

Religious Education at Spring Bank Primary School

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R.E. at Spring Bank Primary School

Intent

At Spring Bank Primary school, we aim to develop an ability to maintain dialogue, so that pupils can participate positively in our society with its diverse religions and views.

Our intent is to:

- Investigate the beliefs and practices of religions and other world views.
- Celebrate diversity and inclusivity as it is promoted through our Religious Education Curriculum.
- Encourage meaningful, relevant, engaging enquiry.
- Equip pupils with the necessary skills to explore personal questions.
- Offer the study of religious and non-religious approaches to life.
- Encourage learners to develop a positive attitude towards other people who hold religious beliefs different from their own.
- Offer time and space, allowing our children to reflect on their own thoughts, providing opportunities.
- Develop their understanding of the ways in which beliefs impact people in their behaviour, practices and outlook on life.

The 1988 Education Act states that

'Religious Education has equal standing in relation to core subjects of the National Curriculum

in that it is compulsory for all registered pupils.'

Implementation

At Spring Bank primary our R.E. curriculum is to fulfil the requirements of the Local Agreed Syllabus statutory requirements. This syllabus requires our teachers to focus on world faiths, Christianity, Islam, Judaism and Sikhism.

We implement our RE teaching by:

- Ensuring units of work are planned around a central 'big' question, relating to the subject content of the Leeds Syllabus.
- Encouraging our children to engage with key questions in a meaningful and relevant manner.
- Implementing high quality first teaching.
- Planning lessons with opportunities for debate and discussion

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- Planning engaging lessons which make use of a wide range of literature and real life experiences
- Organising assemblies to recognise and celebrate religious festivals
- Celebrating diversity through the recognition of world events
- Organising trips and visits to enhance and enrich learning opportunities

Impact

The impact of RE teaching at Spring Bank Primary will allow our children to:

- Understand how religions can influence morality and identity
- Have a thorough understanding of different religions, beliefs, values and traditions.
- Explore their own beliefs and meanings, and make informed decisions
- Interact and participate in a positive way, in our diverse community
- Understand the importance of thinking of others, through participating in charitable giving.
- Know that they are valued and their voice is important to our school community
- Develop high expectations of their own growth mind set and approaches to learning
- Be respectful and tolerant of other's beliefs

Overview of Units

An overview of units is provided for teachers to understand the progress of units throughout the school.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term	Where do we live and why is it special?	Which books and stories are special?	How is new life welcomed?	How do Jews remember God’s covenant with Abraham and Moses?	How are important events remembered?	Why are some journeys and places special?	How do Sikhs show commitment?
	How are special times celebrated? (Autumn and Winter).	How do we celebrate special events?	How can we make good choices?				
Spring Term	Which places are special and why?	What does it mean to belong to a church or mosque?	How and why do people pray?	What is spirituality and how do people experience this?	What faiths are shared in our country?	What values are shown in codes for living?	What do Christians believe about Jesus’ death and resurrection?
	How are special times celebrated? (Spring and Summer).		How can we look after our planet?	What do Christians believe about a good life?	How do the five pillars guide Muslims?	Should we forgive others?	How does growing up bring responsibilities?
Summer Term	What makes a good helper and who helps us?	How do we care for others?	What did Jesus teach and how did he live?	What do the creation stories tell us?	Why are Gurus at the heart of Sikh belief and practice?	What do Christians believe about the old and new covenants?	How do Jews remember the Kings and Prophets in worship and life?
	What do believers believe about Creation?	Who brought messages about God and what did they say?		Who can inspire us?			

Religious Education Age Related Expectations

This document lays out an overview of the religious education that is taught across school from Reception to Year 6.

Religious education in Spring Bank Primary school promotes the spiritual, moral, cultural, mental and physical development of pupils, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Early Years Foundation Stage

Pupils are introduced to Christianity as the 'heritage religion' and the one that most influences school and community life. They are taught about traditions, beliefs and world views outside of their own experiences through exploring other cultures and practices in the wider world. By the end of EYFS pupils should be able to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience

KS1

By the end of KS1 children should be able to describe the main beliefs of a religion, describe the main festivals of a religion, recognise, name and describe religious artefacts, places and practices, explain religious rituals and ceremonies and the meaning of them, including their own experiences of them, observe when practices and rituals are featured in more than one religion or lifestyle, name religious symbols and the meaning of them, learn the name of important religious stories, retell religious stories and suggest meanings in the story, identify things that are important in their lives, ask questions about the puzzling aspects of life, understand that there are similarities and differences between people, identify things that are important in their lives, ask questions about the puzzling aspects of life, look at how values affect a community and individuals, explain how actions can affect other people, understand that they have their own choices to make and begin to understand the concept of morals, look at how values affect a community and individuals, explain how actions can affect other people, understand that they have their own choices to make and begin to understand the concept of morals.

LKS2

By the end of year 4 children should be able to describe the key teachings and beliefs of a religion, begin to compare the main festivals of world religions, refer to religious figures and holy books, identify religious artefacts and how they are involved in daily practices and rituals, describe religious buildings and how they are used, explain religious ceremonies and rituals and their importance for people's lives and sense of belonging, begin to identify religious symbolism in different forms of art and communication, looking at holy texts and stories, explaining meaning in a story, express their beliefs in different forms, with respect for others' beliefs and comparing beliefs, understand that personal experiences and feelings can influence their attitudes and actions, offer suggestions about why religious and non-religious leaders and followers have acted the way they have, ask questions that have no agreed answers, and offer suggestions as answers to those questions; understand that there are similarities and differences between people and respect those differences, understand that personal experiences and feelings can influence their attitudes and actions, offer suggestions about why religious and non-religious leaders and followers have acted the way they have, ask questions that have no agreed answers, and offer suggestions as answers to those questions, understand that there are similarities and differences between people and respect those differences, make informed choices and understand the consequences of choices, describe how shared values in a community can affect behaviour and outcomes and discuss and give opinions on morals and values, including their own.

UKS2

By the end of year 6 children should be able to recognise and explain how some teachings and beliefs are shared between religions, explain how religious beliefs can shape the lives of individuals and contribute to society, explain practices and lifestyles associated with belonging to a faith, explain practices and lifestyles associated with belonging to a non-religious community, compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles, show an understanding of the role of a spiritual leader, explore religious symbolism in literature and the arts, explain some of the different ways individuals show their beliefs, share their opinion or express their own belief with respect and tolerance for others, recognise and express feelings about their identities and beliefs, explain their own opinions about

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tricky concepts and tricky questions that have no universally agreed answers, explain why their answers may be different from someone else's and respond sensitively, recognise and express feelings about their identities and beliefs, explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers, explain why their answers may be different from someone else's and respond sensitively, explain why individuals and communities may have similar and differing values, show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences, express their own values while respecting the values of others, explain why individuals and communities may have similar and differing values, show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences and express their own values while respecting the values of others.

Reception – Where do we live and why is it special?	
<p>Early Years Goal: Understanding the world. Children at the expected level of development will: -</p> <ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Begin to make sense of their own life story and family history. • Continue to develop positive attitudes about the differences between people. • Talk about members of their immediate family and community. 	<p>Supporting Materials from EYFS Development Matters:</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • During dedicated talk time, listen to what children say about their family. • Share information about your own family, giving children time to ask questions or make comments. • Encourage children to share pictures of their family and listen to what they say about the pictures. • Using examples from real life and from books, show children how there are many different families. • Name and describe people who are familiar to them. • Listen to what children say about their own experiences with people who are familiar to them.
<p>Knowledge:</p> <ul style="list-style-type: none"> • There are different people in our family who all have names and are related to us. • All our families have similarities and differences with each other. • Talk about members of their immediate family and community. • Name and describe people who are familiar to them • Understand that some places are special to members of their community. • Talk about a place they particularly like within their home. • Notice differences and similarities between different homes. • Talk about special objects or symbols in their home. • Describe the features of their house and state their address 	<p>Religious education skills:</p> <ul style="list-style-type: none"> • Talking about who is in their family and being able to say their name and how they are related to them. Pointing out these people in family photos. • Discussing things that are similar and different between the families in our class. • Talk about special objects or symbols in their home. • Talk about groups they belong to e.g. my family, my class, my school. • Talk about how we show respect.

Reception – How are special times celebrated (Autumn and Winter)	
<p>Early Years Goal: Understanding the world. <u>Celebrations</u> Children at the expected level of development will: -</p> <ul style="list-style-type: none"> • Compare and contrast characters from stories including from the past. • Recognise that people have different beliefs and celebrate special times in different ways. 	<p>Supporting Materials from EYFS Development Matters:</p> <ul style="list-style-type: none"> • Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year. Help children begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others. • Develop knowledge of when celebrations occur by displaying a calendar of special events. Mark the special events relevant to particular children in the class. As appropriate, provide opportunity for children to explore and experience activities associated with festivals whilst being mindful of protocol and sensitivities. Provide opportunity for children to respond creatively to the celebration of festivals through art music, dance, writing.
<p>Knowledge:</p> <ul style="list-style-type: none"> • Begin to notice the celebrations which are important to others. • Being to talk about a cultural celebration. • Know that celebrations can include light, music and dancing. • Understand how different religions celebrate similar beliefs. • Begin to make connections between symbols, e.g. light, at different religious and cultural festivals in Autumn and Winter. • Be able to talk about how Christians and others celebrate Christmas. 	<p>Religious Education skills:</p> <ul style="list-style-type: none"> • Talk about celebrations and begin to notice the celebrations which are important to others. • Begin to compare how different religions celebrate similar beliefs. • Talk about a cultural celebration. • Experience celebration through music and dance. • Listen to and retell the Christmas story. • Begin to make connections between symbols, e.g. light, at different religious and cultural festivals in Autumn and Winter.

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Reception – Which places are special and why?	
<p>Early Years Goal: Understanding the world. Children at the expected level of development will: -</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Understand that some places are special to members of their community. 	<p>Supporting Materials from EYFS Development Matters: Build a special place using blocks and crates in the outdoor area. Use a doll/puppet/persona doll or teacher’s experience to talk about their special place; it is a place you have visited that you will never forget. Show souvenirs, photos, music etc... Draw, write, collage their special place asking them to think why it is special and record in a thinking bubble and how they feel there and record in a heart. Visit a local Mosque or ask Imam to visit school. Virtual tours are available online as well. Experience stillness and reflect on what they can see, hear, smell, touch and feel. Why is this place special for some people? Is it like a home? What special objects or pictures can they see? What questions do children want to ask about this special place? If they could only ask one question what would it be?</p>
<p>Knowledge:</p> <ul style="list-style-type: none"> • Think about what is special to them. • Understand why places are special for other people. • Understand that churches are special places for Christians. • Use senses to respond to what they see and hear. • Understand that Mosques are special places for Muslims. • Begin to explain how the special places are the same and different. 	<p>Religious Education skills:</p> <ul style="list-style-type: none"> • Experience stillness and times of reflection, responding to what they see, hear, smell, touch and feel. • Talk about where special places are • Think about why these places are special • Name and talk about special places for Christians. • Name and talk about special places for Muslims. • Recognise a Church and Mosque. • Identify what features they have which are the same and which are different.

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<p>Reception – How are special times celebrated? (Spring and Summer festivals)</p> <p>Early Years Goal: People, Culture and Communities, Children at the expected level of development will: -</p> <ul style="list-style-type: none"> • Compare and contrast characters from stories including from the past. • Recognise that people have different beliefs and celebrate special times in different ways. 	<p>Supporting Materials from EYFS Development Matters:</p> <p>Explore carnival colours, food and music. Can they spot any similarities or differences? Can they begin to suggest which are for religious festivals? Find out which Chinese Zodiac sign you were born under and the key character traits of people under this zodiac sign. Why are bright colours important to the festival of Holi? What do the bright colours help Hindus to remember? Create a nishan sahib (Sikh flag). Retell the story of the first Passover with loose parts. Record the names of the Pesach artefacts in their own Pesach word book. Explore some Easter treats- Easter eggs, hot cross buns, Easter cards and toys and find out how they reflect parts of the Easter story.</p>
<p>Knowledge:</p> <ul style="list-style-type: none"> • Understand their own celebrations. • Begin to understand about festivals and celebrations which are important to others. • Begin to think about religious and cultural festivals. (Chinese, Hindu, Sikh, Jewish, Christian, Muslim) • Find out about different ways to celebrate. • Understand some traditions such as helping others. 	<p>Religious Education skills:</p> <ul style="list-style-type: none"> • Talk about celebrations and begin to notice the celebrations which are important to others. • Talk about a cultural celebration. • Experience celebration through music and dance. • Recognise how special times are celebrated. • Begin to make connections between stories from the past and their importance to religious believers at different festivals. • Talk about celebrations which include special meals and family celebrations. • Talk about the importance of caring for others. • Talk about the importance of being thankful for what we have.

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Reception –What makes a good helper?	
<p>Early Years Goal: Understanding the world. Children at the expected level of development will: -</p> <ul style="list-style-type: none"> • Continue developing positive attitudes about the differences between people. • Talk about special people in the community who help. 	<p>Supporting Materials from EYFS Development Matters: Talk about the ‘Golden Rule’ of treating others as you would like to be treated (versions of this are found in religions including Christianity, Islam, Sikhism as well as being a central rule for humanists.) Use the home corner to model helpful behaviour and use the language of being helpful to reinforce their understanding. Model how to recognise and praise someone being helpful. On a large sheet of paper, put a photo of their classroom and ask the children to tell you what they can do to be helpful. Write their ideas down and stage the photos to go with it. Give children jobs around the classroom e.g. monitors; areas to be in charge of tidying etc. Take photos of the children being helpful and use for a display. Make a class list of good qualities. Discuss how children can be a good friend to others and how they could make new friends. Talk about how Jesus is a special person for Christians and discuss that by telling stories he showed us how we should care for others – even those who are not our friends.</p>
<p>Knowledge:</p> <ul style="list-style-type: none"> • Understand the need for rules at school, at home and in the wider world. • Recognise rules they are familiar with and start to think about how they are followed. • Think of ways they can be helpful to friends and classmates. • Think of ways they can be helpful to teachers and school staff. • Think of ways they can be helpful to parents and grandparents; brothers and sisters. • Think of ways they can look after their pets. • Understand the meaning of ‘friendship’. • Consider how they should treat others. • Learn that Jesus is a special person for Christians. 	<p>Religious Education skills:</p> <ul style="list-style-type: none"> • Be able to talk about the classroom, school and home rules. • Talk about how they can help their friends, teachers and families. • Explain what being a friend means. • Learn that Jesus is a special person for Christians. • Talk about people in the wider world who need help

Reception –What do religious believers believe about who created the World?	
<p>Early Years Goal: Understanding the world. Children at the expected level of development will: -</p> <ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways. • 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. 	<p>Supporting Materials from EYFS Development Matters: Children should have the opportunity to experience moments of awe and wonder relating to the natural world around them. Go on senses walks throughout the year either around the school grounds or in green spaces nearby such as parks or woodland areas to see what children can hear, see, smell, touch and taste (bring back to school items that are edible to prepare). Gather together items from the natural world that the children have collected. Discuss the items in small groups and explain why they like the item they have brought into school. Talk about animals that they like and think carefully about plants are types of weather children think are full of awe and wonder. Read the creation story from the Bible in a modern/ child friendly version. Talk about how Christians (and others) believe the world and everything in it was created by God. What does the story teach Christians about God? Paint rainbows and write promises about how they can look after the world. Create a storyboard/comic strip of the Hindu creation story. Wonder at the natural world by drawing lotus flowers.</p>
<p>Knowledge:</p> <ul style="list-style-type: none"> • Use their senses to investigate the natural world around them. • Understand that Christians believe that God created the world. • Christians believe they should be thankful for creation and the world around them. • Understand that Jewish people believe that G-d created the world. • Begin to understand the Shabbat is a day of rest with no work. 	<p>Religious Education skills:</p> <ul style="list-style-type: none"> • Explore the natural world around them and talk about features they like. • Notice changes that occur throughout the seasons. • Create art work in the outside area using natural resources. • Name something that Christians believe was created by God. • Talk about how we can care for our immediate environment. • Recognise the similarities and differences between the creation story in Islam, Christianity and Judaism.

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| <ul style="list-style-type: none">• Begin to compare the Christian creation story with the Jewish creation story.• Understand the common tradition of the creation story in Islam, Christianity and Judaism.• Understand the key beliefs in the Hindu creation story.• Continue to develop a sense of awe and wonder at the natural world. | <ul style="list-style-type: none">• Explore the responsible citizenship of looking after the world either as a believer or non-believer. |
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Year 1 - Which books and stories are special?	
<p>About this unit: Pupils start by thinking about special books and stories for themselves, offering important links to literacy. They reflect on the meanings (or 'morals') in stories, including secular tales and fables. The unit goes on to investigate special books and writings for religious believers, in particular the Bible and the Qur'an. Pupils consider why these are special and how they are respected and treated. They hear and think about special stories, some of which are contained in special books.</p>	<p>Where this unit fits in: This unit introduces pupils to religious texts, a theme that will be built upon in subsequent years. Units in Years 4 and 5 extend learning by further work on stories and texts. The syllabus requires the RE curriculum to include the study of Beliefs, Philosophy and Ethics. This unit primarily supports learning about Aims A and B, covering beliefs and philosophy. Specifically, it supports these elements of the syllabus:</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion. <p>B. Investigate how religions and other world views address questions of meaning, purpose and value, including:</p> <ol style="list-style-type: none"> 2. Ultimate Questions of belonging, meaning, purpose and truth. <p>The religions studied in this unit: Christianity and Islam, with possible reference to Judaism and Sikhism. It could be widened to reflect the composition of the class or other local circumstances.</p>
<p>Vocabulary</p> <p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <ul style="list-style-type: none"> • Holy • Moral • Bible • Qur'an • Special 	<p>Pupils working at the age related expectations (ARE) for Year 1 will be able to:</p> <ul style="list-style-type: none"> • Talk about books which are special to them and books which are special to religious believers. • Notice how some books are special to religious believers, and talk about how they are treated • Recall and talk about some religious stories <p>Respond to questions about the meanings of stories</p>

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Year 1 How do we celebrate special events?	
<p>About this unit: This unit allows the pupils to consider the concept of celebration. It links a number of ideas together: the ways in which we celebrate special events and how religions mark festival days. It will help develop pupils' understanding of celebrations, including religious festivals. It includes a study of Harvest festival, Eid ul Fitr and Sukkot. Pupils are enabled to respond and reflect by creating their own class celebration.</p>	<p>Where this unit fits in: This unit could be taught in the autumn term as it includes some seasonal festivals. The syllabus requires the RE curriculum to include the study of Beliefs, Philosophy and Ethics. This unit primarily supports learning about Aims A, covering beliefs. Specifically, it supports these elements of the syllabus:</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <p>2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.</p> <p>The religion studied in this unit: Christianity, Islam and Judaism, with reference also to secular celebrations. Links could be made to other celebrations and festivals according to local context.</p>
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <ul style="list-style-type: none"> • Celebration • Festival • Eid • Ramadan • Fasting • Harvest • Birthday 	<p>Pupils working at the age related expectations (ARE) for Year 1 will be able to:</p> <ul style="list-style-type: none"> • Name some celebrations and talk about how these are celebrated • Talk about their experiences and feelings connected to celebrations or customs <p>Notice what happens and respond to questions about the meanings of religious celebrations</p>

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Year 1 What does it mean to belong to a church or mosque?	
<p>About this unit: The pupils will learn about what it means to belong to a church or mosque. They will learn what they might see in a mosque or church building, and what the people do when they go there. They will begin to understand that there are differences and similarities between churches and mosques, but that not all churches or mosques are the same. They will learn that churches and mosques are special places for the people who go there. Although the planning here is designed around Islam and Christianity, it may be appropriate to extend this to other places of worship, particularly if the class or local community reflects that diversity.</p>	<p>Where this unit fits in: This unit could be delivered in Year 1 or 2 with appropriate adjustments. The syllabus requires the RE curriculum to include the study of Beliefs, Philosophy and Ethics. This unit primarily supports learning about Aims A and B, covering beliefs and philosophy. Specifically, it supports these elements of the syllabus:</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> 1. Worship and Spirituality: how individuals and communities express belief, commitment and emotion. 2. Investigate how religions and other world views address questions of meaning, purpose and value, including: <p>B. Ultimate Questions of belonging, meaning, purpose and truth.</p> <p>The religion studied in this unit: Christianity and Islam, but could be extended.</p>
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <ul style="list-style-type: none"> • The parts of a mosque and a church • The importance of belonging to a Christian or Muslim community <p>Ceremonies and rituals related to membership of a religious community</p>	<p>Pupils working at the age related expectations (ARE) for Year 1 will be able to:</p> <p>Talk about places of worship and the objects and symbols they might see.</p> <p>Notice what happens in special places or on special occasions and respond to questions about this</p>

Year 1 How and why do we care for others?	
<p>About this unit: This unit links well with a 'Local Area' cross curricular focus and the SEAL 'Relationships' materials. It will help develop skills of questioning, explanation and awareness of what 'caring' looks like for different pupils and people of different faith backgrounds. It will develop skills in reflection and communication and encourage self-esteem and empathy.</p>	<p>Where this unit fits in: This unit follows on from the EYFS unit 'Who helps us?', and prepares children for the Year2 unit 'How can we look after our planet?' The syllabus requires the RE curriculum to include the study of Beliefs, Philosophy and Ethics. This unit primarily supports learning about Aim C covering ethics and community. Specifically, it supports these elements of the syllabus:</p>

	<p>C. Investigate how religions and other world views influence morality, identity and diversity, including:</p> <ol style="list-style-type: none"> 1. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses; 2. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values. <p>The religions studied in this unit: could be dependent on the faiths of the children in your class, but some reference is made to Christianity and Islam.</p>
<p>Vocabulary In this unit, pupils will have an opportunity to use words and phrases related to:</p> <ul style="list-style-type: none"> • caring • organisation • charity • fund raising • parable 	<p>Pupils working at the age related expectations (ARE) for Year 1 will be able to:</p> <ul style="list-style-type: none"> • Recall and talk about some religious stories • Respond to questions about stories <p>Respond with ideas about how to care for others</p>

<p>Year 1 Who brought messages about God and what did they say?</p>	
<p>About this unit: This unit links well with a 'Local Area' cross curricular focus and the SEAL 'Relationships' materials. It will help develop skills of questioning, explanation and awareness of what 'caring' looks like for different pupils and people of different faith backgrounds. It will develop skills in reflection and communication and encourage self-esteem and empathy.</p>	<p>Where this unit fits in:</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; <p>B. Investigate how religions and other world views address questions of meaning, purpose and value, including:</p> <ol style="list-style-type: none"> 1. The nature of religion and belief and its key concepts;

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	<p>C. Investigate how religions and other world views influence morality, identity and diversity, including:</p> <ol style="list-style-type: none"> 1. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses. <p>The religion studied in this unit: <i>Christianity</i></p>
<p>Vocabulary</p> <p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Christian God Bible Old Testament Word of God Jonah Daniel Command Abraham Isaac Jacob Joseph Belief Faith Trust Choice Forgive Promise Covenant</p>	<ul style="list-style-type: none"> • Pupils working at the age related expectations (ARE) for Year 1 will be able to: • Recall and name some of the early figures in the Old Testament, retelling stories and talking about figures such as Noah, Abraham, Isaac, Jacob and Joseph. <p>Retell, respond to questions and suggest meanings for stories about the birth of Jesus. Talk about how Christians believe Jesus is special and call him the 'Son of God'.</p>

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Noah Patriarch Jesus Son of God Prayer	

Year 2 How is new life welcomed?	
<p>About this unit: Pupils will learn how babies are welcomed into families. They will think about how it is important to welcome people and especially new babies. They will study initiation rites including infant baptism and the aqiqah and be aware that there are other rituals and ceremonies as well, including non-religious ceremonies. Pupils will be given the opportunity to reflect on the concept of promise and to compare different approaches to welcoming new life.</p>	<p>Where this unit fits in: This unit could be delivered in Year 1 or 2 with appropriate adjustments. The syllabus requires the RE curriculum to include the study of Beliefs, Philosophy and Ethics. This unit primarily supports learning about Aims A and B, covering beliefs and philosophy. Specifically, it supports these elements of the syllabus:</p> <ul style="list-style-type: none"> . Investigate the beliefs and practices of religions and other world views, including: <ol style="list-style-type: none"> 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion. <p>The religion studied in this unit: <i>This unit specifically addresses Christianity and Islam. The unit also considers how people with no religious faith welcome and name children. It may be extended to other faiths reflecting local circumstances.</i></p>
<p>Vocabulary In this unit, pupils will have an opportunity to use words and phrases related to:</p> <ul style="list-style-type: none"> • Family • Promises • Parents, godparents, sponsors 	<p>Pupils working at the age related expectations (ARE) in Year 2 will be able to:</p> <ul style="list-style-type: none"> • Find out and talk about different ways of welcoming new life; name some artefacts • Recognise similarities and differences in welcoming ceremonies for new babies

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<ul style="list-style-type: none"> • Ritual, prayer • Baptism, aqiqah, adhan, font 	<ul style="list-style-type: none"> • Respond sensitively to the feelings and beliefs of Christians and Muslims • Ask and respond to questions about belonging
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Year 2 How can we make good choices?	
<p>About this unit: The unit of work explores how people always face moral choices. It starts with a consideration of what makes a happy classroom, and why rules are important. Pupils then study moral codes from Christianity, Judaism and Islam including the Ten Commandments and the Five Pillars. They also look at non-religious stories and how these exemplify some guidelines for life. They are invited to respond by considering what would make the best rules for life.</p>	<p>Where this unit fits in: This unit develops prior learning on belonging, understanding the world, people and communities. The syllabus requires the RE curriculum to include the study of Beliefs, Philosophy and Ethics. This unit primarily supports learning about Aims A and B, covering beliefs and philosophy. Specifically, it supports these elements of the syllabus:</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <p>1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders;</p> <p>C. Investigate how religions and other world views influence morality, identity and diversity, including:</p> <p>Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses.</p> <p>The religions studied in this unit: Christianity, Islam and non-religious approaches to life, with some reference to Judaism.</p>
<p>Vocabulary In this unit, pupils will have an opportunity to use words and phrases related to:</p> <ul style="list-style-type: none"> • Choices, influences • Rules, guidelines • The Pillars of Islam <p>The Ten Commandments</p>	<p>Pupils working at the age related expectations (ARE) in Year 2 will be able to:</p> <ul style="list-style-type: none"> • Re-tell stories about religious and non-religious rules, suggesting some meanings • Find out about and give examples of different religious rules <p>Begin to express ideas about what makes a good rule and why these are important in helping people to live together co-operatively</p>

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Year 2 How and why do people pray?	
<p>About this unit: An introduction to how Christians and Muslim pray. Pupils should develop an understanding of the importance of prayer to those who belong to that religion.</p>	<p>Where this unit fits in: This unit further develops prior learning on understanding the world, people and communities. Pupils will be able to develop their questioning about belief. This unit could be delivered in Year 1 or 2 with appropriate adjustments. The syllabus requires the RE curriculum to include the study of Beliefs, Philosophy and Ethics. This unit primarily supports learning about Aims A and B, covering beliefs and philosophy. Specifically, it supports these elements of the syllabus:</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion. <p>B. Investigate how religions and other world views address questions of meaning, purpose and value, including:</p> <ol style="list-style-type: none"> 1. The nature of religion and belief and its key concepts; 2. Ultimate Questions of belonging, meaning, purpose and truth. <p>The religion studied in this unit: <i>Christianity and Islam</i></p>
<p>Vocabulary In this unit, pupils will have an opportunity to use words and phrases related to:</p> <ul style="list-style-type: none"> • Prayer, reflection • church • mosque • faith • symbols • wudu 	<p>Pupils working at the age related expectations (ARE) in Year 2 will be able to:</p> <ul style="list-style-type: none"> • Find out how Christians and Muslims pray and name some artefacts relating to prayer • Recognise similarities and differences between how Christians and Muslims pray • Ask questions and respond to questions about prayer • Begin to express their own ideas about the meaning of prayer

Year 2 How can we look after the planet?	
<p>About this unit: Pupils will learn about the views of different religions/beliefs regarding the origins of the world. They will consider the ways in which religious and non-religious individuals and organisations show care and concern for the planet. This unit builds on the EYFS unit Our Beautiful World, by extending an understanding of all people as belonging to</p>	<p>Where this unit fits in: The syllabus requires the RE curriculum to include the study of Beliefs, Philosophy and Ethics. This unit primarily supports learning about Aim C covering ethics and community. Specifically, it supports these elements of the syllabus:</p>

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<p>groups and sharing a group identity, which may be expressed through actions and beliefs. If possible, arrange for a visit to a local conservation site/wind power generation site/recycling site; otherwise invite into school an organisation such as earth restoration service which helps children to learn about their environment and how to care for it. This unit also places the foundations for later units of work in Year 3 on Caring for our World.</p>	<p>C. Investigate how religions and other world views influence morality, identity and diversity, including:</p> <ol style="list-style-type: none"> 1. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses; 2. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values. <p>The religion studied in this unit: Christianity, Islam and a non-religious view</p>
<p>Vocabulary In this unit, pupils will have an opportunity to use words and phrases related to:</p> <ul style="list-style-type: none"> • Christians • Muslims • God • Created/Creator • Natural • Wonderful • World • Stewardship • Responsibility • Recycle • Reuse • Environment 	<p>Pupils working at the age related expectations (ARE) in Year 2 will be able to:</p> <ul style="list-style-type: none"> • Ask and respond to questions about the world and creation. • Recognise and retell religious and non-religious stories and beliefs about creation and suggest some meanings. <p>Begin to express ideas and opinions about how to care for the planet.</p>

<p>Year 2 What did Jesus teach and how did he live?</p>	
<p>About this unit: This unit focuses on stories from the life and teachings of Jesus by exploring and responding to questions. Pupils consider what is a 'calling' and what was Jesus' special role. There is a focus on how beliefs affect how Christians live their lives, which Christians may explain to children in terms of the command to 'love one another'. Through play, storytelling, simple drama, art and craft, speaking and listening activities,</p>	<p>Where this unit fits in: This unit is part of a sequence of units primarily covering Christianity. There are five stands in these Christianity units: covenant, Christ, spirituality, Kingdom and discipleship. This unit primarily covers Kingdom - the teaching of Jesus about the Kingdom of God; and Christ – Christian beliefs about the significance of Jesus' death and the belief in his resurrection.</p>

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<p>pupils think about some stories of Jesus and suggest meanings for the stories. They reflect on the importance of Jesus' teachings for Christians today. By learning about some stories of Jesus, and particularly about how Jesus healed and cared for people, pupils get the opportunity to explore how Jesus lived and how he wanted others to live. They will have the opportunity to name and retell key events in the final days of Jesus' ministry.</p>	<p>The unit could be delivered in Year 1 or 2 with appropriate adjustments. It supports these elements of the syllabus:</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <p>1 Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders;</p> <p>B. Investigate how religions and other world views address questions of meaning, purpose and value, including:</p> <p>2 Ultimate Questions of belonging, meaning, purpose and truth.</p> <p>C. Investigate how religions and other world views influence morality, identity and diversity, including:</p> <p>1 Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses</p> <p>The religions studied in this unit: Christianity</p>
<p>Vocabulary</p> <p>In this unit, pupils will have an opportunity to use words and phrases related to Christianity:</p> <ul style="list-style-type: none"> • God • Christ • Jesus • Christian • Gospel • Disciple • Parables • Baptism • Crucifixion • Resurrection 	<p>Pupils working at the age related expectations (ARE) in Year 2 will be able to:</p> <ul style="list-style-type: none"> • Retell and suggest meanings of some of Jesus' parables • Express ideas and respond to questions about stories from the life and teachings of Jesus. • Express ideas and opinions about how beliefs affect how Christians live their lives, such as: fasting, supporting the homeless and poor, campaigning, using examples of local or well-known Christians today. <p>Name and retell key events in the final days of Jesus' ministry, including: Palm Sunday (John 12:12-15); the last supper (Mark 14: 12-26); crucifixion (Luke 23:26-56) the empty tomb (Luke 24: 1-12). Recall how these are remembered in Holy Week and Easter.</p>

Year 3 How do Jews remember God's covenant with Abraham and Moses?	
<p>About this unit: This unit focuses on what it is like to be Jewish and the covenant with God, exploring beliefs about God; about how ideas of God are expressed in stories, celebration, ritual and action; about Moses as a key leader in the Jewish tradition; about the Torah as sacred text; about the great festivals of Pesach, and the weekly celebration of Shabbat, illustrating how Jewish people try to live. This unit gives the children opportunities to explore</p>	<p>Where this unit fits in: This unit develops on what the children have already learnt about what it might mean to belong to a faith tradition in Year 1/2. It also builds on children's experiences of reading and hearing religious stories and finding meaning from them. It builds on the themes of belonging, celebration and community addressed in Key Stage 1. This unit helps to fulfil the following requirements of the syllabus:</p>

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<p>how religious artefacts and texts can be a source for learning and for beliefs. The lessons offer experiences of looking at and examining artefacts and texts from within the Jewish tradition, so that children develop their enquiry skills, asking and reflecting on a range of questions.</p>	<p>Investigate the beliefs and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion. <p>The religion studied in this unit: Judaism</p>
<p>Vocabulary In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Specific to Judaism:</p> <p>Moses, Abraham, Exodus, Hebrew, covenant, Torah, Ark, Sabbath / Shabbat, Passover / Pesach, Mezuzah, Kosher, Seder, Tallit, Synagogue, Bimah</p> <p>Religion in General: Prayer, belief, worship</p> <p>Religious & Human Experience: Questions, mysteries, symbols, divine</p>	<p>Pupils working at the age related expectations (ARE) for Year 3 will be able to:</p> <ul style="list-style-type: none"> • Re-tell some Jewish stories and consider their importance. • Discover how Jews express their faith through rituals and actions. <p>Express ideas about the rituals and practices which demonstrate belonging to a community.</p>

Year 3 What is Spirituality and how do people experience this? Not yet edited

<p>About this unit: This unit explores the concept of spirituality and focuses on creative ways in which spirituality may be demonstrated. The unit offers opportunities for pupils to experiment with and experience a range of creative arts as they explore how religious communities and individuals express beliefs and emotions. This unit includes music, visual arts and dance, but creative teachers may use the suggestions as a starting point to explore spirituality through other creative skills such as drama and</p>	<p>Where this unit fits in: This unit helps to fulfil the following requirements of the syllabus:</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> 1. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.
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<p>sculpture. The use of art requires sensitivity and guidance on this is included in the notes and in the resource pack.. This study could be linked to participation in the Spirited Arts and Spirited Poetry competitions organised by the National Association of Teachers of RE http://www.natre.org.uk/spiritedarts/</p>	<p>C. Investigate how religions and other world views influence morality, identity and diversity, including: 2. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values. The religions studied in this unit: Christianity, Judaism, Islam and Sikhism, as well as non-religious approaches, though the study does not have to be limited to any particular religions.</p>
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <ul style="list-style-type: none"> • Spirituality • Music, art, dance, poetry • Mool Mantar • Mudras • Sufi • Calligraphy • Psalms and hymns <p>Arts, beliefs, symbols</p>	<p>Pupils working at the age related expectations (ARE) for Year 3 will be able to:</p> <ul style="list-style-type: none"> • Observe and respond thoughtfully to the ways beliefs and spirituality are expressed through various art forms • Express their beliefs and values through creating a piece of expressive art.

Year 3 What do Christians believe about a good life?	
<p>About this unit: Pupils begin this unit by learning about the importance of the Bible for Christians – what it is and how it helps Christians to live their lives. Pupils will explore Jesus’ teachings about rules and behaviour in relation to a variety of Bible stories and parables. Throughout the unit pupils should be encouraged to reflect on the influence of Bible stories on individuals and communities. Pupils should also be encouraged to think about how they, themselves may be able to relate to each story presented. Pupils reflect on, analyse and evaluate their own beliefs and what it means</p>	<p>Where this unit fits in: It would be helpful if pupils have experience of the Bible and a basic awareness of its place in Christian life. They should have an understanding of who Jesus is and be aware of some of the stories concerning his life. It builds on the Year 2 unit “What did Jesus teach and how did he live?” (Y2.5). This unit helps to fulfil these requirements of the syllabus: C. Investigate how religions and other world views influence morality, identity and diversity, including:</p>

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<p>to lead a good life. This unit will end with an assessment task to see how well pupils can demonstrate their understanding of how Christians use the Bible to lead a good life.</p>	<ol style="list-style-type: none"> Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses; Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values. <p>The religion studied in this unit: <i>Christianity</i></p>
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <ul style="list-style-type: none"> • Christianity • The Bible • Old Testament • New Testament • Stories e.g. parable, symbol, meaning • Feelings e.g. forgiveness, reconciliation, jealousy, repentance, humility, caring, loving • Love, neighbour <p>Moral choices e.g. right and wrong</p>	<p>Pupils working at the age related expectations (ARE) for Year 3 will be able to:</p> <ul style="list-style-type: none"> • Re-tell some well-known parables and teachings of Jesus and consider their meaning • Observe and consider how the Bible influences Christians in the way they live • Respond thoughtfully and express ideas about right and wrong.

Year 3 What do the creation stories tell us?	
<p>About this unit: This unit will explore the creation stories from Christianity, Judaism, Islam and Sikhism. It will consider how these stories have impacted upon the faiths in the past, and how relevant they are today. It will allow pupils to compare and contrast the different creation stories. This unit builds on from work in Y2 on how we can look after our planet.</p>	<p>Where this unit fits in: This unit helps to fulfil the following requirements of the syllabus:</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> Beliefs and Authority: core beliefs and concepts; sources of authority including written traditions. Worship and Spirituality; how individuals and communities express belief, commitment and emotion. <p>B. Investigate how religions and worldviews address questions of meaning, purpose and values, including:</p> <ol style="list-style-type: none"> The nature of religion and belief and its key concepts. Ultimate questions of belonging, meaning, purpose and truth.

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	<p>C. Investigate how religions and other world views influence morality, identity and diversity, including:</p> <ol style="list-style-type: none"> 1. Moral decisions: teachings of religions and other worldviews on moral and ethical questions; <p>The religion studied in this unit: Christianity, Judaism, Islam, Sikhism and a non-religious perspective on these stories.</p>
<p>Vocabulary</p> <p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <ul style="list-style-type: none"> • Creation • Creator • Responsibility • Interpretation 	<p>Pupils working at the age related expectations (ARE) for Year 3 will be able to:</p> <ul style="list-style-type: none"> • Re-tell a range of creation stories, making links between them. • Express ideas about creation and suggest meanings for the stories • Express different views and ideas about helping to look after the world around them

Year 3 Who can inspire us?	
<p>About this unit: This unit will explore the concept of leadership and will be an introduction to Jesus, The Prophet Muhammad and Moses as important leaders for Christians, Muslims and Jews. Pupils will develop an awareness of the key figures in the Abrahamic religions and their teachings. They will learn about the specific characteristics of specific leaders, why they are inspirational and how they taught key elements of the faith through stories. Pupils will also have the opportunity to study a modern-day leader, analysing the impact they have had on society.</p>	<p>Where this unit fits in: This unit builds on others studied so far where important leaders for different faiths are mentioned. It is important throughout this unit that pupils also discover non-religious leaders who can inspire them. This unit helps to fulfil these syllabus requirements:</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion. <p>The religion studied in this unit: Christianity, Islam, Judaism and non-religious perspectives.</p>
<p>Vocabulary</p>	<p>Pupils working at the age related expectations (ARE) for Year 3 will be able to:</p>

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<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <ul style="list-style-type: none"> • Leader • Qualities • Characteristics • Inspiration / Inspirational • Jesus • Christianity / Christians • Prophet • Messenger of God • Muhammad (pbuh) • Islam / Muslims • Moses Judaism /Jews 	<ul style="list-style-type: none"> • Describe and make links between different leaders (religious and non-religious), exploring similarities and differences. • Explain how leaders teach through their personal qualities, actions and stories. <p>Give examples of the ways in which communities follow their leaders.</p>
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Year 4 How are important events remembered?	
<p>About this unit: This unit will explore festivals of light from Judaism, Sikhism, Hinduism, Paganism and Ancient Civilisations. It will consider how some festivals use light as a representation of hope, joy, remembrance and reflection.</p>	<p>Where this unit fits in: This unit helps to fulfil the following requirements of the syllabus:</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion. <p>The religions studied in this unit: Judaism, Sikhism and Hinduism. It also includes material related to Paganism and Ancient civilisations. This unit could be adapted to include other festivals and seasons of light such as Advent and Chinese New Year.</p>
<p>Vocabulary</p> <p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <ul style="list-style-type: none"> • freedom • oppression • interpretation • celebration 	<p>Pupils working at the age related expectations (ARE) for Year 4 will be able to:</p> <ul style="list-style-type: none"> • Describe the different festivals, making links between them • Explain and give reasons for the celebration of each festival <p>Express ideas and opinions about what light represents</p>

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- shared values
- remembrance
- reflection

Year 4 What faiths are shared in our country?	
<p>About this unit: This unit looks at different places of worship in the local and wider community and their significance to believers. If visits to different places of worship are not possible then try to encourage members of faith communities to come into school to discuss what happens in their place of worship and why it is important to them. It is important throughout this unit that teachers draw on how places of worship are used by the community as a whole e.g. playgroups, youth organisations, community groups.</p>	<p>Where this unit fits in: This unit helps to fulfil the following requirements of the syllabus:</p> <p>C. Investigate how religions and other world views influence morality, identity and diversity, including:</p> <ol style="list-style-type: none"> 1. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses; 2. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human value <p>The religion studied in this unit: <i>Christianity, Judaism, Islam and Sikhism, as well as non-religious approaches</i></p>
<p>Vocabulary In this unit, pupils will have an opportunity to use words and phrases related to:</p> <ul style="list-style-type: none"> • Church, Mosque, Gurdwara, Synagogue • Community • Faith, Belief, Believer 	<p>Pupils working at the age related expectations (ARE) for Year 4 will be able to:</p> <ul style="list-style-type: none"> • Explore and describe ways beliefs and values are expressed in different religions through symbols and actions • Give examples of ways in which people show they belong <p>Explain why belonging to a community may be valuable but also challenging.</p>

Year 4 How do the Five Pillars guide Muslims?	
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<p>About this unit: The unit of study includes work on Muslim beliefs and practices, including the belief in Allah and the importance of the Prophet Muhammad (peace and blessings be upon him). It expands and develops learning about the Five Pillars of Islam as a way of focusing on key beliefs for Muslims. Pupils will learn about some key teachings and consider how these reflect and affect the values and lives of believers. They will explore Muslim responses to ultimate questions and moral decisions, recognising their varied and different responses to these. They should learn and draw on specific religious language related to Islam.</p>	<p>Where this unit fits in: This unit of work continues on from work studied at KS1. The unit supports the agreed syllabus in Leeds, Kirklees and Calderdale which require the RE curriculum to include the study of Religion, Philosophy and Ethics. This unit primarily supports learning about Aim A of the syllabus covering Religious Studies. Specifically, it supports these elements of the syllabus:</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; <p>Worship and Spirituality: how individuals and communities express belief, commitment and emotion.</p> <p>The religion studied in this unit: Islam</p>
<p>Vocabulary</p> <p>In this unit, Pupils will have an opportunity to use words and phrases related to:</p> <ul style="list-style-type: none"> • Allah • Prophet Muhammad (peace and blessings be upon him) • Qur'an • Hadith (recorded actions and sayings of the Prophet Muhammad (pbuh)) • Shahadah (testimony of faith/belief) • Salaah (Arabic) • Sawm (fasting) • Ramadhaan (the month of fasting) • Zakaah (obligatory almsgiving) • Hajj (pilgrimage) • Mecca/Makkah • Akhirah (the afterlife) • Sunnah (the way of the Prophet Muhammad pbuh) • Shari'ah (Islamic law) • Eid ul Fitr (Eid that follows after Ramdhaan) • Eid ul Adha (Eid that follows the Hajj pilgrimage) • Qiblah - direction of prayer • Sadaqah - voluntary charity • Wudhu - Ablution 	<p>Pupils working at the age related expectations for Year 4 will be able to:</p> <ul style="list-style-type: none"> • Describe and explain key teachings of Islam and the different ways these are interpreted by believers; • Describe and show understanding of how Muslim beliefs impact in a variety of ways on the life and decisions of believers; <p>Explain how the pilgrimage of Hajj can affect a Muslims life.</p>

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Year 4 Why are Gurus at the heart of Sikh belief and practice?	
<p>About this unit: This unit explores the concept of ‘guru’ in Sikhism as an introduction to Sikh religious belief and practice. It aims for pupils to be able to link the significance of Sikh scripture, the Guru Granth Sahib, to the importance of the lineage of the ten Sikh gurus. It begins by exploring the concept of ‘guru’ as a religious teacher before introducing Guru Nanak, focussing specifically on his epiphany (experience of God) and subsequent teachings about God and social justice. It touches on the idea of Guru lineage (succession), which Guru Nanak instigated at the end of his life. The final section examines the creation, treatment, role and significance of the Guru Granth Sahib.</p>	<p>Where this unit fits in: This unit helps to fulfil the following requirements of the syllabus:</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <p style="padding-left: 20px;">3. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders;</p> <p>B. Investigate how religions and other world views address questions of meaning, purpose and value, including:</p> <p style="padding-left: 20px;">1. The nature of religion and belief and its key concepts;</p> <p>C. Investigate how religions and other world views influence morality, identity and diversity, including:</p> <p style="padding-left: 20px;">1. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses</p> <p>The religion studied in this unit: Sikhism</p>
<p>Vocabulary</p> <ul style="list-style-type: none"> • Mool (Mul) Mantar • Panjab • Guru Nanak • Guru Gobind Singh • Guru Granth Sahib • guru • Khalsa • Amristar • Ikk Oankar • Enlightenment 	<p>Pupils working at the age related expectations (ARE) for Year 4 will be able to:</p> <ul style="list-style-type: none"> • Give examples of Sikh beliefs and stories about their Gurus • Describe and show understanding of Sikh practices relating to the Guru Granth Sahib <p>Explain and give reasons for Sikh values e.g. equality, honesty</p>

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• Gurdwara	
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Year 5 Why are some journeys and places special?	
<p>About this unit: This unit explores the special journeys that people make. It includes pilgrimages and spiritual journeys as well as metaphorical journeys through faith. It also looks at where these journeys are to, why they are undertaken and what people learn from them. It looks at the sacrifices that people make in order to carry out the journeys and how this enriches people's lives.</p>	<p>Where this unit fits in: This unit helps to fulfil the following requirements of the syllabus:</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion. <p>The religions studied in this unit: Islam, Christianity, Judaism, Sikhism</p>
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <ul style="list-style-type: none"> • journey • responsibility • belief • pilgrimage • reflection <p>faith</p>	<p>Pupils working at the age related expectations (ARE) for Year 5 will be able to:</p> <ul style="list-style-type: none"> • Identify and explain features of some special places and journeys • Suggest reasons why special places and journeys inspire people <p>Investigate places of pilgrimage and reflect on the challenges involved in the journey</p>

Year 5 What values are shown in codes for living?	
<p>About this unit: This unit enables pupils to identify values in human life, and think about their own values, with special reference to the values of Christians, Humanists, Jews and Muslims. The focus is on the way in which stories and texts communicate values, and the ways in which values make a difference to our lives. Pupils are enabled, by various conceptual and active learning approaches, to think for themselves about questions to do with what matters in life. The unit works towards an understanding of the values peoples share, and the fact that not all values are shared. Pupils are encouraged to consider what can be learnt from Christian, Jewish, Muslim and Humanist ideas for themselves and at every point to explore examples</p>	<p>Where this unit fits in: This unit will help teachers to implement the Agreed Syllabus for RE by providing them with well worked examples of teaching and learning about the theme of values that focus on goodness, truth, forgiveness, faith, honesty and similar values areas. The unit builds upon earlier learning about Christianity, Judaism and Islam, and introduces pupils to Humanism in a clear and simple manner. The unit anticipates further studies of non-religious ideas and ways of life in RE in Key Stage 3. This unit helps to fulfil the following requirements of the syllabus:</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p>

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<p>and teaching referring to their own values, in the light of other people's ideas.</p>	<p>1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders;</p> <p>B. Investigate how religions and other world views address questions of meaning, purpose and value, including:</p> <p>1. The nature of religion and belief and its key concepts;</p> <p>C. Investigate how religions and other world views influence morality, identity and diversity, including:</p> <p>1. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses;</p> <p>The religions studied in this unit: Christianity, Islam, Judaism and non-religious world views</p>
<p>Vocabulary</p> <p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Specific religions: Christianity:</p> <ul style="list-style-type: none"> • love, • forgiveness, • peace between people and God, • honesty, • prayer, • worship • fellowship <p>Islam</p> <ul style="list-style-type: none"> • Ummah- community • Forgiveness • Honesty • Prayer • Charity <p>Humanism</p>	<p>Pupils working at the age related expectations (ARE) for Year 5 will be able to:</p> <ul style="list-style-type: none"> • Investigate and make connections between morals and values found in religious teachings and everyday life. • Identify and explain similarities and differences between Humanist, Muslim, Jewish and Christian values • Apply ideas about values and how people choose to live their lives. • Discuss and give examples of right and wrong, love, forgiveness, truth, consequences and honesty

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<ul style="list-style-type: none"> • honesty • integrity, • love for the truth, • personal responsibility • reciprocity, • atheism <p>Religious and Human Experiences:</p> <ul style="list-style-type: none"> • choice, • good and bad, right and wrong • morality, values, consequences 	
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Year 5 Should we forgive others?	
<p>About this unit: This unit will explore the partner concepts of forgiveness and reconciliation in Christianity. The unit supports pupils to understand how the stories of forgiveness in the New Testament are, for Christian people, a guide to their values and commitments. It also allow pupils to understand the significance of the death and resurrection of Jesus in relation to the forgiveness of the sins of Christians. Pupils will be enabled to begin to understand the importance of forgiveness in Christian theology and practice and to think for themselves about questions to do with forgiveness reconciliation and values. Pupils are encouraged to consider what can be learned from Christian examples and teaching referring to their own experiences beliefs and values.</p>	<p>Where this unit fits in: This unit builds on earlier learning on living a good life. The unit focuses on Jesus as reconciler in the Christian traditions. By using the Christian concepts of reconciliation between God and humanity, and examples of contemporary stories of forgiveness, pupils are to be enabled to think about their own attitudes and the challenges they face about their own values and commitments.</p> <p>B. Investigate how religions and other world views address questions of meaning, purpose and value, including:</p> <ol style="list-style-type: none"> 1. The nature of religion and belief and its key concepts; 2. Ultimate Questions of belonging, meaning, purpose and truth. <p>The religion studied in this unit: <i>Christianity</i></p>
<p>Vocabulary</p> <p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <ul style="list-style-type: none"> • Jesus • Gospel • New Testament • Crucifixion • Forgiveness • Reconciliation 	<p>Pupils working at the age-related expectations for Year 5 will be able to</p> <ul style="list-style-type: none"> • Identify and show understanding of some reasons why it is hard to ‘make up’ or apologise in a conflict. • Explain and apply their own ideas about Jesus’ teaching about forgiveness and reconciliation. • Suggest reasons for the importance of forgiveness and confession in Christian communities.

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<ul style="list-style-type: none"> • Penitence • Repentance • Redemption • Confession • Conflict • Reconciling • Forgiving • Grudge • Revenge • Conflict resolution • Consequences 	<ul style="list-style-type: none"> • Discuss and give examples of how some modern individuals have faced the challenge of forgiveness.
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Year 5 What do Christians believe about the old and new covenants?	
<p>About this unit: This unit explores some of the different covenants between God and various key figures in the Bible in both the Old and New Testament, including Abraham, Moses, David and Jesus. It explores core beliefs of Christians regarding these covenants and their importance. It also makes comparisons to different faiths' views of these people.</p>	<p>Where this unit fits in: This unit is part of a sequence of units primarily covering Christianity. There are five strands in these Christianity units: covenant, Christ, spirituality, Kingdom and discipleship. This unit primarily covers covenant and Christ, linking Moses and the Kingdom in the Old Testament with the birth of Jesus as the 'new covenant' and Christian beliefs about the incarnation, and divinity and humanity of Jesus. This unit builds on a previous scheme in Year 1.</p> <p>This unit helps to fulfil the following requirements of the syllabus:</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion. <p>B. Investigate how religions and other world views address questions of meaning, purpose and value, including:</p> <ol style="list-style-type: none"> 1. The nature of religion and belief and its key concepts. <p>The religion studied in this unit: Christianity</p>
<p>Vocabulary In this unit, pupils will have an opportunity to use words and phrases related to:</p> <ul style="list-style-type: none"> • Old Testament 	<p>Pupils working at the age-related expectations for Year 5 will be able to:</p>

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<ul style="list-style-type: none"> • New Testament • Incarnation • Salvation • Gospels • Messiah • Trinity • Son of Man • Son of God • Eternal • Covenant • The Ten Commandments • 'I am' statements 	<ul style="list-style-type: none"> • Reflect on how Christianity is one of the Abrahamic faiths along with Judaism and Islam, considering, comparing and contrasting aspects of these world faiths, especially in relation to Abraham and Jesus. • Explore the narratives about Moses, the Ten Commandments, the Kingdom (including David) and Jesus, making connections between stories and the idea of a covenant between God and the people. <p>Reflect on and find meanings in different titles used by and of Jesus, such as Son of Man, incarnate, Servant, Rabbi, Messiah, Christ, 'I am' statements</p>
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Year 6 How do Sikhs show commitment?	
<p>About this unit: This unit builds on unit 4.4 to further develop the knowledge and understanding of Sikhism including worship practices. It invites pupils to reflect on areas of faith in action in Sikhism. The content of the unit supports pupils to understand and evaluate concepts such as values (and how they inform religious practice), symbols, commitment and service within Sikhism. In so doing, the unit also enables pupils to reflect on the significance of these concepts in their own lives.</p>	<p>Where this unit fits in: This unit helps to fulfil the following requirements of the syllabus:</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <p>2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion;</p> <p>B. Investigate how religions and other world views address questions of meaning, purpose and value, including:</p> <p>2. Ultimate Questions of belonging, meaning, purpose and truth;</p> <p>C. Investigate how religions and other world views influence morality, identity and diversity, including:</p> <p>2. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.</p> <p>The religion studied in this unit: Sikhism</p>
<p>Vocabulary In this unit, pupils will have an opportunity to use words and phrases related to:</p>	<p>Pupils working at the age related expectations (ARE) for Year 6 will be able to:</p>

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<ul style="list-style-type: none"> • Guru Gobind Singh • Guru Granth Sahib • Khalsa • Amrit • Baptism • Sewa • Langar • The 5Ks (Kesh – uncut hair, Kangha – comb, Kara – wrist band, Kachera – short trousers, Kirpan – sword) • Khanda symbol 	<ul style="list-style-type: none"> • Summarise some features of Sikh practice (e.g. sewa, prayer) in the home and in the community • Using a developing religious vocabulary, explain and give reasons for some Sikh beliefs and symbols (e.g. Khanda, 5Ks) considering the meanings behind them <p>Discuss and apply ideas about Sikh practices and beliefs, recognising the challenges and value of belonging to the Sikh community</p>
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Year 6 What do Christians believe about Jesus' death and resurrection?	
<p>About this unit: This unit explores how Christians understand the significance of Jesus' death and resurrection, considering narratives such as: Palm Sunday and the link to kingship (John 12:12-15); Maundy Thursday and the Last Supper (Mark 14:12 -26); Good Friday and the crucifixion (Luke 23:26 -56); Easter day and the empty tomb (Luke 24:1-12). Pupils explore stories from the Gospels around Holy Week and the Easter story, and study the celebrations of Jesus' death and resurrection, in an attempt to explain links between scripture sources and Christian beliefs.</p>	<p>Where this unit fits in: This unit is part of a sequence of units primarily covering Christianity. There are five strands in these Christianity units: covenant, Christ, spirituality, Kingdom and discipleship. This unit primarily covers Christology, unpacking Christian views about the nature of Jesus, the purpose of his death as a sacrifice or representative human being and Christian beliefs about the empty tomb and resurrection. This unit builds on a previous scheme in Year 5 and may appropriately be timed to coincide with Lent and Easter.</p> <p>This unit helps to fulfil the following requirements of the syllabus:</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion. <p>B. Investigate how religions and other world views address questions of meaning, purpose and value, including:</p> <ol style="list-style-type: none"> 1. Ultimate Questions of belonging, meaning, purpose and truth. <p>The religion studied in this unit: Christianity</p>
Vocabulary	Pupils working at the age-related expectations for Year 6 will be able to:

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<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <ul style="list-style-type: none"> • Ascension • Communion • Crucifixion • Easter • Forgiveness • Gospel • Incarnation • Jesus • Kingdom of Heaven • Gospels • Palm Sunday • Reconciliation • Resurrection • Ritual • Sacrifice • Salvation 	<ul style="list-style-type: none"> • Explore and summarise how Christians understand the significance of Jesus' death and resurrection, considering narratives from the Gospels • Express understanding and ask questions about how Jesus' death is seen as a sacrifice, as a way of forgiveness and salvation. Show understanding of these terms and weigh up what they mean for Christians today <p>Explain how festivals and seasons are celebrated, including Ascension and Pentecost.</p>
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Year 6 How does growing up bring responsibilities?	Year 6 How does growing up bring responsibilities?
<p>About this unit: One of the core purposes of RE is to develop pupils' ability to reflect on their own beliefs, values and feelings about their own lives and about the world around them. This unit focuses on this personal quest, starting with an exploration of the responsibilities and opportunities that arise as young people grow into adulthood. It investigates religious and secular responses to growing up, including rites of passage. As part of the study, pupils consider their own values, beliefs and commitments.</p>	<p>Where this unit fits in: The unit helps to fulfil the following requirements of the syllabus:</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> 2. Worship & Spirituality: how individuals & communities express belief, commitment, emotion. <p>B. Investigate how religions and other world views address questions of meaning, purpose and value, including:</p> <ol style="list-style-type: none"> 2. Ultimate Questions of belonging, meaning, purpose and truth. <p>C. Investigate how religions and other world views influence morality, identity and diversity, including:</p> <ol style="list-style-type: none"> 2. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.

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	<p>The religion studied in this unit: These include Christianity, Judaism and Sikhism but could be extended to other religions as appropriate.</p>
<p>Vocabulary In this unit, pupils will have an opportunity to use words and phrases related to:</p> <ul style="list-style-type: none"> • Rites of passage • Confirmation, Baptism, Amrit, Bar mitzvah, Bat mitzvah • Rights, responsibilities • Growing up, adulthood 	<p>Pupils working at the age related expectations (ARE) for Year 6 will be able to:</p> <ul style="list-style-type: none"> • Describe and understand the rights and responsibilities that come with growing up • Explore and describe rites of passage, comparing a range of religious and secular approaches, responding with insights about the importance of these ceremonies • Reflect on and explain their own beliefs, principles and values

Year 6 How do Jews remember the Kings and Prophets in worship and life?	
<p>About this unit: This is a second unit on Judaism in KS2. It builds on previous learning about the covenant with God and how Jewish people live and celebrate their faith today. This unit focuses on what it is like to be Jewish and the covenant with God, exploring beliefs about God; about how ideas of God are expressed in stories, celebration, ritual and action; about David as a key leader in the Jewish tradition; about the prophets, about the great festivals of Rosh Hashanah, Purim and Hanukah, illustrating how Jewish people try to live. This unit gives the children opportunities to explore how religious artefacts and texts can be a source for learning and for beliefs. The lessons offer experiences of looking at and examining artefacts and texts from within the Jewish tradition, so that children develop their enquiry skills, asking and reflecting on a range of questions.</p>	<p>Where this unit fits in: The unit helps to fulfil the following requirements of the syllabus: Investigate the beliefs and practices of religions and other world views, including: Where this unit fits in: The unit helps to fulfil the following requirements of the syllabus: Investigate the beliefs and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion. <p>The religion studied in this unit: Judaism and links to Christianity and Islam</p>
<p>Vocabulary In this unit, pupils will have an opportunity to use words and phrases related to:</p>	<p>Pupils working at the age related expectations (ARE) for Year 6 will be able to:</p>

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Moses, Abraham, Exodus, Hebrew, covenant, Torah, Ark, Sabbath / Shabbat, Passover / Pesach, Mezuzah, Kosher, Seder, Tallit, Synagogue, Bimah, Purim

Religion in General:

Prayer, belief, worship

Religious & Human Experience:

- Questions, mysteries, symbols, divine

- Describe and express ideas about festivals and how and why they are commemorated.
- Give a considered response to how Jewish people follow the commandments set out in the Torah

Summarise key beliefs for Jews including Shema and Tikkun Olam and describe how these affect lives today.