians try to follow Jesus' teachings today. I CAN describe how Jesus' messages guide Christians in how they treat others.</p>	<p>SUBSTANTIVE KNOWLEDGE:</p> <p>(Make sense of beliefs; Understand the impact)</p> <p>I KNOW that many religions teach followers to help others, care for the world and act with kindness. I KNOW that Christians, Muslims, Jews, Hindus and non-religious people may all have different reasons for wanting to do good. I KNOW that charities and community groups are often inspired by beliefs about justice, compassion and responsibility. I KNOW that some people try to make the world better through giving, volunteering or campaigning.</p> <p>I CAN describe examples of how different people or groups help others. I CAN explain reasons why people feel responsible for caring for the world.</p>
<p>DISCIPLINARY KNOWLEDGE:</p> <p>(Make Connections)</p> <p>I CAN ask questions about why festivals and family traditions are important for Jewish people today. I CAN explore what anyone might learn from Jewish ways of celebrating, remembering and spending time together.</p>	<p>DISCIPLINARY KNOWLEDGE:</p> <p>(Make Connections)</p> <p>I CAN ask questions about what Jesus' teachings might mean for people today. I CAN explore whether ideas like forgiveness, fairness and kindness matter to everyone, not just Christians.</p>	<p>DISCIPLINARY KNOWLEDGE:</p> <p>(Make Connections)</p> <p>I CAN ask questions about what motivates people to do good and whether beliefs influence actions. I CAN explore how different ideas—religious or not—can inspire people to make positive changes in the world.</p>

Why do Christians believe Jesus was the Messiah? (Autumn 1)	Creation and science: conflicting or complementary (Autumn 2)	Why is the Torah so important to Jewish people? (spring 1)
<p>SUBSTANTIVE KNOWLEDGE:</p> <p>(Make sense of beliefs; Understand the impact)</p> <p>I KNOW that the word <i>Messiah</i> means "anointed one" or chosen saviour.</p> <p>I KNOW that Christians believe Jesus fulfilled Old Testament promises about a coming Messiah.</p> <p>I KNOW that stories of Jesus' life, teachings, miracles and resurrection shape Christian beliefs about him.</p> <p>I KNOW that Christians believe Jesus came to rescue people and bring them closer to God.</p> <p>I CAN identify examples from the Bible that show why Christians see Jesus as the Messiah.</p> <p>I CAN describe how this belief influences Christian worship and celebrations (e.g., Christmas, Easter).</p>	<p>SUBSTANTIVE KNOWLEDGE:</p> <p>(Make sense of beliefs; Understand the impact)</p> <p>I KNOW that the Creation story in <i>Genesis</i> describes God creating the world with purpose.</p> <p>I KNOW that many Christians believe God created the world, but they understand <i>Genesis</i> in different ways.</p> <p>I KNOW that science explains natural processes such as the Big Bang and evolution.</p> <p>I KNOW that some Christians see science and religion as answering different kinds of questions.</p> <p>I CAN describe how some Christians see the Bible and science working together.</p> <p>I CAN explain why some people think <i>Genesis</i> is symbolic while others read it literally.</p>	<p>SUBSTANTIVE KNOWLEDGE:</p> <p>(Make sense of beliefs; Understand the impact)</p> <p>I KNOW that the Torah is the first five books of the Hebrew Bible.</p> <p>I KNOW that Jewish people believe the Torah contains God's laws and teachings.</p> <p>I KNOW that the Torah guides Jewish people on how to live, worship and treat others.</p> <p>I KNOW that the Torah is read in Hebrew in the synagogue and kept in a special scroll.</p> <p>I CAN describe how Jewish people show respect for the Torah (e.g., dressing the scroll, using a yad, standing when it is carried).</p> <p>I CAN give examples of how the Torah influences Jewish daily life and festivals.</p>
<p>DISCIPLINARY KNOWLEDGE:</p> <p>(Make Connections)</p> <p>I CAN ask questions about why Christians see Jesus as the fulfilment of ancient promises.</p> <p>I CAN explore how different people might understand the idea of a "Messiah" and why this matters in Christianity.</p>	<p>DISCIPLINARY KNOWLEDGE:</p> <p>(Make Connections)</p> <p>I CAN ask questions about whether science and religion are in conflict, or if they can both help explain the world.</p> <p>I CAN explore how different viewpoints try to make sense of the relationship between faith, evidence and interpretation.</p>	<p>DISCIPLINARY KNOWLEDGE:</p> <p>(Make Connections)</p> <p>I CAN ask questions about why sacred texts matter so much to religious communities.</p> <p>I CAN explore what it means for a book to shape identity, values and daily life.</p>
What matters most to Humanists and Christians? (Spring 2)	How does faith help people when life gets hard? Christians, Muslims	For Christians, what kind of king is Jesus? (Summer 2)

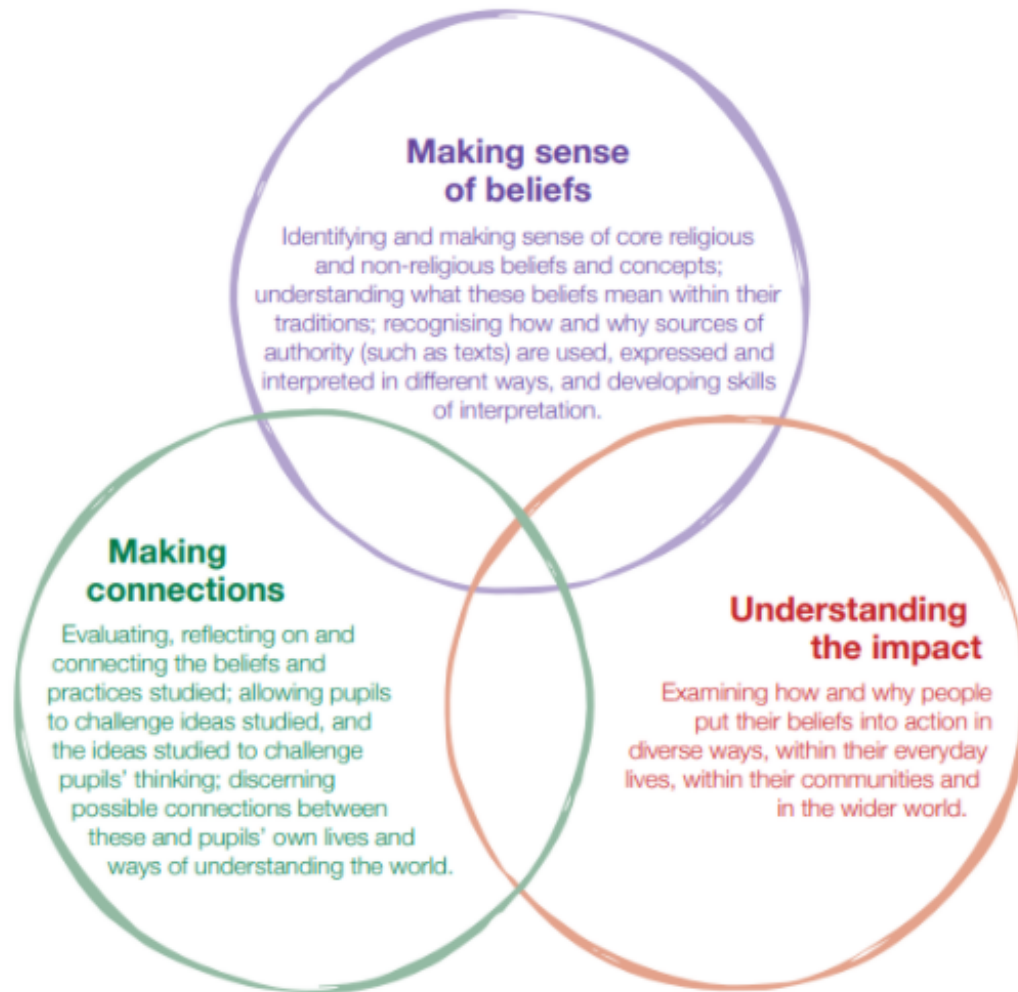
	and/or Jews and/or Hindus, non-religious (Summer 1)	
<p>SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact)</p> <p>I KNOW that Humanists do not believe in God and base their decisions on reason, empathy and evidence. I KNOW that Humanists believe people should live good lives by helping others and making the world better. I KNOW that Christians believe in God and follow the teachings of Jesus. I KNOW that key Christian values include love, forgiveness, kindness and caring for others.</p> <p>I CAN describe examples of what Humanists and Christians say is important in life. I CAN explain how beliefs influence the choices Humanists and Christians make.</p>	<p>SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact)</p> <p>I KNOW that many religious people find comfort in prayer, community and sacred texts. I KNOW that Christians may find hope in Jesus' teachings and the belief that God is with them. I KNOW that Muslims find strength through prayer (Salah), trust in Allah, and the support of the Ummah. I KNOW that Jewish people may turn to the Torah, family traditions and community for guidance and reassurance. I KNOW that Hindus may find comfort in stories of deities, meditation, and beliefs about dharma and karma. I KNOW that non-religious people may find support through relationships, values, nature, or talking to others.</p>	<p>SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact)</p> <p>I KNOW that Christians call Jesus a king, but not the kind of king with a palace, army or crown. I KNOW that the Bible describes Jesus as a king who serves others, not one who seeks power. I KNOW that stories such as Palm Sunday show Jesus as a peaceful king. I KNOW that Christians believe Jesus' kingdom is about love, justice, forgiveness and compassion.</p> <p>I CAN describe how Christians show Jesus is their king through worship and behaviour. I CAN identify symbols (e.g., cross, crown of thorns) that show Jesus' unusual kind of kingship.</p>
<p>DISCIPLINARY KNOWLEDGE: (Make Connections)</p> <p>I CAN ask questions about why different people value different things and how beliefs shape their actions. I CAN explore what Humanists and Christians might agree on, and why they sometimes differ.</p>	<p>DISCIPLINARY KNOWLEDGE: (Make Connections)</p> <p>I CAN ask questions about how beliefs—religious or not—help people cope with challenges and sadness. I CAN explore what different sources of support mean to people, and how ideas of hope, strength and resilience vary.</p>	<p>DISCIPLINARY KNOWLEDGE: (Make Connections)</p> <p>I CAN ask questions about what makes someone a good leader or king. I CAN explore how Jesus' idea of kingship challenges normal ideas about power and leadership.</p>

Why do Hindus want to be good? (Autumn 1)	What does it mean to be a Muslim in Britain today? (Autumn 2)	How do Christians decide how to live? 'What would Jesus do?' (Spring 1)
<p>SUBSTANTIVE KNOWLEDGE:</p> <p>(Make sense of beliefs; Understand the impact)</p> <p>I KNOW that many Hindus believe in <i>dharma</i> — doing the right thing and fulfilling their duties.</p> <p>I KNOW that Hindus believe actions have consequences, known as <i>karma</i>.</p> <p>I KNOW that good actions lead to positive karma, which affects future lives in the cycle of <i>samsara</i> (rebirth).</p> <p>I KNOW that stories of deities such as Rama, Krishna and Ganesha teach Hindus how to live well.</p> <p>I CAN describe examples of how Hindus try to be good in daily life (e.g., kindness, honesty, helping others).</p> <p>I CAN explain how beliefs about dharma and karma influence Hindu choices.</p>	<p>SUBSTANTIVE KNOWLEDGE:</p> <p>(Make sense of beliefs; Understand the impact)</p> <p>I KNOW that Muslims in Britain follow the teachings of the Qur'an and the example of the Prophet Muhammad.</p> <p>I KNOW that prayer (Salah), mosque attendance and celebrating festivals like Ramadan and Eid are important parts of Muslim life.</p> <p>I KNOW that many Muslim families balance religious traditions with British culture and daily routines.</p> <p>I KNOW that mosques in Britain support community life through prayer, learning and charity.</p> <p>I CAN describe examples of how Muslims practise their faith at home, school and in the community.</p> <p>I CAN explain how values such as modesty, kindness and charity guide the lives of many Muslims in Britain today.</p>	<p>SUBSTANTIVE KNOWLEDGE:</p> <p>(Make sense of beliefs; Understand the impact)</p> <p>I KNOW that Christians look to Jesus' teachings and example to guide how they live.</p> <p>I KNOW that Jesus taught people to love others, forgive, and help those in need.</p> <p>I KNOW that Christians read the Bible to understand what Jesus said and did.</p> <p>I KNOW that many Christians ask "What would Jesus do?" when making decisions.</p> <p>I CAN describe examples of how Christians try to follow Jesus' example in daily life.</p> <p>I CAN explain how Christian values such as kindness, fairness and forgiveness shape choices.</p>
<p>DISCIPLINARY KNOWLEDGE:</p> <p>(Make Connections)</p> <p>I CAN ask questions about why people choose to do good and how beliefs shape their behaviour.</p> <p>I CAN explore how ideas like duty, consequences and kindness matter to people of different beliefs.</p>	<p>DISCIPLINARY KNOWLEDGE:</p> <p>(Make Connections)</p> <p>I CAN ask questions about how living in modern Britain shapes the way Muslims express their faith.</p> <p>I CAN explore what can be learned from the ways Muslim communities maintain their beliefs, identity and traditions.</p>	<p>DISCIPLINARY KNOWLEDGE:</p> <p>(Make Connections)</p> <p>I CAN ask questions about how people decide what is right and wrong, and how beliefs affect decisions.</p> <p>I CAN explore whether Jesus' teachings matter only to Christians or if they have ideas everyone can learn from.</p>

What does it mean if Christians believe God is holy and loving? (Spring 2)	What does it mean to be humanist in Britain today? (Summer 1)	What do Christians believe Jesus did to 'save' people? (Summer 2)
<p>SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact)</p> <p>I KNOW that Christians believe God is <i>holy</i> (perfect, powerful and set apart). I KNOW that Christians also believe God is <i>loving</i>, caring for people like a parent. I KNOW that Bible stories and Psalms describe God as both holy and compassionate. I KNOW that Christians believe Jesus shows God's love in human form.</p> <p>I CAN describe how Christians show respect for God's holiness through worship, prayer and behaviour. I CAN explain how belief in God's love affects the way Christians try to treat others.</p>	<p>SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact)</p> <p>I KNOW that Humanists do not believe in God or the supernatural. I KNOW that Humanists base their choices on reason, evidence and empathy. I KNOW that Humanists believe people should live good lives by helping others and making the world better. I KNOW that Humanists celebrate important life events (e.g., weddings, funerals) through Humanist ceremonies led by celebrants.</p> <p>I CAN describe examples of Humanist values, such as kindness, fairness and thinking for yourself. I CAN explain how Humanists find meaning through relationships, creativity and contributing to society.</p>	<p>SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact)</p> <p>I KNOW that Christians believe Jesus' death and resurrection are central to the idea of salvation. I KNOW that Christians believe Jesus took on the consequences of human wrongdoing. I KNOW that Easter celebrates Jesus' victory over sin and death. I KNOW that Christians believe Jesus' actions repaired the relationship between God and humanity.</p> <p>I CAN identify Bible passages and stories that explain Christian beliefs about salvation. I CAN describe how these beliefs influence Christian worship and practices today.</p>
<p>DISCIPLINARY KNOWLEDGE: (Make Connections)</p> <p>I CAN ask questions about how God can be both powerful and loving, and what this means for Christians. I CAN explore how beliefs about love, justice and holiness influence the way Christians live.</p>	<p>DISCIPLINARY KNOWLEDGE: (Make Connections)</p> <p>I CAN ask questions about how people decide what is right without religious beliefs. I CAN explore similarities and differences between Humanist and religious ways of finding purpose and living a good life.</p>	<p>DISCIPLINARY KNOWLEDGE: (Make Connections)</p> <p>I CAN ask questions about why Jesus' death and resurrection are so important to Christians. I CAN explore how different Christians explain the idea of being 'saved' and what it means for their lives.</p>

Lesson Design in Religious Education and Worldviews

Within each unit of work, learning will be centred around these three key elements in line with the progression framework:



Sequences of lessons are designed to either study one religion at a time ('systematic' units), or to form a 'thematic' unit, which build on learning by comparing the religions, beliefs and practices studied.

Within a sequence, teachers will provide opportunities for children to:

- Explore a religious belief, idea, practise, story in a variety of ways
- Use artefacts, visit places of worship, speak to/meet with believers of that religion
- Re-enact religious practises to embed understanding
- Use drama to explore stories
- Use discussion to share opinions and ideas
- Look at how a religious teaching impacts on the believer's life
- Look at life's big questions
- Give opportunities for children to reflect on what they believe.

Inclusion in art means: everyone feeling they can be successful, opportunities to explore their creativity from their own starting points, supporting language and communication for all learners.

Possible struggle or challenge	Scaffold or support to consider
<ul style="list-style-type: none"> - Difficulties with language/vocabulary 	<ul style="list-style-type: none"> - Pre-teaching important RE vocabulary, concepts and/or processes, where appropriate, can make a big difference. - Pre-preparing grids for recording information, can be helpful for some pupils. - Pupils move carefully from paired discussion to group discussion – the language necessary for whole-class discussion work may be a barrier for pupils who find it difficult to express themselves in public. Paired and small group discussions provide opportunities for all to take part. - Recognise that the language of RE may be challenging for many pupils, eg: <ul style="list-style-type: none"> a) language used in religious texts may be difficult to understand and will need to be explained b) some vocabulary can have different meanings in different contexts, and c) metaphor, eg in the sayings of religious leaders or parables, can be interpreted literally by some pupils, thus creating confusion or misunderstanding. <p>Consider using Widgit symbols to support in RE.</p>
<ul style="list-style-type: none"> - Difficulties with writing/fine motor skills 	<ul style="list-style-type: none"> - Pupil-made videos or digital camera presentations of situations or new knowledge can be powerful aids to learning, particularly for pupils for whom writing presents barriers. - Pre-preparing grids for recording information, can be helpful for some pupils.
<ul style="list-style-type: none"> - Difficulties with engagement, resilience and self-esteem 	<ul style="list-style-type: none"> - Give praise discreetly where pupils find public praise embarrassing or difficult. - Make sure pupils are well prepared for visits, particularly to different places of worship. Preparation can include using photographs, videos, artefacts etc, so that pupils are not worried about unfamiliar situations.

	<ul style="list-style-type: none"> - Discussing misconceptions in RE prevents pupils becoming inhibited by fear of mistakes. Avoid a culture of 'right answers'. RE deals with belief and opinion. Some pupils may find it hard to see beyond a 'black and white' view of issues.
<ul style="list-style-type: none"> - Autistic Spectrum Disorder 	<ul style="list-style-type: none"> - The acceptance that others have different views and that they have a right to hold and express them can present barriers for those with an autistic spectrum disorder (ASD). Many of these barriers can be removed by using multi-sensory approaches, eg through drama and role-play, visits to places of worship, or sharing special meals. - Learning about religion can present barriers for pupils with complex needs because of the abstract concepts involved. For example, some pupils will have difficulty understanding abstract concepts such as spirituality, belief, opinion, friendship, justice, cooperation, conflict and empathy. Drama, role-play, games and simulations, can develop understanding of such concepts. - Draw on pupils' personal experiences to offer concrete examples of the concept being explored and make sure that the context of discussions is relevant to pupils' lives – eg discussing fairness in the abstract can be off-putting; to discuss it in the context of an issue in the playground or the rules of a sport can be more relevant and engaging. - Use of good-quality artefacts allows pupils to understand aspects of the different faiths. Artefacts can be used to develop pupils' observation skills and use of language.
<ul style="list-style-type: none"> - Difficulties with memory/processing 	<ul style="list-style-type: none"> - Pupils can become confused between the different faiths. It may be better to concentrate learning on one faith at a time, rather than try to follow a - theme through different faiths. However, if the sequence requires the latter, try to clarify the different faiths through displays and resources. - Consider ways of supporting pupils' recall – eg use a digital camera to capture the stages of an activity or the sights of a visit for future reference. Images can also be used to build a visual or audio-visual record.

Assessment in Religious Education

Teachers assess the impact of the RE curriculum throughout the unit of work through evaluating pupils' response to questions, contributions to discussions and written work.

Sequences are planned so that the penultimate lesson includes a task or activity which allows teachers to assess children's understanding of key knowledge and understanding from the sequence. The final lesson of the sequence is then planned so that teachers can revisit key learning with those children who have not retained or understood clearly, or correct misconceptions that have become apparent. Those children who have secured understanding work on tasks designed to consolidate and allow them to deepen their understanding or response to the learning.

An example of this part of a sequence is shown here:

4	I KNOW different ways that Christians look after their world.	Look at clip https://www.westcliffeprimary.com/re-what-a-wonderful-world-1/ - what a wonderful world first (first half of video). What do they like about the pictures? Then show second pictures – discuss the contrast. Which world would they sooner live in? Why? What can we all do to ensure we live in the first world?	Christian visitor in to talk to children about how the story of Creation affects their behaviour as an individual and the actions of their church. Encourage children to ask key questions.	ASSESSMENT OPPORTUNITY Key question: What does the story of Creation tell us about God, Creation and the world? Class discussion to include: brief retelling of Creation story, question of what we can learn about God from the <u>story and how we might look after the world in response.</u> Write key ideas on flipchart/ whiteboard to summarise their learning. (You could take a photo of this for your records)	Do you have any questions still about the story of Creation? Record these on the board.
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5	<p>I KNOW HOW TO show my learning through art.</p>	<p>RESPONSE TO ASSESSMENT SESSION</p> <p>This session is an opportunity to pick up any misconceptions from the assessment activity, consolidate key learning and/or dig deeper.</p> <p>Activities to support misconceptions/consolidate learning could include:</p> <ul style="list-style-type: none"> A) Further opportunities to retell the Creation story, eg through comic strip, drama, creation wheel. B) Further opportunities to consider what the story tells us about God, eg choose 2 words from selection that best describe God and be able to explain their choices C) Further opportunities to consider how Christians look after the world, eg look at <u>Arocha</u> website and create a poster of different ways Christians might take care of creation. <p>Activities to dig deeper if key learning is secure:</p> <p>Look at different artists' depictions of Days 1-5 of Creation story (some examples in UC resources). What might an image representing Day 6 look like? Children create their own artwork to represent Day 6.</p> <p>In conclusion, children verbally answer these questions:</p> <p>What have you enjoyed about your learning this half term? What is the most important thing you have learnt?</p>	<p>Image</p>
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