

Avonwood Primary School

R.E Curriculum Policy



November 2025

Subject Leader: Mrs H Rich



Avonwood Primary School

The best in everyone™

Part of United Learning

Contents

1.0	Our School Vision	3
1.1	How our whole school vision links with R.E.....	4
2.0	Subject Intent, Implementation & Impact	5
2.1	Subject Intent.....	5
2.2	Subject Implementation.....	6
2.3	Subject Impact	7
3.0	Sequencing of Whole School Overview: Long Term Planning	8
3.1	The Avonwood RE Curriculum (UL Religion and Worldviews)	8
3.2	Knowledge & Skills Overview – EYFS.....	11
3.3	Knowledge & Skills Overview – KS1	15
3.4	Knowledge & Skills Overview – KS2	24
4.0	RE Curriculum Resources	52
4.1	Example Medium Term Plan	52
4.2	Lesson Structure.....	55
4.3	Example Knowledge Organiser	55
4.4	Assessment	55
5.0	Roles and Responsibilities.....	56
5.1	Class Teacher.....	56
5.2	Subject Leader.....	56
5.3	Senior Leadership Team.....	56

1.0 Our School Vision

At Avonwood we see it as our moral imperative for all children, regardless of background, to achieve their very best. Our children all read classic literature, study modern foreign languages, experience the science of dissecting organs and even learn a new musical instrument every year as a right, not a privilege. These high expectations enable us to develop and deliver a curriculum rich in carefully sequenced and embedded powerful knowledge. We expect teachers to deliver lessons with that fulfil this expectation whilst living up to our ambition of **inspiring wonder and intellectual curiosity**.

Our curriculum is at the centre of every education decision we take at Avonwood. We do not see the curriculum as a finished product, far from it. On a weekly, termly and annual basis we review plans, consider our intent and make sure we deliver the very best academic and enrichment diet to our children. All curriculum areas have a subject lead that is responsible for the design, implementation and ongoing monitoring and evaluation of this area.

Avonwood has moved away from tokenistic topics towards knowledge rich experiences in discrete subjects, with deliberate cross curricular links only when appropriate. For example, in Year 2 we teach the Great Fire of London when children have already learnt in Geography where London is and its status within the United Kingdom. The awe and wonder of learning continues to characterise the Avonwood curriculum but in a purposeful, sequenced and deliberate manner.

If **'powerful knowledge' is the head of our school, then reading for pleasure and progress is its heart**. Our school environment and curriculum crystallises reading for pleasure as a valued and purposeful part of our curriculum. We agree with the view of Thompson (2020) when she states the importance of becoming a reader who teachers and a teacher who reads is a pedagogy with far reaching consequences. Reading progression is carefully mapped to provide opportunities for exposure to a wide variety of genres, authors of different backgrounds and a mixture of classic and contemporary texts. Every afternoon we 'Drop Everything and Read' to end our school day with a high quality whole class reading session. **We wholeheartedly believe reading is the golden key to unlocking the potential of every child's success.**

We are honoured to be the only United Nations Earth Charter Primary School in Europe. We believe it is vital that all children have an understanding of their responsibility as global citizens and our eight Earth Charter principals are referenced throughout our curriculum and daily life. From the importance of peace and respect for all living creatures through to the consideration of the past and future of our planet, this ethos gives our Avonwood curriculum a very current and relevant perspective that all stakeholders within our community hold strong. This runs deep within our "Avonwood DNA" and is optimised by our school mantra... it starts with one!

1.1 How our whole school vision links with R.E

At Avonwood, part of the broad, balanced curriculum is the teaching of Religious Education (RE). We believe that all children, from any faith or culture, should feel welcomed into the school community and this is fostered through the learning and exposure to a variety of religions and worldviews.

We follow the new United Learning 'Religion and Worldviews' Curriculum (published July 2022). This means that the curriculum reflects up to date research and pedagogy and has an evidence-based, multidisciplinary worldviews approach.

By its very nature, RE allows opportunities for both Diversity and Inclusion. Discussions held in lessons encourage children to express their opinions and share their own experiences from their own backgrounds. Through this, a culture of empathy and respect is truly enhanced. Children feel their ideas and opinions are valued whilst also being able to listen to others; hearing and analysing conflicting viewpoints.

Through our curriculum, we hope for children to develop a secure understanding of the **knowledge and concepts** surrounding RE as well as developing **positive attitudes** to cultures and beliefs which vary from their own.

RE also helps to promote the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life. Through RE pupils can develop skills e.g. discernment, critical thinking and reasoning.

Additionally, RE offers opportunities for moments of mindfulness (cultivating a sense of awareness on purpose, in a non-judgemental way in the present moment):

All of these opportunities experienced through our RE lessons, feeds significantly into the Avonwood belief in "It starts with one".



2.0 Subject Intent, Implementation & Impact

2.1 Subject Intent

We aim for all of our children to leave Avonwood equipped with the RE skills and knowledge that will enable them to be ready for the curriculum at KS3 and for life as an adult in the wider world.

Our intent for the RE curriculum is we can achieve the following for children at Avonwood:

Building on the Framework for Excellence, The United Learning Primary Curriculum has six core principles:

- **Entitlement**

All pupils have the right to learn what is in the United Learning curriculum, and schools have a duty to ensure that all pupils are taught the whole of it

- **Coherence**

Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects. Religious Education or Religion & Worldviews currently has no National Curriculum; the United Learning curriculum design takes account of statutory requirements and current research.

- **Mastery**

We ensure that foundational knowledge, skills and concepts are secure before moving on. Pupils revisit prior learning and apply their understanding in new contexts

- **Adaptability**

The core content – the ‘what’ – of the curriculum is stable, but schools will bring it to life in their own local context, and teachers will adapt lessons – the ‘how’ – to meet the needs of their own classes

- **Representation**

All pupils see themselves in our curriculum, and our curriculum takes all pupils beyond their immediate experience

- **Education with character**

Our curriculum - which includes the taught subject timetable as well as spiritual, moral, social and cultural development, our co-curricular provision and the ethos and ‘hidden curriculum’ of the school – is intended to spark curiosity and to nourish both the head and the heart

Subject-specific rationales are built on these six principles.

We believe that children are free to make their own choices and decisions concerning religion and belief. RE lessons will not try to persuade them but rather inform and develop skills with which evaluation can take place.

Through our curriculum, we hope for children to develop a secure understanding of the knowledge and concepts surrounding RE as well as developing positive attitudes to cultures and beliefs which vary from their own.

The overall aim of our RE curriculum is to make RE a meaningful and relevant subject for all pupils.

2.2 Subject Implementation

At Avonwood, we have chosen to use and follow the United Learning Religion and Worldviews Curriculum to help us construct a coherent and balanced RE curriculum where every year progression and continuity is enabled and enhanced. To get the most value from the United R&W Curriculum, we adhere to the sequencing and teaching the 'what' but adapt the 'how' and the lesson delivery to meet the needs of our pupils.

The United Curriculum for Religion & Worldviews provides all children, regardless of their background, with:

- **Coherent and sequenced substantive knowledge** of religion and worldviews represented in Britain and the wider world, selected to build pupils' understanding through three vertical concepts. These vertical concepts build a thematic narrative and provide context across diverse worldviews, as well as using small steps to help pupils gain a deep understanding of complex, abstract ideas:
 - **Sacrifice**

Giving something up for the benefit of someone else is a recurring concept across religious & non-religious worldviews and takes many different forms. What motivates human action and what are the societal and personal consequences?

- **Knowledge & Meaning**

One of the unique qualities of human intelligence through time has been our quest for knowledge and meaning. How have religion and belief impacted on humanity's search for "Truth"? How do beliefs impact human behaviour? What is it reasonable to believe?

- **Human Context**

Human beings exist in, and are influenced by, their place in time and their geographical, political and social context (Person, Time & Place). Everyone is different, so how have our diversities been influenced by our personal context? What influences a personal worldview?

- A Worldviews approach provides opportunities for all pupils to **see themselves reflected** in the curriculum, but also to be taken **beyond their own experiences**. The Religion & Worldviews curriculum teaches pupils about diversity within and between beliefs, cultures and worldviews from across the world, and seeks to teach the skills and knowledge to hold respectful and informed conversations about religion and belief; to be **religiously literate**.
- A conscious inclusion of **vocabulary** and substantive content that recognises the need to **decolonise** teaching materials in a meaningful and accessible way.
- A scholarly approach to the core **disciplinary knowledge** of **theology, philosophy and social sciences**, developing pupils' ability to hold the **types of conversation** and to apply **the methods and processes** of **theologians, philosophers and social scientists**.

A **curiosity and openminded** approach to the worldviews of others and a **reflective consciousness** of their own worldview

2.3 Subject Impact

Our RE Curriculum is high quality, well-sequenced and is planned to demonstrate progression.

Assessing impact is assessing how well pupils have learned the required knowledge from the implemented curriculum. It is not about lots of tests, or meticulously comparing pupils' outcomes at the start and end of each unit.

If pupils can keep up with a well-sequenced curriculum that has progression built in, they are making progress!

The United Curriculum has this progression built in, and so teachers and subject leads just need to be confident that pupils are keeping up with it.

This can be done through:

Formative assessment in lessons

There are opportunities for formative assessment in the lesson slides provided, and teachers should continually adapt their lesson delivery to address misconceptions and ensure that pupils are keeping up with the content.

Pre-learning and post-learning quizzes

This is in keeping with all other foundation subjects and science at Avonwood and are used to assess children's prior learning at the start of a new unit (which can then inform planning lessons to suit the children's gaps in learning) and as a final assessment at the end of the unit to help assess progress. The children complete these independently and self-mark (purple pen). The answers are discussed by the teacher with the children.

Books and pupil-conferencing

Talking to pupils about their books allows you to assess how much of the curriculum content is secure. These conversations are used most effectively to determine whether pupils have a good understanding of the vertical concepts, and if they can link recently taught content to learning from previous units. (They should not be used to assess whether pupils can recall information, as low-stakes quizzes can gather this information more efficiently).

3.0 Sequencing of Whole School Overview: Long Term Planning

3.1 The Avonwood RE Curriculum (UL Religion and Worldviews)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y e a r 1	SOCIAL SCIENCES Christianity & Judaism How do people show they belong? Showing belonging through religious artefacts, places and actions.	THEOLOGY Christianity Why does Christmas matter to Christians? Christian beliefs about the Nativity story and incarnation.	THEOLOGY Christianity & Judaism Who made the world? Religious text as origin of story of Creation. Creator God. Stewardship. The Fall.	PHILOSOPHY What questions does the story of creation make us ask? Can we find any answers? Asking questions & suggesting answers. Humanist/ scientific explanation of creation.	SOCIAL SCIENCES Judaism Why are symbols and artefacts important to Jewish families during Shabbat? Ways diverse Jewish families mark Shabbat.	SOCIAL SCIENCES Christianity How do Christians show God is important to them? Prayer, Praise and Worship

Y e a r 2	SOCIAL SCIENCES	PHILOSOPHY	THEOLOGY	THEOLOGY	PHILOSOPHY	SOCIAL SCIENCES
	Where is religion in our local community? (link Geography & History) Looking for evidence of lived Religion in local community.	Judaism What does it mean to be free? The significance of freedom in diverse Jewish practices at Passover(seder).	Christianity What do stories from the Bible reveal about what God is like? Interpreting meaning in stories about Jesus and stories told by him(parables).	Christianity Why does Easter matter to Christians? Beliefs about Jesus' life, death & resurrection. Salvation.	Hindu Dharma What do our senses tell us about Hindu worship? Senses in Hindu worship at home and in the Mandir.	Hindu Dharma How do celebrations give Hindus a sense of belonging? Celebrations.Jatakarma ,Raksha Bandhan & Diwali

Y e a r 3	THEOLOGY	THEOLOGY & SOCIAL SCIENCES	PHILOSOPHY	THEOLOGY	SOCIAL SCIENCES	THEOLOGY & PHILOSOPHY
	Christianity What is the Bible? Origins, content, significance, construction and interpretation of the Bible.	Christianity What is the Trinity? How have artists used symbolism to express Trinity? One God - Father, Son, Holy Spirit. Significance of metaphor and symbolism.	Christianity & Humanism How do people make moral decisions? Rules and human choice.	Islam Where do Islamic beliefs come from? History of Prophet Muhammad, revelation of the Qur'an, significance of Mecca.	Islam How do Muslims express their beliefs in their daily lives? Expression of beliefs about Allah, 5 Pillars of Islam as obligations. Lived diversity.	Is it reasonable to believe God is omnipotent, omnibenevolent, omniscient and omnipresent? Meaning of "omni" in Abrahamic understanding of God. Does this seem possible philosophically? What religious stories might support this?

Y e a r 4	PHILOSOPHY What do we mean by truth? Plato's cave. Evidence and scientific reasoning.	THEOLOGY Christianity/Judaism/Islam What does sacrifice mean? Abraham/Ibrahim in sacred text, Eid-ul-Fitr, animal sacrifice, Jesus as Ultimate Sacrifice.	PHILOSOPHY Christianity / Islam / Humanism How do people think about poverty, justice & self-sacrifice? Meaning of poverty & relative poverty. Meaning of justice. Everyday self-sacrifice.	SOCIAL SCIENCES Islam / Christianity How do people contribute to society? Self-sacrifice in form of charity/ community action.	THEOLOGY Islam How have events in history shaped Islamic diversity? Succession after Muhammad, conflict, Qur'anic interpretation. Sunni, Shia, Sufi.	SOCIAL SCIENCES How has religion and belief shaped our local area? International, national & local data. Lived expression in area.

Y e a r 5	SOCIAL SCIENCES Hindu Dharma How are Hindu beliefs expressed in artifacts and worship? One supreme being, Brahman Trimurti, avatars. Diverse worship as form of expression.	THEOLOGY Hindu Dharma How does scripture help Hindus understand Dharma? Diverse interpretations of the Ramayana	THEOLOGY & PHILOSOPHY Buddhism How do Buddhists explain suffering in the world? Spiritual journey of Siddhartha Gautama, enlightenment, 4 Noble Truths, 8 fold path.	THEOLOGY Christianity How have events in history shaped Christian diversity? (Link history & Geography) Great commission, Roman Empire, Nicene Creed, Great Schism, Martin Luther, Henry VIII, present.	SOCIAL SCIENCES Christianity How has belief in Jesus as the Messiah impacted art & music? Prophecy (Isaiah), fulfillment, New Testament, Ultimate Sacrifice. Global art. Handel's Messiah.	PHILOSOPHY Is belief in God rational? Evidence suggested by religious worldviews, assessment of rational argument.

Y e a r 6	THEOLOGY	THEOLOGY	THEOLOGY & PHILOSOPHY	PHILOSOPHY	SOCIAL SCIENCES
	Christianity	Christianity	Sikhi		Christianity / Hindu Dharma / Islam / Humanism / Sikhi
	Why is the resurrection significant for Christians?	Are religion & science in conflict?	How do Sikhs think about equality and service to others?	What do philosophers teach us about life's purpose?	How is an understanding of life's purpose reflected in people's lives?
	Different gospel narratives, truth claims, salvation.	(Link science – Evolution) Creation, interpretation, diversity of opinion.	Teachings of Guru Nanak, equality and the oneness of humanity, Sewa as selfless service.	Self & Soul (link Yr5 Knowledge unit)	(local choice) Diverse expression of purpose in lived worldviews.

3.2 Knowledge & Skills Overview – EYFS

Understanding the World – People, Culture and Communities

Development Matters – Reception

- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.

Early Learning Goal

- 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.

Milestones

Children will:

- Talk about what they celebrate.
- Comment on pictures of festivals celebrated by others.
- Talk about similarities and differences between their experiences and those of others from different religious groups and cultures.

Autumn 1	Knowledge (I Know)	Skills (I Can)	Diversity & Inclusion Links
Autumn 1 – All About Me Discovery RE – Special People Wider curriculum - our own family traditions Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism	I know how families can be special I know we can be special for different reasons I know what a role model is and that Jesus is a role model for Christians I know who Moses is and what rules are.	I can say who is special to me (friends/family) I can say who is a role model to me I can retell the story of Moses and the Ten Commandments	Sharing and celebrating children's own family traditions and culture e.g. festivals, food, clothing, housing - Show and tell
Autumn 2	Knowledge (I know)	Skills (I can)	Diversity and Inclusion Links
Theme: Christmas Autumn 2 – Autumn and Let's Celebrate Discovery RE – Christmas Wider curriculum - Diwali Key Question: What is Christmas? Religion: Christianity Christian concept: Incarnation	I know what gifts are and why we give/receive them I know Jesus is God's gift and that Christians believe in Incarnation. I know why Jesus is special to Christians	I can retell the Christmas story I can explain my favourite part of the story I can explain how it feels to give and receive gifts.	

Spring 1	Knowledge (I know)	Skills (I can)	Diversity and Inclusion Links
Theme: Celebrations Spring 1 – Let It Snow and Chinese New Year Discovery RE – Celebrations Wider curriculum - Chinese New Year Key Question: How do people celebrate? Religions: Hinduism	I know what New Year resolutions are I know the story of Chinese New Year I know what is being celebrated at Nowruz I know how and why Hindus celebrate Holi	I can choose and explain my own New Year Resolutions I can retell the story of the Chinese New Year I can talk about how it feels to celebrate special times/events	
Spring 2	Knowledge	Skills	Diversity and Inclusion Links
Theme: Easter Spring 2 – If you go down to the woods today... Discovery RE – Easter Key Question: What is Easter? Religion: Christianity Christian concept: Salvation	I know what Springtime is and signs of Spring, including new life. I know what makes Easter special to Christians. I know the palm cross is an example of a symbol of Easter I know the events of the Easter story	I can identify signs of spring. I can talk about Jesus' and his disciples feelings during different parts of the Easter Story. I can retell parts of the Easter story. I can link symbols and signs to the events of the Easter story	
Summer 1	Knowledge (I know)	Skills (I can)	Diversity and Inclusion
Theme: Story Time Summer 1 – Once there were dragons... Discovery RE - Story Time Key Question:	I know the story of The Boy Who Cried Wolf and what telling a lie means I know Sikhs believe everyone is special and important	I can explain the importance of honesty. I can explain the moral of a story	

What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism	I know Muslims believe Allah created the world and everything in it I know Christians believe Jesus told stories to help people understand that they believe God loves everyone and will be very happy if a person who was doing the wrong thing in their lives, changes their lives	I can identify beautiful things in our world I can identify what makes a good friend	
Summer 2	Knowledge (I know)	Skills (I can)	Diversity and Inclusion
Theme: Special Places In the garden Key Question: What makes places special? Religions: Christianity, Islam, Judaism	I know what homes need and what makes a home special I know everyone has different special places I know a Church is a special place for Christians. I know a Synagogue is a special place for Jews I know a Mosque is a special place for Muslims	I can compare homes around the world with my own home. I can describe my special place and explain what makes it special I can explain the different parts of the Church and what they're used for. I can explain why Muslims wash and take shoes off before entering a Mosque I can identify what Jewish people wear to a Synagogue	

3.3 Knowledge & Skills Overview – KS1

Year 1 RE Curriculum Overview

Autumn 1	Knowledge (I know)	Skills (I can)	Diversity & Inclusion Links
SOCIAL SCIENCES Christianity & Judaism How do people show they belong? Showing belonging through religious artefacts, places and actions.	- We belong in different places such as family, school, class, clubs. - Some people choose to belong to a religious group, expressing their beliefs about God. - A person who belongs to Christianity is called a Christian - Some special Christian artefacts are: Cross, Bible, Christening gown, Prayer book - A Christian place of worship is a church Christians welcome new members into the church by Baptising them in the name of the Father, and of the Son and of the Holy Spirit. Baptism often happens to babies, but older people can also choose to be baptized. - A person who belongs to Judaism is a Jewish person (or Jew). - Some special Jewish artefacts are: Star of David, Kippah, Torah, Tallit - A Jewish place of worship is a synagogue - In both the Torah and the Bible is the story of Noah and the Flood. The main themes in the story are faith, perseverance and a promise. The Bible also has stories about a man called Jesus, who is special to Christians.	- Recognise that people look at the world in different ways. - Recognise that people choose to belong to different groups. Some people choose to belong to a religion. - Link that Christian and Jewish people use symbols, artefacts and actions to show they belong	Celebrating, accepting and respecting differences
Autumn 2	Knowledge (I know)	Skills (I can)	Diversity & Inclusion Links
THEOLOGY	- Saviours take many forms in everyday life e.g. Police, Fire, Ambulance, Doctor, Lifeguard, - The story of the Nativity, found in the Bible, tells of the coming of a saviour in the unlikely form of a special baby.	- Link the story of the Nativity with Christianity. - Understand that Christians believe Jesus	

Christianity Why does Christmas matter to Christians? Christian beliefs about the Nativity story and incarnation	• Nativity story takes place in Nazareth about 2000 years ago. • An Angel announced to Mary & Joseph that she was going to have a baby, he would be God's son and be called Jesus Christ. Jesus means "God saves" in Hebrew. Christ means anointed or chosen one. • Mary & Joseph were Jewish and had to travel from Nazareth to Bethlehem for the census. • When they arrived, there was nowhere to stay, but eventually they found an animal shelter, where Jesus was born. • There were signs that Jesus was a special baby: a) Shepherds were told by Angels to visit, they took gifts. b) A star appeared in the sky and guided the Magi (wise men) to visit (probably 3 years later) they brought gifts • Christians believe that Jesus was the incarnation of God. God with a body. • Advent is the 4 Sundays leading up to Christmas (getting ready), celebrated by lighting candles in Church. • Christmas is celebrated by Christians to remember the birth of Jesus as a special gift from God.	was a special baby, the incarnation of God. • Recognise that Christians show how important Christmas is by getting ready during Advent	
Spring 1	Knowledge (I know)	Skills (I can)	Diversity & Inclusion Links
THEOLOGY Christianity & Judaism Who made the world? Religious text as origin of story of Creation. Creator God. Stewardship. The Fall	• The Bible is a written source of authority for Christians. • The Torah is a written source of authority for Jewish people. • The beginning of the Bible and Torah tell the same story about how the world came to be. • The book of Genesis contains a narrative that God made the world in 6 days from nothing and on the 7th day God rested. • A key belief of both Judaism and Christianity is that of the Creator God. • The story reveals that Humans are the "most special" of God's creations and have a special relationship with God. • The story of creation gives people a responsibility to look after God's creations (stewardship). • Humans make mistakes – God gave Adam and Eve one rule, not to eat from the tree of knowledge of good and evil. They broke the	• Link that Christians and Jewish people share the same story of how the world was created by God, found in the Bible and the Torah. • Connect that the story teaches Christians and Jewish people that they have a responsibility to look after God's creation. • Consider the belief that the Creation story shows that God had a special relationship with	

	rule and were divided from God and brought pain, suffering and death into the world, sin. This was a really big mistake (The Fall). There was hope, Christians believe God had a plan...	humans, but human beings make mistakes.	
Spring 2	Knowledge (I know)	Skills (I can)	Diversity & Inclusion Links
PHILOSOPHY What questions does the story of creation make us ask? Can we find any answers? Asking questions & suggesting answers. Humanist/ scientific explanation of creation.	- The word “philosophy” comes from Greek, “philo” meaning love and “sophy” meaning wisdom = love of wisdom = asking difficult questions and thinking about possible answers. - Big Question: Can we make something from nothing? - Philosophical idea 1: “Nothing can come from nothing,” Logically this seems true, humans can’t make something from nothing. We can test this by trying to make something from nothing. - Philosophical idea 2: Everything has a cause, the “first cause” was God. This can be demonstrated with falling dominoes (backwards) each was knocked over by the last, but unless it goes on forever, there must have been an original cause (God). - Discussion: What does this reveal about God’s power according to Jewish & Christian belief? – that God has power that human beings don’t. Super-natural powers that we don’t understand in nature. Some people do not believe in God and do not believe the world was created by an outside power. Humanists are one group of people who do not believe in God but try to find a scientific explanation of where the world came from. - The Big Bang Theory, is suggested by scientists as how the universe began. Everything started together and began expanding outwards and has been expanding for billions of years. - Big question – Even if the world began from a “big bang”, how did that happen in the first place, was there a power that made a decision to start it? Was that power God? Some religious people believe the Genesis story of creation is a true story that tells exactly how the world began, others think it is a way of teaching people that God is responsible for the creation of the world in a way they can understand.	- Can think about whether the Genesis story of Creation makes sense. - Ask questions about things that are puzzling. - Look for answers to questions about belief about where the world came from. - Question if stories are real or made up and link with what people might learn from a story.	

Summer 1	Knowledge (I know)	Skills (I can)	Diversity & Inclusion Links
SOCIAL SCIENCES Judaism Why are symbols and artefacts important to Jewish families during Shabbat? Ways diverse Jewish families mark Shabbat.	- Shabbat is a weekly Jewish celebration involving a day of rest. - Shabbat is a way for Jewish people to remember the story of Creation through resting, prayer and family time. - Shabbat begins at Sundown on Friday evening and ends at nightfall Saturday evening. - Shabbat is remembered differently across different Jewish traditions and by individual families. Some families have more strict rules than others. - Different objects and words have symbolic meanings. - Some Jewish families might: - Clean the house and prepare before Shabbat begins. Many Jewish families believe they should do no work during Shabbat, for some, this means no shopping, cooking or doing anything than might be seen as work (like driving or turning things on). This means they must prepare food in advance. - Some common practices when bringing in Shabbat: on Friday evening, two candles are lit and a blessing is said over wine in Kiddush cups, blessings may be said for the children in the family, everyone joins a family meal. On the table are two Challah loaves under a challah cover. - During Shabbat many families spend time together talking, visiting, playing games and singing, they may go to the synagogue on Saturday. - At nightfall on Saturday, Shabbat ends, this is marked with the lighting of a plaited, Havdalah candle to say goodbye to Shabbat and begin the working week. A spice box may be passed around to smell sweet spices to cheer people up who might be sad that Shabbat is ending.	- Recognise that people look at the world in different ways. - Link that many Jewish people remember the story of creation by resting on the 7th day. - Recognise that Jewish families celebrate Shabbat in diverse ways. - Link artefacts, words and practices during Shabbat as a way of expressing belief and belonging.	Jewish visitor to explain how they celebrate Shabbat and what it means to them
Summer 2	Knowledge (I know)	Skills (I can)	Diversity & Inclusion Links
SOCIAL SCIENCES	- God is important to Christians - Christians have many diverse ways of showing God's importance:	Recognise that people look at the world in different ways.	

Christianity How do Christians show God is important to them? Prayer, Praise and Worship	- Prayer – Talking & Listening to God – People might use personal or group prayer to say, “Thank you”, “Sorry”, or “Please!” To God. Some prayers are written down and may be said often together as a group. E.g. The Lord’s Prayer - The story of Jesus and the 10 lepers teaches that God likes it when people say thank you. - Praise – Expressing, “Well done! Wow God! That’s Amazing!” This is often expressed through song and music. - In Psalms, David the shepherd boy praises the natural world he sees and believes God made. - Worship – treating God as more important than anyone else. This can be compared with the way some people treat the Queen or Royalty. Expression of worship in song, dance, buildings, art, giving money. - Variance of practice – huge diversity of expression within Christianity. (possible link Kenya)	- Recognise how Christians express God’s importance in their lives. - Use vocabulary of Prayer, Praise and Worship and recognise these are shown in different ways.	
---	---	--	--

Year 2 RE Curriculum Overview

Autumn 1	Knowledge (I know)	Skills (I can)	Diversity & Inclusion Links
SOCIAL SCIENCES Where is religion in our local community? (link Geography & History) Looking for evidence of lived Religion in local community.	- The way a person experiences the world is called their worldview; this is influenced by our life experiences. Everyone inhabits a worldview. - Some people choose to belong to organized religious groups this can be a shared Religious Worldview. - We have already learnt that Christians may use a place of worship called a Church and Jewish people may belong to a place of worship called a Synagogue. - In Britain, Christianity is the largest Religion, but there are lots of other religious groups too: - Islam, a follower is called a Muslim and their place of worship is called a Mosque (or Masjid)	- Connect correct vocabulary with religious groups. - Recognise evidence of belief in the local community. - Identify how beliefs impact peoples’ choices of in everyday life, including local special places.	Recognising and celebrating differences – link to our community at Avonwood

	• Hindu Dharma, a follower is often called a Hindu and their place of worship is called a Mandir. • Sikhi, a follower is called a Sikh and their place of worship is called a Gurdwara.		
Autumn 2	Knowledge (I know)	Skills (I can)	Diversity & Inclusion Links
PHILOSOPHY Judaism What does it mean to be free? The significance of freedom in diverse Jewish practices at Passover(seder).	• Freedom can mean many things. We could say it is the freedom to choose what we say and do. • Philosophical idea 1: freedom is difficult to think about because we are always limited in our freedom by physical laws and our own responsibilities. • Philosophical idea 2: freedom should be governed by reason, one person's use of their freedom shouldn't stop other people's freedom. Freedom with rules, led by thinking, not emotions. • The story of Exodus can be found in the Torah (Jewish) and the Christian Bible, it is also special to Muslims. • In the story, the Jewish people (Israelites) were slaves to the Egyptians. They were physically not free to do what they wanted. • Narrative of the story of Moses ending in the freedom of the Israelites. • Passover (or Pesach) is a way of remembering the story of Exodus and what freedom means. Jewish families remember the story using artefacts and practices during the Seder meal. • Children have an important role during the Seder, using the Haggadah, they ask 4 questions which the adults must answer. This is a way of passing on the traditions of Judaism to the next generation. It is also significant that they are allowed to ask questions, unlike slaves. • The Seder plate contains symbolic items to help remember the story of Exodus.	• Ask questions about the story of Moses • Think about what it means to "know" something. • Suggest a reason why a Jewish person might believe elements of the story. • Connect the story of the Jewish slaves being freed with ideas of right and wrong. • Consider why freedom is important and how it is expressed in the Seder meal.	
Spring 1	Knowledge (I know)	Skills (I can)	Diversity & Inclusion Links

THEOLOGY Christianity What do stories from the Bible reveal about what God is like? Interpreting meaning in stories about Jesus and stories told by him(parables).	• Christians believe that Jesus was God incarnate; God in human form. • There is historical evidence that a Jewish person called Jesus lived around 2000 years ago in Judea (modern day Israel), whether he was the son of God is a matter of belief. • The New Testament (second part) of the Bible contains stories about what Jesus did that reveal he could perform miracles, was a great teacher and leader. Many Christians believe these events really happened. • The New Testament also contains stories Jesus told called Parables, these are not things Christians think really happened, but stories that teach people about God and right and wrong. • The Bible contains lots of stories that are metaphors to help people understand what God is like: Father, Good shepherd, forgiving, rock.	• Retell stories about Jesus and link with Christian ideas about God and how to behave. • Retell parables and suggest what they reveal about God and how to behave.	
Spring 2	Knowledge (I know)	Skills (I can)	Diversity & Inclusion Links
THEOLOGY Christianity Why does Easter matter to Christians? Beliefs about Jesus' life, death & resurrection. Salvation.	• Christians believe that Jesus was God incarnate; God in human form. • There is historical evidence that a Jewish person called Jesus lived around 2000 years ago in Judea (modern day Israel), whether he was the son of God is a matter of belief. • Jesus had 12 special friends and followers called Disciples • Events of Holy Week Christians believe that Jesus' death was important because it brings salvation to his followers. Humans were divided from God after Adam and Eve's mistake. Jesus' death allows all human sin to be forgiven. Some Christians see Jesus as a bridge between humanity & God	• Retell stories about Jesus and link with Christian ideas about God and how to behave. • Link events of Holy Week with Christian beliefs about Jesus. • Link concepts and vocabulary of incarnation, sacrifice, resurrection and salvation. • Beliefs about Easter are expressed in diverse ways.	Visitor from PACE to explain what Easter means to them and how it is celebrated.

Summer 1	Knowledge (I know)	Skills (I can)	Diversity & Inclusion Links
PHILOSOPHY What do our senses tell us about Hindu worship? Senses in Hindu worship at home and in the Mandir.	• In Hindu Dharma (sometimes called Hinduism or Sanatan Dharma), there is a different understanding of God, than in Abrahamic faiths (Judaism, Christianity, Islam). • In Hindu Dharma, it is understood that there is One Supreme Being or Ultimate Reality (Brahman) who has no physical form. Many Hindus believe that Brahman is within everything and everyone. There are no images of Brahman in Hindu worship. The aum symbol is widely used to represent Brahman and is used in meditation. • Trimurti means “three forms”, Brahma is the creator, Vishnu is the preserver and Shiva is the destroyer they are all aspects of Brahman, they also take many forms (Avatars) represented as Gods or deities. • Murtis are representations of the Gods or deities; they are a visual expression of ideas about the role and characteristics of Gods, (Visual symbolism) they help Hindus focus their worship. • Some of the symbolism represented in Murtis are explained in stories about the Gods and Goddesses. • Worship is important to many Hindus as a way of connecting with the reality of Brahman within themselves. • Worship at home takes many forms. Different people may focus on particular Gods and have a shrine in their home. • Puja at home appeals to all 5 senses and may include: a bell (hearing) to show the God they are ready to worship; Murti (sight) an image to focus worship; Incense (smell) to purify and fill the room; Kum-kum Powder (touch) to mark the head of worshippers and sometimes the murti; Fruit offerings (taste) to the God. An Arti lamp is waved before the deities, worshippers wave their hands over the flame to gain blessings from the God. • Many Hindus worship in the Mandir, these can vary in size and design. Many are richly decorated, they may be dedicated to particular Gods important in that community. Visitors to the Mandir remove their shoes, in the main shrine room, where the images of the Gods are kept, Priests may lead worship my ringing	• Ask questions about practices from Hindu communities. • Consider how we can find out about something using our senses. • Recognise how many Hindu communities express their ideas about Hindu Dharma through the senses.	

	the bell and leading prayer, worshippers make offerings of food to the God to show respect, the food is later shared with worshippers.		
Summer 2	Knowledge (I know)	Skills (I can)	Diversity & Inclusion Links
SOCIAL SCIENCES Hindu Dharma How do celebrations give Hindus a sense of belonging? Celebrations.Jatakarma,Raksha Bandhan & Diwali	- We belong in different places such as family, school, class, clubs. - Some people choose to belong to a religious group, expressing their beliefs about God/s. - A person who belongs to Hindu Dharma is sometimes called a Hindu - Some special Hindu artefacts are: Murti, Aum symbol, Diva Lamp; Ramayana - A Hindu place of worship is a Mandir (sometimes called a temple) - Belonging: - Jatakarma ceremony, a private ceremony for the family to welcome a new baby. Honey and Ghee (like butter) is placed on the tongue and the name of God is whispered in the baby's ear. - Raksha Bandhan (or Rakhi) means "bond of protection" between brothers and sisters. The sister ties a Rakhi bracelet made of threads around the brother's wrist, she says a prayer and marks his forehead with kum-kum powder, in some traditions the sister gives the brother a sweet. The brother responds by promising to protect his sister and gives her a gift. The festival may include food, cards, flowers and celebrations for the whole family. - Diwali, meaning "row of lights", is a 5 day family and community celebration of harvest, light and good defeating evil. It is celebrated by: cleaning the house; decorations; mandalas; lighting diva lamps; fireworks; food and sweets. Lakshmi, the Goddess of wealth, is worshipped. Diwali remembers the story of Rama and Sita found in the Ramayana. Traditionally, this was passed on orally, now there are lots of versions of	- Use correct vocabulary to name items and celebrations important in Hindu Dharma. - Link beliefs with evidence in the community. - Identify how artifacts and practices are used in everyday life to show belonging.	Hindu visitor to explain their worship and celebrations.

3.4 Knowledge & Skills Overview – KS2

Year 3 RE Curriculum Overview

Autumn 1	Knowledge (I know)	Skills (I can)	Diversity & Inclusion Links
THEOLOGY Christianity What is the Bible? Origins, content, significance, construction and interpretation of the Bible.	- The Bible is the Christian holy book. It teaches Christians about God, God's relationship with people and how they believe Jesus Christ was the completion of God's plans. - The Bible is constructed in 2 parts, the oldest parts are believed to be about 3000 years old, but probably existed as oral stories before they were written down. - The Bible is organised into books (some named after the person who wrote them, or the person they are about), chapters and verses. - The Old Testament (also special to Jewish people in the form of the Tanakh) these writings include stories about how the world began, God's relationship with people, histories, prophecies, songs and rules. Christians believe the Old Testament predicts the coming of a Messiah. - The New Testament tells about the life and teachings of Jesus Christ, whom Christians believe is the Messiah prophesied, and the early Christian Church. It was written about 100 years after Jesus' life. - The writings in the Bible were originally written in the language of the people of the time in what is now the Middle East, these include Hebrew (Most of the Old Testament), Aramaic (the language Jesus probably spoke) and Greek (New Testament). - Bibles have been translated in different ways over time, this means we must think about how meaning can be changed by a translator's choice of words. - The Bible was written by many different authors and contains many different types of writing.	- Consider how some Christians might interpret Biblical text. - Infer how Christian beliefs developed based on events. - Consider that questions of the reliability of scripture are complex influenced by: authorship, audience, purpose, genre, translation and history. - Recognise there are differences within Christianity, such as versions of the Bible.	

	- About 400 years after Jesus, Church leaders agreed which writings should be included in the official Bible. The Catholic Bible also includes some additional writings. - The words in the Bible can seem hard to understand. Christians today think hard about what the words mean in a modern context. Some Christians see the Bible as actual truth, others say some parts are stories to help people understand God. 2 Timothy 3:16 “All scripture is God breathed and is useful for teaching, rebuking, correcting and training in righteousness” – The words are believed to be inspired by God. - The Bible is used in many Christian’s daily lives in lots of ways, for private prayer, collective worship and quiet reflection.		
Autumn 2	Knowledge (I know)	Skills (I can)	Diversity & Inclusion Links
THEOLOGY & SOCIAL SCIENCES Christianity What is the Trinity? How have artists used symbolism to express Trinity? One God - Father, Son, Holy Spirit. Significance of metaphor and symbolism.	Christianity is a monotheistic religion, meaning belief in one God. - The Christian concept of God is sometimes called a mystery. - The mystery is how God can be one but also three. Not three parts (this suggest they can be separated from each other), Christian Theologians express this a three persons of God called the Trinity: God the Father (creator); God the Son – (Jesus, the incarnation of God and saviour); God the Holy Spirit (God Within, the Helper, the friend). - The three persons of the Trinity have individual significance but are one whole. - Christians try to make sense of this idea using the Bible: - In the Story of Jesus’ Baptism (Matthew 3:13-17) reveals God the father as a “voice from heaven”, God the Son as the person of Jesus, and God the Holy Spirit as being “like a white dove”. Pentecost, is celebrated on the Sunday 50 days after Easter. After Jesus ascension, the disciples were gathered together and	Theologians: - Interpret the Bible to try to understand the concept of God as Trinity: Father, Son & Holy Spirit. One but also three. - Recognise that the Trinity is inherently mysterious, and Christians try to make sense of it in different ways. Social Scientists: - Identify similarities and differences in how artists have tried to express the Trinity	Diversity in artists

	the Holy Spirit came down to them, described as sounding like a strong wind and looking like tongues of flame. The disciples were filled with the Holy Spirit and could speak other languages. Many diverse artists have tried to make sense of the Christian understanding of God as Trinity through their work, some are inspired by words from the Bible, others use their own ideas.		
Spring 1	Knowledge (I know)	Skills (I can)	Diversity & Inclusion Links
PHILOSOPHY Christianity & Humanism How do people make moral decisions? Rules and human choice.	Philosophy comes from Greek and means “Love of Wisdom”, philosophers try to make sense of the world by asking questions and analysing arguments. - Humans have tried to make sense of the world in lots of ways right from when we were first able to think, religious belief and reasoning is one of those ways of making sense of the world. “How do people make moral decisions ?” is one example of a philosophical question with many different possible answers. Moral means our understanding of right and wrong behaviour. - Humans have tried to express ideas of right and wrong through rules, both social and religious, usually we have a choice about whether we should follow these rules but breaking them may have consequences. - Not all rules are good or make sense. - In the Old Testament the Jewish people were given a set of rules called the 10 commandments, by God. These are important in Christianity too. Believers might worry that God will not be happy if they break the rules. - In the New Testament, Jesus gave his followers a new commandment, (John 13:43-35) “Love one another. As I have loved you, so you must love one another”. - Philosophical question: Is acting with love always a good way to behave? This can cause problems; humans sometimes	- Identify philosophical questions - Decide if a Christian belief about morality makes sense and give reasons why. - Recognise that ideas of right and wrong are difficult to define. - Consider that people have different answers to questions about the world. Humanists believe they can still be “good without God.”	Recognising and respecting differences in human choices.

	have good intentions, but things go wrong and have bad outcomes. • Not all people believe in God or choose to follow rules laid down by religion. This is a non-religious worldview. • A person who believes in God is called a theist, a person who does not believe in God is called an atheist, a person who is not sure about God's existence is called agnostic. These are all different worldviews. • Humanism is one example of a non-religious worldview. People who identify as humanists believe that they have one life and should make the best of it and that the purpose of life should be to be as happy as possible, this includes making other people around them happy. This is such an important principle that many humanists use the symbol of the Happy Human to represent their beliefs. • Many humanists believe that people should chose to be good without God's influence on their lives. The guiding principle is that they should seek happiness and make others happy. • Considering the best outcome for the most people is called utilitarianism. 3 Principles of utilitarianism are: 1. Happiness is the most important thing. 2. Actions are right if they promote happiness, wrong if they result in unhappiness. 3. Everyone's happiness counts equally. • Philosophers question whether ideas like utilitarianism make sense and if they will always work.		
Spring 2	Knowledge (I know)	Skills (I can)	Diversity & Inclusion Links
THEOLOGY Islam Where do Islamic beliefs come from? History of Prophet Muhammad, revelation	• Muslims believe Islam is the religion Allah has chosen for humanity. • Islam shares many of the same stories as early Judaism and believes Jesus was a prophet but not the son of God. • Muslims believe Islam reached its completion through the Prophet Muhammad in 7th Century Arabia.	• Infer how Islamic beliefs developed based on events. • Understand the significance of the Qur'an being considered the word of God revealed to	

of the Qur'an, significance of Mecca.	• Mecca was an important city for trade routes and religion, but the city was ruled by different tribes and had lots of corruption. • Many people worshipped many Gods, they put idols in the Ka'bah, lots of people visited and brought money in to the city. Christianity, Judaism and Zoroastrianism were monotheistic religions present at the time, but did not deal with the problems in Arabia. • Muhammad was born around 570 CE, he was orphaned and brought up by his grandfather and then his uncle. • Muhammad travelled as a camel driver and worked for merchants. He became an honest and successful trader. A Successful businesswoman, Khadija married him, he became rich and used his wealth to free slaves and help the poor. • Muhammad believed there was only one God and didn't like how the Ka'bah, a holy building, was being used to keep idols of false gods. • When Muhammad was 40, he went to a cave to be quiet and focus on God away from Mecca and its corruption. Muslims believe he was visited by the Angel Jibril (Gabriel) and was commanded to read 3 times, Muhammad couldn't read, but on the third command he was able to read and remember the words. Muhammad was being told to share God's message of oneness to the people. This is called the Night of Power. Muhammad was visited many times over the years and the words he was given were eventually written down in the Qur'an. Considered the words of God. • Muhammad began sharing the messages from God quietly at first, but gradually began to challenge peoples' worship of idols and say people should live moral lives. He began gaining followers. • The leaders in Mecca did not like what Muhammad said as it challenged their power and lifestyles. They began attacking Muslims. Many people followed Muhammad, even when he was forced out of Mecca.	Muhammad as the Final Prophet. • There are differences within Islam, such as Sunni & Shia.	
--	---	---	--

	• Muhammad was considered a wise and moral leader and prophet; he was popular and successful. • There were many battles but eventually Muhammad and his followers returned to Mecca and took charge, he forgave the people who had persecuted the Muslims. All the idols were removed from the Ka'bah and it was restored to a house of worship of one God. • Muhammad died in 632CE, the entire population of Mecca were now Muslim and Islam had become the dominant religion in the region. • The words given to Muhammad by the Angel were written down and formed the Qur'an, considered the actual words of God (sacred). • The Qur'an is shown respect as the words of God, Muslims perform Wudu before touching it, keep it on a high shelf above all other books and do not put it on the floor, a Qur'an stand is often used. • Muhammad's wisdom was also written down in the Sunnah and Haddith, these are useful, respected guides to Muslims on how to live their lives.		
Summer 1	Knowledge (I know)	Skills (I can)	Diversity & Inclusion Links
SOCIAL SCIENCES Islam How do Muslims express their beliefs in their daily lives? Expression of beliefs about Allah, 5 Pillars of Islam as obligations. Lived diversity.	• The Qur'an teaches Muslims about the Oneness of God (Tawhid). • Tawhid is expressed in the words of the call to prayer and whispered in a baby's ear. • Sunni & Shia Muslims are of the same religion, but express some things in different ways, sometimes called "schools of thought". • Many Sunni Muslims express their beliefs by following the 5 Pillars of Sunni Islam (obligations) These impact daily life in different ways. • The Shahadah – Declaration of Faith (Tawhid) • Salah – Prayer 5 • Zakat – Charity	• Recognise that the Islamic belief in Allah as one is called Tawhid and is expressed in different ways including the Call to Prayer, whispered in a baby's ear and the Shahadah. • Consider evidence of the influence of the 5 Pillars of Sunni Islam on daily life.	Muslim visitor to explain how they express their beliefs in their daily lives

	• Sawm – Fasting during Ramadan • Hajj – Pilgrimage to Mecca • Some Islamic diversity is due to tradition and culture in different places in the world for example: how faith is expressed in the home; how Iftar is practiced. • Some Islamic diversity is due to interpretation of the Qur'an. Ijtihad is the struggle to understand and interpret meaning in today's context. For example, the Qur'an mentions modesty in dress, this is interpreted in many ways by individuals and communities. This is diversity is shown in different individual's choice of hijab.	• Recognise that there is diversity within Islamic schools of thought e.g. Sunni & Shia and in Ijtihad, interpretation of text. • Identify how belief can be expressed in similar and diverse ways depending on individual worldview within Islam.	
Summer 2	Knowledge (I know)	Skills (I can)	Diversity & Inclusion Links
THEOLOGY & PHILOSOPHY Is it reasonable to believe God is omnipotent, omnibenevolent, omniscient and omnipresent? Meaning of "omni" in Abrahamic understanding of God. Does this seem possible philosophically? What religious stories might support this?	• Philosophers try to explain why they think something is true, they try to do this in a logical way. • Philosophers show their thinking in steps to show what they know and how it leads to their new idea. Logic helps us to decide if we are convinced by an argument. • Deductive argument: 1. Something we know is true. 2. a second thing we know is true. 3. From the first two this must be true. (logic) If the conclusion follows the first 2 it is a valid argument. • Inductive argument: These lead to likely conclusions based on probability and might best be expressed with qualifiers such as "most" or "some" rather than "all". These are general rules and might have exceptions. • The Greek Philosopher Socrates 469-399 BCE, talked people through their arguments pointing out when things didn't make sense and asking questions, he used reasoning to assess the strength of an argument. • The Abrahamic faiths (Judaism, Christianity & Islam) often connect the idea of God with "Omni" traits. • Omni = all • Omnipotent = all powerful – Seen in story of creation.	• Identify logical arguments • Decide if a belief makes logical sense and give reasons why. • Recognise that claims of truth based on faith are difficult to examine logically. • Consider that people have different answers to questions about the world and seek answers in different places. Theologians: • Consider how beliefs shape how some people see the world.	

	• Omnibenevolent = all loving – “for God so loved the world, he gave his only Son, so that whoever believes in him may not perish but would have everlasting life.” The Bible, John 3:16 • Omniscient = all knowing – knows what’s in people’s hearts and minds (Seen in the story of Jonah) • Omnipresent = everywhere – Psalm 33: 13-14 • Some might argue that an omnipotent, omnibenevolent God would not let people suffer, yet they do. • What contradictions are there in religious stories that might cause people to question these attributes of God? • Exodus – God had the power to free the Jewish people, in the process hurting many Egyptians. Does this fit with the idea of a loving God? • Story of Job – tested by Satan, and still faithful, accepted it was not for him to know God’s ways. • Greek Philosopher, Epicurious 341-270 BCE, thought about the problem of evil: ‘Is God willing to prevent evil, but not able? Then he is not omnipotent. Is he able, but not willing? Then he is malevolent. Is he both able and willing? Then whence cometh evil? Is he neither able nor willing? Then why call him God?’ • A philosopher might ask if sacred texts are reasonable to consider as evidence, their truth claims are a matter of personal faith and do not offer physical evidence.	• Consider how believers interpret scripture. • Consider reliability of religious sources.	
--	---	---	--

Autumn 1	Knowledge (I know)	Skills (I can)	Diversity & Inclusion Links
PHILOSOPHY What do we mean by truth? Plato's cave. Evidence and scientific reasoning.	• Philosophy comes from Greek and means "Love of Wisdom", philosophers try to make sense of the world by asking questions and analysing arguments. • Knowledge is an awareness of something as true based on experience, education or evidence. • Belief is something someone thinks is true without proof. • Opinion is a view formed based on experience without sure knowledge. • To make decisions about if we know, believe or have an opinion on something we might use evidence and reasoning. There are different types of evidence: Empirical evidence – based on experimenting, observation and data; Theoretical evidence – based on experience or opinion but is not proved (yet). • Many worldviews make claims about their idea of truth. • It is possible for different people to experience truth in different ways, it depends on their perspective or greater knowledge. • The story of The Blind Men and the Elephant is one way to explain this idea, this story is often used to explain the idea of religion or belief in Hindu Dharma, Buddhism and other worldviews. We are all limited by our own experience. • Plato (428-360BCE), Greek philosopher who thought deeply about truth and existence. He said that our senses can be tricked so might not be reliable in showing us the truth, we see this in magic tricks. • Plato's Cave is a story to explain how we are limited by our experience and find it hard to think outside that experience. • We can apply some themes from Plato's Cave to our thinking about religion and belief. What if prophets and religious people do have a higher knowledge of things	• Discuss our understanding of the concepts of knowledge, belief and opinion. • Consider philosophical ideas of truth, doubt and reality. • Understand some reasons why people answer philosophical questions in different ways. • Begin to decide whether religious reasoning is clearly expressed. • Connect strongly-held beliefs with human behaviour including a willingness to die for the sake of "truth".	

	beyond our understanding? Because it seems impossible to our understanding, we might reject what they say, but they might be telling us the truth, we might be living in a world of shadows. • In history, people who try to share what they believe to be their greater knowledge of the truth sometimes get in to trouble: Christians believe Jesus was executed for claiming he was the Son of God; many people have died because they stuck with their religious beliefs; Socrates (Plato's teacher) was forced to drink poison because the government didn't like what he was teaching. • If we know something, do we have a duty to share knowledge with others?		
Autumn 2	Knowledge (I know)	Skills (I can)	Diversity & Inclusion Links
THEOLOGY Christianity/Judaism/Islam What does sacrifice mean? Abraham/Ibrahim in sacred text, Eid-ul-Fitr, animal sacrifice, Jesus as Ultimate Sacrifice.	• Sacrifice has different meanings, it can mean “giving something up for the sake of someone/thing else” • In a religious context, ritual sacrifice can involve offering something to God to keep things right with God. Over history this has taken many forms such as food, precious objects, killing animals or even people. • In ancient Jewish tradition, scripture required the ritual spilling of an animal's blood, which would then be burnt. • The Bible and the Torah tell the story of Abraham & Isaac. Abraham was tested by God, he was willing to sacrifice his son on God's orders, he was stopped at the last moment. Abraham was rewarded by God. • The Qur'an tells the story of Ibrahim & Ishmael, almost the same story but Ishmael was a different son, who Muslims treat as a prophet and believe was an ancestor to Muhammad. Muslims remember the story of Ibrahim's willingness to sacrifice Ishmael at Eid ul-Adha. • Because of their links in religious traditions to Abraham, Judaism, Christianity and Islam are often called the	• Recognise of how believers might interpret different texts in different ways. • Identify the influence of historical events of Easter on Christian worldviews. • Identify similarities and differences within and between the Abrahamic faiths. • Identify how beliefs in God as most important might influence a person's life, how they view the world and other people	

	“Abrahamic faiths” (some shared stories and core beliefs like the idea of one God.) • Animal sacrifice in the past was performed as a way of saying sorry to God and gaining a temporary “covering” or forgiveness for sins. • According to Christian belief, when Adam and Eve broke God’s rules and brought sin into the world (the Fall), humans were divided from God by their sin and would not be able to have eternal life for their soul with God. • Christianity teaches that Jesus became the Ultimate Sacrifice (final). His suffering and death meant that all past and future sins can be forgiven. Some Christians see Jesus as a bridge allowing humans to get back to God, salvation. After that, people only needed to repent (be sorry), and animal sacrifice was not needed. • Jesus’ suffering and sacrifice is remembered by many Christians on Good Friday. Traditionally, some Christians perform a pilgrimage in Jerusalem to remember the events of his crucifixion. • Many churches all over the world try to replicate this in Stations of the Cross, 14 images showing Jesus’ suffering. On “Good Friday” many Christians visit these and use them as a focus for prayer.		
Spring 1	Knowledge (I know)	Skills (I can)	Diversity & Inclusion Links
PHILOSOPHY Christianity / Islam / Humanism How do people think about poverty, justice & self-sacrifice? Meaning of poverty & relative poverty. Meaning of justice. Everyday self-sacrifice.	• Poverty means being extremely poor. Absolute poverty means not having enough of one or more of the things we need to live: food, water, clothing & shelter. Relative poverty is not having enough in comparison with the people around you (dependent on where and when you live). • Justice means things are morally right and fair. • Sacrifice has different meanings, it can mean “giving something up for the sake of someone/thing else”	• Describe different philosophical answers to questions about poverty, justice and sacrifice. • Begin to decide whether religious reasoning is expressed clearly and suggest	Recognising and respecting differences.

	• Some people might say that it is not morally right and fair that some people live in poverty and believe that they should make personal sacrifices to help them. • Self-sacrifice can be practiced every day, giving up small comforts or wants for other people. • Self-sacrifice can be a big thing, like soldiers risking their lives to defend others in war. • Many Christians follow the teachings of Jesus in the Bible and believe they should help other people. They believe that doing this will please God. • Many Muslims follow the teachings of the Qur'an and the example of Prophet Muhammad and should show care for others. They believe doing this will please Allah. • Some religious people seek to please God because they hope for a reward in the future, like going to heaven. • Altruism means doing good things without expecting a reward, being self-less. • Many people think that where they see injustice in the world they should help others, perform acts of self-sacrifice, just because it is the right thing to do. • Humanists are one non-religious worldview. Humanists don't have a sacred text or teachings to tell them what to do, they rely on their own judgement about what is a right and just society. • At the core of the humanist approach to life is human happiness. Some humanists choose to follow an agreed set of 10 Commitments, an ethical way of living life, this includes altruism. Humanists do not do things because they think they will be rewarded in heaven; most humanists do not believe there is anything beyond this life. • American writer and philosopher Loren Eiseley (1907-1977) wrote "The star thrower", pointing out that small actions can have impact on individuals even if the whole task seems overwhelming.	more than one point of view. • Consider ethical and moral ideas about poverty and justice from differing viewpoints, considering why there are differences.	
--	--	--	--

Spring 2	Knowledge (I know)	Skills (I can)	Diversity & Inclusion Links
SOCIAL SCIENCES Islam / Christianity How do people contribute to society? Self-sacrifice in form of charity/ community action.	• Society is a group of people who live and interact together. Many people believe they have a responsibility to contribute to how that society works together. This may involve making sacrifices for the good of others. • To follow the 5 pillars of Sunni Islam, many Muslims believe they have an obligation to give money to charity, this is called Zakat. Many Muslims also give voluntarily, Sadaqa, because it helps others and pleases Allah. • Some Muslims show their belief in action in the community by supporting or volunteering for charities. • Inspired by their Islamic faith, Islamic Relief is a charity begun by Dr Hany El-Banna and a group of friends in Birmingham in 1984, now it is an international charity helping people in need in 45 countries across the world. Guided by teachings from the Qur'an and the prophet's example in the Sunnah, the charity runs on principles of sincerity, excellence, compassion, social justice and custodianship. • Christianity teaches that Christians should help people in need, whoever they are, as in the story of the Good Samaritan, living your beliefs and contributing to society is important. • The Bible suggests different types of giving, such as Tithes (10% of income), Offerings (voluntary giving over 10%), Alms giving (private donations to people in need) • There are many examples of local, national and international Christian charities, e.g. Tearfund, CAP, local churches. • People's actions can also contribute to society, Edith Cavell (1865-1915) was a Nurse born in Norfolk, she had a strong Christian faith and believed in helping people. In WWI in Belgium, she treated all soldiers equally. She helped Allied soldiers to escape and was arrested and shot by the German occupiers. Before she died, she said, "Standing as I do in view	• Describe similarities and differences in how people contribute to society in Islam and Christianity (locally & nationally). • Recognise ways beliefs about giving impact peoples' choices in everyday life, community & society. • Recognise that individual and community action can shape beliefs.	Recognising and respecting differences.

	of God and Eternity, I realise that patriotism is not enough, I must have no hatred or bitterness towards anyone.” Her life was guided by her Christian principles and led to her death.		
Summer 1	Knowledge (I know)	Skills (I can)	Diversity & Inclusion Links
THEOLOGY Islam How have events in history shaped Islamic diversity? Succession after Muhammad, conflict, Qur’anic interpretation. Sunni, Shia, Sufi.	- It is estimated there are 1.8 billion Muslims in the world today (largest religion after Christianity). - Prophet Muhammad is often called “The Seal of the Prophets” his work completed Allah’s message to the people. - During Muhammad’s lifetime, there was unity in Islam, “Hold fast to God’s rope all together; do not split into factions” (Qur’an 3:103) - After Muhammad died, people disagreed over who should lead. This led to a split. - The Sunni believed the most worthy should lead and chose Abu Bakr, Muhammad’s friend to lead them. Sunni Muslims regard Abu Bakr as the first Rightly Guided Caliph. - The Shi’a believed that Ali, the cousin of Muhammad and his descendants should lead as he was from Muhammad’s family. Shi’a Muslims do not recognize the authority of the first three Caliphs and consider Ali the first Imam. - In the 30 years after Muhammad’s death, Muslims were led by five Caliphs, Shia Muslims say that Ali pledged loyalty to the first three Caliphs to keep unity, even though he thought he was the rightful leader. Ali did eventually become the fourth Rightly Guided Caliph (or 1st Imam to the Shia). - During the Rightly Guided Caliphate, there was huge migration, changes in government and many battles spreading Islam to Tunisia, Central Asia and Cyprus. - There was unrest during the Caliphates, Uthman and Ali were killed by rebels. - Eventually the Rightly guided Caliphate came to an end and the uneasy unity also ended. The Sunni and Shi’a split and followed different leaders. Islam continued to spread,	- Identify the influence of historical events on the development of Islam. - Identify similarities and differences within Islamic schools of thought. - Consider how beliefs might influence a Muslim’s life, how they view the world and other people.	Raising awareness of diversity within Islamic schools of thought Muslim visitor to share how they pray and worship.

	but the wider it spread, new cultures influenced it at new denominations or schools of thought began. • Sufi Islam developed as a personal and spiritual approach to connecting with Allah. • The diverse groups agree on some things such as the oneness of Allah and daily prayers, but practice and understand other things differently. Some differences resulted from different interpretations of the Qur'an. • Although men have dominated much of Islamic history, women had an important role in early Islamic development: • Muhammad's first wife, Khadija, supported him financially and emotionally. When he doubted his abilities, she helped him to see what Allah wanted him to do. Muhammad showed great devotion to her even after her death. • Aisha survived after Muhammad's death and narrated Hadith and was an early scholar of Islam, Muhammad said Muslims could learn half the faith from her. • Hafsa helped in keeping safe and compiling the Qur'an. • Fatimah, Muhammad's daughter, is revered by Shi'a Muslims. • Khawlah bint al-Azwar was a female warrior in the early battles of Islam. • Diversity of expression may be shown in: Prayer, observance, worship, tradition and celebration.		
Summer 2	Knowledge (I know)	Skills (I can)	Diversity & Inclusion Links
SOCIAL SCIENCES How has religion and belief shaped our local area? International, national & local data. Lived expression in area.	• Global religion data can be used to understand the representation of religion across the world. • The National Census takes place every 10 years in England and Wales, households are legally required to provide the answers to questions like religious identity. • National religion data from the Census reveals that Christianity is the most widely represented religion in	• Consider what data can tell us about religion locally, nationally and internationally.	

	England and Wales. Islam is the next largest represented religion. This can be compared with international data. • Regional/Local religion data (in comparison with Global & National) • How is the local data reflected in our local community? • We can find out how local data is reflected in our local community by looking for evidence of lived religion in our area, e.g. Buildings, schools, shops, celebrations and charity. • Map & visit local place/s of worship (or invite visitors in)	• Recognise that the reliability of data must be considered. • Seek evidence of lived religion in our local area. • Describe ways beliefs impact peoples' choices in everyday life, community & society. • Recognise that individuals, community & society can shape beliefs.	
--	--	--	--

Year 5 RE Curriculum Overview

Autumn 1	Knowledge (I know)	Skills (I can)	Diversity & Inclusion Links
SOCIAL SCIENCES Hindu Dharma How are Hindu beliefs expressed in artifacts and worship? One supreme being, Brahman Trimurti, avatars. Diverse worship as form of expression.	• Hindu Dharma has a different perspective on 'God' than Abrahamic faiths. • Sage Yajnavalkya – when asked “How many Gods are there?” had a complex answer – all “gods” are manifestations of one. • Story of the Blind Men and the Elephant, we can only know that which we experience, not the whole picture. • Brahman as one supreme being, ultimate reality (no images) • Trimurti - 3 most significant forms of Brahman: Brahma (Creator), Vishnu (Sustainer), Shiva (destroyer) • Stories and depictions of the Trimurti use symbolism to help Hindus understand their significance. • Many other deities used in worship, depicted as Murtis.	• Recognise that 'religion' and 'belief' mean different things in Dharmic and Abrahamic faiths. • Recognise that conversations about religion and belief are complex • Explain similarities and differences of forms of expression within	Hindu visitor

	• Worship often takes place at home, in a domestic shrine. • Worship at work may include shrines in a shop or business. • Worship in the Mandir can be expressed in diverse ways. Mandirs are different all over the world. • Artifacts and actions commonly used in worship: Puja, offerings, food, sound, incense	Hindu Dharma (locally & nationally). • Explain ways beliefs impact choices in individuals' lives, community & society.	
Autumn 2	Knowledge (I know)	Skills (I can)	Diversity & Inclusion Links
THEOLOGY Hindu Dharma How does scripture help Hindus understand Dharma? Diverse interpretations of the Ramayana	• To many Hindus, Dharma is understood as duty, an individual's duty differs depending on who you are and your time of life. • Many Hindus think that to complete their Dharma, they must consider duty to: themselves, their family, the world around them, God and other people. • Hindus have many sacred texts, these were often passed down through oral traditions and have been written down so may have many forms and many interpretations. • The Ramayana is an epic story, from which Hindus can learn to understand how Dharma is different for different people. • There are many different versions of the story. e.g. Valmiki version written down between 500 BCE – 100CE • The important characters of Rama, Sita, Ravana and Bharata can help Hindus consider different perspectives of the story and how the characters do, or don't fulfill their Dharma. • Fulfilling one's Dharma can include living a life of virtue, which can involve personal sacrifices. • Sita is an interesting female character, some question if she is too dependent on Rama, some see her as a feminist role-model.	• Describe different interpretations of the Ramayana. • Consider if sources of Hindu scripture are reliable. • Describe the influence of historical events on worldviews. • Describe theological similarities and differences within and between worldviews. • Describe how beliefs about Dharma might influence a Hindu's life, how they view the world and other people.	
Spring 1	Knowledge (I know)	Skills (I can)	Diversity & Inclusion Links

THEOLOGY & PHILOSOPHY Buddhism How do Buddhists explain suffering in the world? Spiritual journey of Siddhartha Gautama, enlightenment, 4 Noble Truths, 8 fold path.	- About 2500 years ago in ancient India, Siddhartha Gautama was a privileged child, shielded from the horrors of the world. - When Siddhartha left the protection of his home he saw suffering for the first time, he saw a sick man, an old man, a dead man and a Holy man, who had nothing but was content. - He left his home to become a monk to try to understand why there was suffering in the world, began the spiritual journey of an ascetic. - After many years and mistakes trying to find the answer to suffering, Siddhartha finally meditated beneath the Bodhi Tree and reached enlightenment and became the Buddha, meaning enlightened one or knower. The Buddha spent his life sharing his wisdom with others. - Many Buddhists do not understand God in the same way as Abrahamic faiths do. Some Buddhists consider there to be a concept of the divine, but others feel the idea of a creator God, for example is not relevant to humanity. Some people might say this means that Buddhism is not strictly a religion but a philosophy. - The Buddha developed teachings & philosophy for life that many Buddhists use today in different forms in their own search for understanding. Four Noble Truths – the Buddha taught: suffering inevitably exists in life because life isn't perfect; suffering is caused by our desire for things to be as we want them; suffering can be ended if people detach from wanting things; ending suffering can be achieved by following the Eightfold Path. Eightfold path (the middle way) – A philosophical approach to life with 8 guiding principles with the aim of ending suffering and reaching enlightenment. The Eightfold path has 3 elements (the Threefold Way) of ethics, meditation and wisdom.	Theologians: - Describe the influence of historical events on Buddhist worldviews. - Describe theological similarities and differences within and between worldviews. - Describe how Buddhist beliefs might influence a person's life, how they view the world and other people. Philosophers: - Explain the Buddha's philosophical answers to questions about the world. - Explain the Buddhist answers to ethical questions and show awareness of diversity of opinion.	
---	--	--	--

	• Western philosophy has less focus on meditation but does examine ethics and knowledge. • Plato's Allegory of the Cave, in which the escaped prisoner returns to the prisoners in the cave to share his knowledge of the world outside, can be linked to the Buddha's desire to teach others his wisdom.		
Spring 2	Knowledge (I know)	Skills (I can)	Diversity & Inclusion Links
THEOLOGY Christianity How have events in history shaped Christian diversity? (Link history & Geography) Great commission, Roman Empire, Nicene Creed, Great Schism, Martin Luther, Henry VIII, present.	• In the New Testament (Matthew 28 16-20), Jesus gave his followers the Great Commission, to make followers of all nations, baptise people and teach them to obey God. This influenced early Christians. • The early spreading of Christianity is demonstrated in Paul's missionary journeys (Romans 15 22-29). • The conversion of Emperor Constantine (270-337 CE) to Christianity helped the spread through the Roman Empire. • Divisions began within the Christian Church leading to the Great Schism (tear) in 1053 CE, factors: • Theology – 325 CE, Emperor Constantine called a council at Nicaea to discuss the wording of the Nicene creed, including what it said about Trinity. Divisions about the importance of Jesus in the Trinity remained. • Geography – 400-600 CE, two centres of power, Rome in West and Constantinople (Istanbul) in East. Long way apart and isolated by conflict in the Balkans. • Language – Rome used Latin, Constantinople used Greek. • Power – Should the western Pope be in charge or the eastern Patriarch? • True faith – both sides thought they were expressing their beliefs right and the other was spreading lies. • The Great Schism in 1053, led to the Pope (Leo IX) leading the Catholic Church in the west and the Patriarch leading the Eastern Orthodox Church in the East. • Catholicism dominated most of Europe including Britain.	• Recognise that conversations about religion and belief are complex in relation to Abrahamic understandings of Messiah. • Explain how belief has been expressed in similar and different artistic forms within Christianity. • Explain ways beliefs impact choices in individuals' lives, community & society. • Describe how individuals, community & society can shape beliefs.	

	- Due to widespread corruption in Catholic Church in Europe, by the 16th Century some people began to seek reform of the Catholic Church, this was collectively known at The Reformation. This lead to the rise of Protestant movements. Martin Luther (1483-1546), was a German Theologian who influenced the Reformation. He disagreed with corruption and translated the Bible in to German. - England was officially Catholic until Henry VIII wanted a divorce, not allowed by the Pope. This lead to the creation of the Church of England in 1534 with the monarch as the Head. This is called Anglicanism. - There is huge diversity within Christianity in the UK today, these groups are called denominations and have arisen due to different views about power, expression of faith and theology. - Locally, we might see evidence of Christian diversity in our community.		
Summer 1	Knowledge (I know)	Skills (I can)	Diversity & Inclusion Links
SOCIAL SCIENCES Christianity How has belief in Jesus as the Messiah impacted art & music? Prophecy (Isaiah), fulfillment, New Testament, Ultimate Sacrifice. Global art. Handel's Messiah.	Old Testament (Isaiah) included prophecies of a coming "Messiah". Messiah, in the Old Testament and Jewish scripture is understood to be a saviour who would unit the Jewish peoples in an age of peace. Most Jewish people are still waiting for the promised Messiah. - The New Testament claims Jesus as fulfilment of prophecies of the Messiah. People who believed this to be true divided from the Jewish people who didn't and became the first Christians. "Christ", comes from the Greek translation of Messiah, Khristós. - Christianity teaches that Jesus, through his Ultimate Sacrifice, has saved his people and will return to complete	- Recognise that conversations about religion and belief are complex in relation to Abrahamic understandings of Messiah. - Explain how belief has been expressed in similar and different artistic forms within Christianity. - Explain ways beliefs impact choices	Recognising beliefs impact choices in individuals' lives, community & society.

	the Old Testament prophecies. In addition, Christians believe Jesus was the Son of God. • In Islam, Jesus or Isa, is considered a Prophet and the Messiah promised to the Israelites, who will return at the end of times. Muslims do not believe Isa was the Son of God. • In Christianity, Jesus as fulfilment of the Old Testament prophecies of a Messiah is vital. His importance has inspired art and music across the centuries. • Handel's Messiah, written by George Frederick Handel (1685-1759), composed his most famous oratory work "The Messiah" in 1741. It is inspired by and uses words from the Bible and is still performed today. • The Christian concept of Jesus as the Messiah as well as Handel's work have inspired many artists across centuries. This art is displayed in churches, public places and sometimes accompanies Handel's music.	in individuals' lives, community & society. • Describe how individuals, community & society can shape beliefs.	
Summer 2	Knowledge (I know)	Skills (I can)	Diversity & Inclusion Links
PHILOSOPHY Is belief in God rational? Evidence suggested by religious worldviews, assessment of rational argument.	• Philosophers show their thinking in steps to show what they know and how it leads to their new idea. Logic helps us to decide if we are convinced by an argument. • Philosophers examine & critique different philosophical approaches to the existence of God using rational argument. • Ontological Argument – An argument or proof about being or existence. Anselm of Canterbury (French Theologian) in <i>Proslogion</i> (c. 1077CE), claims God is "that than which nothing greater can be conceived." So God is perfect. What if God only exists in our minds? Anselm claimed existence in reality is greater than existence in imagination, and as God is, "that than which nothing greater can be conceived.", then God must exist in reality not just in our minds. Gaunilo of Marmoutiers (1078CE) said this was flawed.	• Explain different philosophical answers to questions about God's existence. • Explain some philosophical approaches to the abstract concept of God's existence. • Explain if an argument for God's existence seems logical.	

	• Cosmological argument – Moses Maimonides (c. 1190 CE), suggested all corporal things are finite and can only contain finite power, so must run out of energy and stop moving. Yet, as planets keep turning, something with infinite power must have caused them. That infinitely powerful something, is God. • Thomas Aquinas (1225-1274 CE), claimed everything has a cause and if we track things back there must have been a “first cause”, which he claimed was God as a “necessary being” needing no explanation or cause. • Intelligent Design Argument – First associated with Socrates (470-399 BCE), but argued and added to by many others over the years, suggests that the complex functionality of the world looks like it is designed, and what is designed must have a designer , i.e. God. • William Paley (1745-1805 CE), was a Christian philosopher who explained the design argument using the “Watchmaker Analogy”. A design implies a designer, intelligent design implies an intelligent designer, ie. A creator deity. • David Hume (1711-1776 CE) Disagreed with intelligent design, claiming that humans can only judge based on experience and observation to make inferences about events and cause. He claimed humans do not observe God or other universes, so we can’t infer their existence. • Most Humanists accept that they cannot prove God does not exist, yet many point to the existence of suffering and evil in the world as evidence that an omnipotent, omnibenevolent God is unlikely to exist.		
--	---	--	--

Autumn 1	Knowledge (I know)	Skills (I can)	Diversity & Inclusion Links
THEOLOGY Christianity Why is the resurrection significant for Christians? Different gospel narratives, truth claims, salvation.	- It is a core Christian belief that Jesus was God incarnate, the prophesized Messiah. - The Gospels include different versions of the narrative of Jesus life, death and resurrection, some similarities and differences can be seen in the narratives of the resurrection: Matthew 28: -10; Mark 16: 1-8; Luke 24: 1-10; John 20: 1-18. - Most Christians would argue that the differences are not materially significant and are due to time, perspective and narrator (some were recorded a long time afterwards and are not necessarily claimed to be directly written by the narrator). However, the similarities in substance of Jesus' resurrection are what is important to Christians. - If it were concluded that the narratives were unreliable, that Jesus' resurrection was a fiction, the consequences for Christian belief are devastating. Paul claimed this in 1 Corinthians 15:14, <i>"And if Christ has not been raised, our preaching is useless and so is your faith."</i> - Christianity is built upon the idea of Jesus as ultimate sacrifice, his resurrection brings salvation, brings sinners back to God after the Fall. - For a Christian, Christ's death means forgiveness and everlasting life in God's presence. - The significance of Christ's death and resurrection to individuals.	- Explain how the Gospels connect with Christian beliefs and discuss their reliability. - Explain the influence of belief in historical events on Christian worldviews. - Explain theological similarities and differences within Christian worldviews. - Explain how beliefs in Jesus' resurrection might influence a Christians life, how they view the world and other people.	PACE visitor
Autumn 2	Knowledge (I know)	Skills (I can)	Diversity & Inclusion Links
THEOLOGY (Christianity) Are religion & science in conflict?	- The Old Testament story of Creation is found in Genesis 1:1 -2:3 Some Christians see this as a literal truth account of the creation of the world, others see it as a story from which Christians can infer and understand the influence of a Creator God in the beginning.	Explain how the Genesis text connects with beliefs and discuss the reliability of the source.	

(Link science – Evolution) Creation, interpretation, diversity of opinion.	- Understanding the genre of writing of Genesis might change our understanding and analysis of it. It could be seen as a poem, a report or a story. Many scientists explain the beginning of the world using the Big Bang Theory of creation (cosmology). Some Christian scientists accept the Big Bang Theory and do not see that it discounts the idea of a creator God as the “first cause”, Thomas Aquinas (1225-1274 CE). Richard Dawkins (1941- CE), Evolutionary Biologist, claims the intelligent design theory (Y5), is wrong. In <i>The Blind Watchmaker</i> (1986), he argued evolutionary processes are not guided by a designer. In <i>The God delusion</i> (2006), he claimed a supernatural creator does not exist and religious faith is delusion. Pope Francis said, <i>“When we read about creation in Genesis, we run the risk of imagining God was a magician, with a magic wand able to do everything. But that is not so,”</i> Albert Einstein (1879-1955), was a theoretical physicist, who suggested 3 human impulses lead to religious belief: fear, social or moral concerns, and cosmic religious feelings based in awe and wonder. Blaise Pascal (1623-62 CE), French Philosopher who suggested “betting on God”, if we can’t prove God exists, we are best believing in him. If it turns out God does exist, we will go to heaven, if he doesn’t exist then it doesn’t matter.	- Explain that religious texts can be interpreted in different ways by different believers. - Explain theological similarities and differences within and between worldviews. - Explain how beliefs about creation and science might influence a person’s life, how they view the world and other people.	
Spring 1	Knowledge (I know)	Skills (I can)	Diversity & Inclusion Links
THEOLOGY & PHILOSOPHY Sikhi How do Sikhs think about equality and service to others? Teachings of Guru Nanak, equality and the oneness of	Sikhi originated about 500 years ago in the Punjab region of India. Guru Nanak challenged aspects of Islam and Hindu Dharma, rival religions in the area. - At a time of inequality and unrest, Nanak taught equality and service to others. A follower of Sikhi is called a Sikh, which means learner.	- Describe the influence of historical events on Sikh worldviews. - Describe theological similarities and differences within and between worldviews.	Hindu visitor

humanity, Sewa as selfless service.	- Sikhs believe in One God, symbolised by the Ik Onkar. - There are 10 human Gurus (meaning teacher) whose teachings are respected in Sikhi. - The 11th Guru is the Guru Granth Sahib, a collection of wisdom of the Gurus in the form of a book. It is treated with great respect as “the living Guru” and kept in the Gurdwara. - Today, many Sikhs live by three principles: Remembering God Honest work Sharing what you have - Believing in the oneness of humanity means treating everyone as equals, regardless of their religion or background. - Equality is expressed in the langar where all are welcome to sit and eat together in the Gurdwara (often on the floor). Sewa means selfless service; it develops compassion as a way of serving God. Sikh Environment Day is celebrated on 14 March. It marks the Sikh New Year and honours Guru Har Rai (7th Guru). Many Sikhs engage in Sewa to the Earth.	- Explain Guru Nanak’s philosophical answers to questions about equality and service to others. - Describe how Sikh beliefs might influence a person’s life, how they view the world and other people. - Explain some Sikh answers to ethical questions and show awareness of diversity of opinion.	
Spring 2	Knowledge (I know)	Skills (I can)	Diversity & Inclusion Links
PHILOSOPHY What do philosophers teach us about life’s purpose? Self & Soul (link Yr5 Knowledge unit)	- Some philosophers claim humans are the only animal who have an understanding that they will one day die and that this makes people question life’s meaning. Philosophers cannot prove what happens after we die so seek explanations. - Some philosophers see the mind and body as different types of things. Ibn Sina (980-1025 CE) (also known as Avicenna), was an Arabic philosopher, who argued our minds are separate from our bodies using the “Flying Man” thought experiment. - Many philosophers have argued the body and soul or self are separate, others that the soul or self ends with the body. Socrates (470-399 BCE) Greek Philosopher, believed in the idea of a soul that lives in our bodies and goes to heaven when we die.	- Begin to evaluate some philosophical approaches to abstract concepts such as meaning and existence. - Begin to analyse if an argument is logical and show awareness of divergent opinions. - Use appropriate evidence to support or counter an argument.	

	• Plato (428-348 BCE), Greek Philosopher, believed in the idea of an eternal soul, that would exist beyond the physical body. This meant that the world itself is not important, the soul will return to heaven. • Plato's ideas influenced many Christians, who may accept that life on earth may not be great, but there is something better to come for the soul. • Hypatia (370-415 CE) Female Greek Philosopher, Neoplatonist – meaning she believed that the soul would return to a divine being. An idea that appealed to her students, both Christian monotheists and pagans. • Democritus (460-370 BCE), Greek Philosopher who suggested life is given meaning by the pursuit of pleasure, “joy and sorrow are the distinguishing mark of things beneficial and harmful.” (Hedonism) Some hedonists have seen this as intellectual pleasure, others physical pleasure. • Friedrich Nietzsche (1844-1900), German philosopher, said people are never satisfied which prevents us finding meaning in life (Nihilism). • Simone de Beauvoir (1909-86), French Philosopher who challenged the idea of a divine plan. She argued humans born free, without a divine plan. That freedom is a blessing and a burden. Following human desire means we should not restrict others freedom to do so (Existentialism).	• Begin to explain connections between beliefs and behaviour.	
Summer 1 and 2	Knowledge (I know)	Skills (I can)	Diversity & Inclusion Links
SOCIAL SCIENCES Christianity / Hindu Dharma / Islam / Humanism / Sikhi How is an understanding of life's purpose reflected in people's lives? (local choice)	• Many worldviews consider that we all have a soul, the essence of you, that lives beyond the body. • What people believe happens to the soul when the body dies may influence the choices people make in their lives. • Hindu Dharma: • As in the story of the Ramayana (Y5), a person's dharma (duty) depends on who they are (varna) and what stage of life they are at (ashrama).	• Begin to evaluate how 'religion' and 'belief' mean different things depending on people's religious or non-religious worldview. • Recognise that conversations about	Recognising and celebrating differences

Diverse expression of purpose in lived worldviews	• Ashramas, stages of Hindu life: Brahmacari (Student), Grihastha (householder), Vanaprastha (forest dweller), Sannyasi (homeless renouncer). Stages have specific duties or ashrama dharma. • Purusharthas – goals for living: • - dharma, duties of present life • - kama, enjoying life • - artha, working for honest success and family • - moksha, breaking out of cycle of reincarnation (samsara) to reach atman • Fulfilling dharma is individual to each person, so will be inherently diverse. • In the Bhagavad Gita – Epic poem takes place on a battlefield when Prince Arjuna must fulfill his Dharma as a warrior in battling unjust members of his family. Arjuna has a conversation with Lord Vishnu, expressing his fear of death, he is told it is “like going to sleep, taking off your clothes and putting on new ones”. • Karma is the cycle of death and rebirth, with the aim of reaching Moksha (oneness with God). • These beliefs have a significant impact on how Hindus live their lives, especially that living a good life will lead to a better next life.	religion and belief can be controversial. • Begin to evaluate similarities and differences of forms of expression between and within worldviews (locally, nationally & globally) • Describe how beliefs impact choices in individuals’ lives, community & society. • Explain how the context of individuals, community & society can shape beliefs.	
--	--	--	--

4.0 RE Curriculum Resources

4.1 Example Medium Term Plan

Example Medium Term Plan for Year 1:

Sequence of lessons	
Knowledge to be taught	Lesson summary
1 Where do we belong? - We belong in different places such as family, school, class, clubs. Disciplinary: - Recognise that people look at the world in different ways. - Recognise that people choose to belong to different groups. Some people choose to belong to a religion.	- Belonging is feeling happy to be part of a group. - Show pupils an image of your school, this is one place that we all belong. - Show an image of your school logo (if you have this on uniforms get them to find it on their uniform). Uniforms, badges and logos are one way of showing group belonging. If your school logo has a special meaning, explain it to the class. - Ask: Do any of you belong to these groups? Show logos or badges from different national groups e.g. Beavers, Rainbows, and add locally relevant groups like football, swimming and gymnastics clubs. - Discuss: What do you do there? How do people show they belong to this group? How do you join? Do you think you'd like to join this group? Additional – We all belong to our class. How do we show we belong to our class? Additional – Design stickers/badges to show which class we belong to.
2 Belonging in Christianity - Some people choose to belong to a religious group, expressing their beliefs about God. - A person who belongs to Christianity is called a Christian - Some special Christian artefacts are: Cross, Bible, Christening gown, Prayer book - A Christian place of worship is a church Disciplinary: - Recognise that people choose to belong to different groups. Some people choose to belong to a religion. - Link that Christian and Jewish people use symbols, artefacts and actions to show they belong.	- Review – places that we belong. - Introduce Danny (Christian character): - This is Danny, Danny belongs to Beavers; he likes to go to watch (local team) with his mum; he goes to swimming lessons with (local group). - Danny and his family are Christians; they belong to a Christian church. On Sunday morning Danny often goes to their church to meet with other Christians. - Danny has some things that are special to him as a Christian, he'd like to show them to us. - Reveal and discuss each of Danny's special items: Symbol of the Cross – This symbol has a special meaning to Christians. You will find it on and in lots of Churches, some Christians wear a cross on a necklace to show they are a Christian. I wonder if you've seen the symbol of the cross anywhere? Discuss places they have seen it. The Bible – The Bible is a very special book for Christians, it is full of stories that help us learn about God. Christening Gown – This is a special item of clothing that Danny wore for a special celebration when he was a baby. We will find out more about this in our next lesson. Prayer book – This is a book that helps Danny talk to God. God isn't a person who Danny can see or talk to on the phone, Danny and his family think about God as a something they can't see or touch, but they can feel that God is there in their lives and looks after them. Danny's prayer book helps Danny find the right words to talk to God, every night Danny chooses one of the prayers from the book to read before he goes to bed. - Show the pictures of Danny's special things then take them off the screen. How many of the things can you write or draw on a whiteboard, or how many can we remember as a class?

Sequence of lessons



Knowledge to be taught	Lesson summary
Christian Baptism - Christians welcome new members into the church by Baptising them in the name of the Father, and of the Son and of the Holy Spirit. Baptism often happens to babies, but older people can also choose to be baptised. Disciplinary: - Recognise that people choose to belong to different groups. Some people choose to belong to a religion. - Link that Christian and Jewish people use symbols, artefacts and actions to show they belong.	- Review – Show Image of Danny. What can we remember about him (He and his family are Christians; they belong to a Christian Church; symbol of the Cross; The Bible; Christening Gown; Prayer Book) - This is Danny's Christening Gown, he wore it for a special celebration called a Baptism, when he was a Baby. Danny can't remember this, but his parents have told him all about it. Danny's mum wore the same Christening Gown for her Baptism when she was a baby too. It's a special thing for all their family. - A Baptism (sometimes called a Christening) is a way for a the people that belong to the Christian Church to welcome new members. People can join the church at any time in their life, but it's extra special when a new baby is born and their family want them to be welcomed in to their church community. - There are lots of different Christian Churches in Great Britain, and there are lots of different ways of doing a Baptism. Danny would like to share a video about how one family get ready for a Baptism. NB. If you only have time for one, choose Baptism Ceremony. Teachers should watch in advance. https://www.bbc.co.uk/programmes/p01149v1 – Preparing https://www.bbc.co.uk/programmes/p0115d1q – Baptism Ceremony https://www.bbc.co.uk/programmes/p01153ly – Celebration - Using a baby doll, roll play the baptism ceremony as a class. Who was there? What did they do? What did they say? NB. How diverse are your dolls? Racially diverse dolls are becoming more easily available. E.g. https://www.argos.co.uk/product/9504648?clickPR=plp:30:446 - If time, allow the children to role play the baptism in small groups and share with the class, or leave the resources available as continuous provision during the week. - Older people can get baptised too (show some images).

Sequence of lessons



Knowledge to be taught	Lesson summary
Belonging in Judaism - Some people choose to belong to a religious group, expressing their beliefs about God. - A person who belongs to Judaism is a Jewish person (or Jew). - Some special Jewish artefacts are: Star of David, Kippah, Torah, Tallit - A Jewish place of worship is a synagogue Disciplinary: - Recognise that people choose to belong to different groups. Some people choose to belong to a religion. - Link that Christian and Jewish people use symbols, artefacts and actions to show they belong.	- Review – places that we belong. - Introduce Sarah (Jewish character): - This is Sarah, Sarah belongs to Beavers; she likes to go to watch (local team) with her mum; she goes to swimming lessons with (local group). - Sarah and her family are Jewish they belong to a Jewish Synagogue. On Saturday, Sarah often goes to their Synagogue to meet with other Jewish people. - Sarah has some things that are special to her and her Jewish family, she'd like to show them to us. - Reveal and discuss each of Sarah's special items: Symbol of the Star of David – This symbol has a special meaning to Jewish people, it is a symbol that King David had on his shield. We can draw a star of David by drawing a triangle and then drawing another one upside down on top of it. Demonstrate. The Torah – The Torah is a very special scripture for Jewish people. Watch video clip The Torah is a hand written scroll, kept in the Synagogue. It is written in Hebrew, which is read written and read from right to left. Some people use a pointer called a yad to point to the words they are reading. The original words in the Torah are believed to be written thousands of years ago. Kippah – This is a special skull cap worn by many Jewish people, they can be decorated in lots of different ways. In some Jewish communities, only men wear them. It helps Jewish people to be aware of God as a higher power in their lives. Watch: What's on your head? Kippah. Tallit – Many Jewish adults wear a tallit over their shoulders for prayer during the day. Some Jewish people wear one under their clothes all the time. The tallit is usually white and blue with fringes that help Jewish people to remember to keep God's commandments. - Show the pictures of Sarah's special things then take them off the screen. How many of the things can you write or draw on a whiteboard, or how many can we remember as a class.

Sequence of lessons



	Knowledge to be taught	Lesson summary
5	Holy Books - In both the Torah and the Bible is the story of Noah and the Flood. The main themes in the story are faith, perseverance and a promise. Disciplinary: - Recognise that people look at the world in different ways.	- Review – What do we know about Danny? What do we know about Sarah? - Today we are going to find out about a story that is special to both Danny and Sarah. Where might Danny find the story? The Bible. Where might Sarah find the story? The Torah. - Introduce the story of Noah and the Flood – Read or Whoosh the story with the class. (Whoosh – whole class stands in a circle. As the teacher tells the story, go around the circle and give the next child the next part of the narration to act out in the middle of the circle. Every so often return everyone to the circle and add new children to play roles). - Why do you think this story is important to Jewish and Christian people like Sarah and Danny? What can they learn about God from the story? - Christian and Jewish people can learn that God is powerful, and that people should have faith (trust God), even if other people don't agree with them. That they should work hard and keep going even when things are hard and that God keeps his promises, that the whole world was never flooded again. The rainbow in the story is a way of showing God's promise.
6	Jesus is special to Christians - The Bible also has stories about a man called Jesus, who is special to Christians. Disciplinary: - Recognise that people choose to belong to different groups. Some people choose to belong to a religion. - Link that Jewish and Jewish people use symbols, artefacts and actions to show they belong. - Recognise that people look at the world in different ways.	- Review – what do we know about Danny? Last lesson we learnt about a story that was special to Danny and Sarah, what can we remember about the story? - In this lesson we are going to find out about a person who is special to Danny, his name is Jesus. Where might Danny read stories about this special person? The Bible. - The Bible is a really big book. The first part of the Bible has stories that are special to both Jewish people like Sarah, and Christians, like Danny. The second part of the Bible has stories about a man called Jesus who is special to Christians. Jewish people don't have these stories and don't believe that Jesus was special. This is a big difference between Christian and Jewish people. - Share the story of the feeding of the 5000. - How does the story show that Jesus was special? He was able to make 5 loaves of bread and 2 fish feed 5000 people. This seems like it is impossible. There is a special word that Christians use when God has the power to make something happen than seems like it is impossible, a miracle. - Christians believe that Jesus was a man who lived about 2000 years ago in Judea, and that he was God born as a human to help people, that is why he had the power to make miracles happen. - In our next unit, we will find out a special story about what Christians believe happened when Jesus was born.

4.2 Lesson Structure

To get the most value from the United R&W Curriculum, we adhere to the sequencing and teaching the 'what' but adapt the 'how' and the lesson delivery to meet the needs of our pupils. Teachers are also encouraged to add their own creativity to the planning to enhance pupils' engagement, for example using real-life artefacts, drama, thinking skills tasks, discussions.

Phase lesson design across the school (EYFS to Year 6):



1. Monthly review task (review prior knowledge from previous topics where there are links and current topic as well)
2. Weekly review task
3. I: Teacher Modelling & Explaining
4. We: Guided Practice
5. You: Independent Task
6. Discussion-based Plenary

As R.E. is knowledge-heavy and vocabulary rich, all lessons begin with a review of the previous lesson to enhance children's understanding and to help teachers to informally assess what the children have retained.

4.3 Example Knowledge Organiser

4.4 Assessment

At Avonwood, assessment is done through:

Formative assessment in lessons

During lessons, teachers continuously watch, question, listen to and review any recorded work to build up a picture of each individual's knowledge, vocabulary and skills, so any gaps in knowledge or skills, or misconceptions, can be identified and addressed.

Pupil Books and Pupil-Conferencing

At Avonwood, we value children's voice and so subject leads and class teachers take the time to discuss their books which aids as a formative assessment tool and tells us how much of the curriculum content is secure. These conversations are used most effectively to determine whether children have a good understanding of the vertical concepts, and if they can link recently taught content to learning from previous units.

5.0 Roles and Responsibilities

5.1 Class Teacher

It is the teachers' role to be aware of and follow the guidance contained within this policy. They should seek advice from the subject leader if they are unsure of knowledge content or how best to tackle a unit of work.

5.2 Subject Leader

The roles of the subject leader are to:

- Plan a progressive Long Term Plan using the National Curriculum as a base and using the School Curriculum Intents to tailor their subject provision to suit our pupils, which is chunked into units for each year group.
- Produce Medium Term Plans to frame the teaching and learning for each unit. - Promote their subject through signposting staff to up-to-date resources and subject specific evidence-based research.
- Support staff through planned CPD events and ad-hoc requests for assistance with knowledge or planning.
- Oversee the delivery of the subject through:
 - learning walks
 - book looks
 - pupil voice
 - subject audits
- Meet with their SLT link to update them with current developments in research and thinking.
- Create an annual action plan.
- Ensure there are sufficient resources for the subject to be taught effectively and efficiently.
- Ensure this policy is up to date.

5.3 Senior Leadership Team

Each subject will have an SLT link/ Their roles are to:

- Support the subject leader to:
 - Be an advocate for the subject
 - Oversee the delivery of their subject through assisting with learning walks, book looks and pupil voice
 - Enable their subject leader to have sufficient CPD opportunities to develop staff knowledge.
 - Implement their action plan. - Work together so that school priorities can be identified, and prevent all subjects from being promoted and developed at the same time