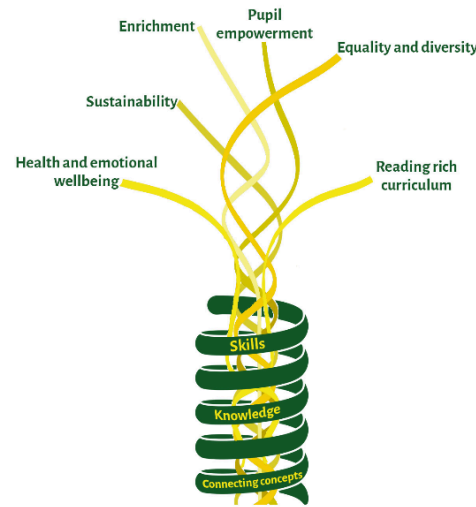




Religious Education at Kenton Primary School



RE Intent

'Differences were meant not to divide but to enrich' J.H. Oldham

Religious Education provokes challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. We want our children to understand and appreciate our world and the people that live in it. We want RE to enable all children to understand and celebrate each other's differences as well as share and discover their similarities. Children will be taught the vital knowledge needed so that they can appreciate and celebrate diversity, show respect and work cohesively together as one community. Children should feel confident to challenge stereotypes and misconceptions about themselves and others. All children will have the opportunity to learn through first hand experiences and be provided with memories that will shape their lives today and in the future. Our intent is to provide all our pupils with a comprehensive and stimulating RE curriculum that fosters knowledge and understanding of different religions and worldviews. We strive to cultivate a respectful and inclusive environment where pupils can explore their own beliefs, as well as those of others, nurturing their spiritual, moral, social, and cultural development.

RE Implementation

Clear and Ambitious Curriculum

Our RE curriculum is thoughtfully designed to cover a wide range of religious worldviews, ensuring that pupils acquire a deep understanding of diverse beliefs, values, practices, and cultures. The curriculum is based on the locally agreed syllabus for Devon and is planned to provide continuity and progression throughout the primary phase.

Effective Teaching Approaches

Teachers in our school employ a range of effective teaching approaches to engage and support pupils in their RE learning. They use a variety of resources, including high-quality texts, artifacts, multimedia, and visits to places of worship, to bring religious concepts to life. Teachers ensure that lessons are appropriately differentiated to meet the needs of all learners and create opportunities for pupils to explore, question, and critically evaluate information.

Respectful and Inclusive Classroom Environment

In our school, we foster a respectful and inclusive classroom environment where pupils feel safe to express their own beliefs and ask questions about different religions and worldviews. We actively promote respect, empathy, and open-mindedness towards others' beliefs and practices, encouraging dialogue and discussion that allows pupils to broaden their perspectives.

Engaging Parents and the Wider Community

We recognise the importance of involving parents and the wider community in the RE learning process. We regularly communicate with parents about the content and objectives of our RE curriculum, involve them in celebrations and events, and seek their input and feedback on the subject. We also actively seek partnerships with local faith communities and invite religious representatives to participate in school activities and deliver workshops and assemblies to enhance pupils' understanding of different religions.

RE Impact

High Attainment and Progress

Our RE provision enables pupils to achieve high levels of attainment and make excellent progress in their understanding of religious worldviews. Pupils develop a strong foundation of knowledge about the major religions, appreciating both the similarities and differences between them. They are able to discuss and explain key religious concepts, rituals, and practices confidently and sensitively.

Positive Attitudes and Values

Our RE curriculum helps pupils develop positive attitudes and values, such as respect, tolerance, empathy, and appreciation for diversity. Pupils learn to show empathy towards those with different beliefs and to constructively engage in discussions that promote mutual understanding and harmony. As a result, our pupils develop into responsible and respectful citizens who contribute positively to society.

Spiritual, Moral, Social, and Cultural Development

RE plays a vital role in nurturing pupils' spiritual, moral, social, and cultural development. Through the exploration of different religious and non-religious worldviews, pupils reflect on questions of meaning, purpose, and their own values. They develop moral reasoning skills, consider ethical issues, and understand the impact of religion and belief systems on individuals and communities.

Pupil Engagement and Inclusion

Our RE provision ensures that all pupils, regardless of their abilities, backgrounds, or beliefs, are actively engaged in the learning process and feel included. Through the use of a wide range of teaching strategies, pupils are encouraged to participate, share their ideas, and explore their own beliefs and values. We celebrate and value diversity, ensuring that every pupil's voice is heard and respected in RE lessons and activities.

Key Themes

Making Sense of Beliefs – Identifying and making sense of core religious and non-religious beliefs and concepts.

Making Connections – evaluating, reflecting on and connecting the beliefs and practices studied.

Understanding the Impact – Examining how and why people put their beliefs into action in diverse ways.

What religions are taught?

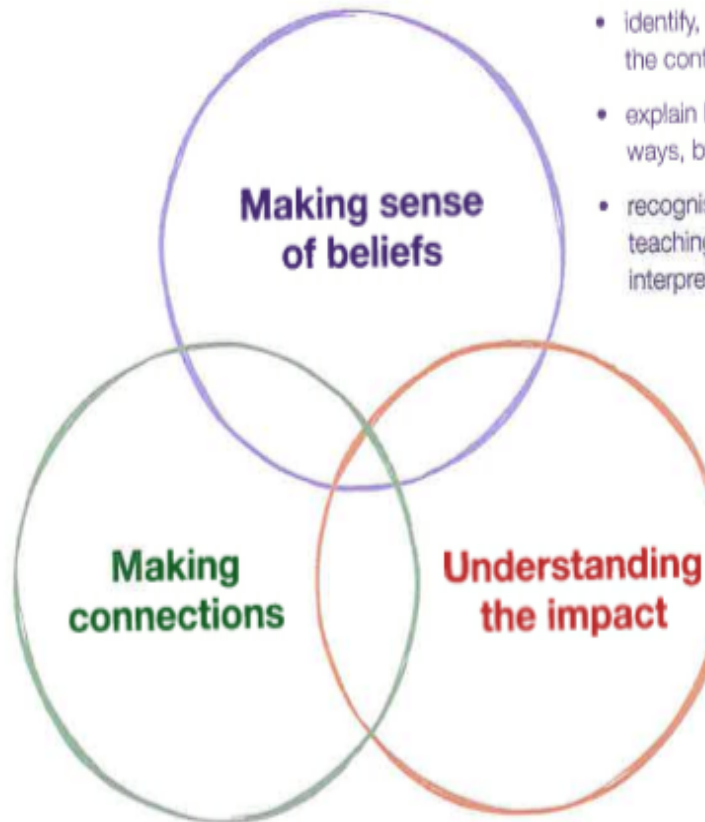
Reception - Christianity and some other faiths as part of their understanding of their local community

KS1 - Christianity, Islam, Judaism and Hinduism

KS2 - Christianity, Islam, Judaism and Hinduism

This diagram shows how the three elements of the teaching and learning approach in this syllabus reflect the aims for RE set out on p.8.
Units of study offer content and ideas for enabling pupils to achieve these aims.

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding



- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
 - explain how and why these beliefs are understood in different ways, by individuals and within communities
 - recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation
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- examine and explain how and why people express their beliefs in diverse ways
 - recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
 - appreciate and appraise the significance of different ways of life and ways of expressing meaning

EYFS

Making Sense of Beliefs - Children will learn about the similarities and differences between themselves and others.

Making Connections - Children enjoy joining in with family customs and traditions. They can comment and ask questions about the world and why things happen.

Understanding the Impact - Children have a sense of belonging and show interest in the lives of people that are familiar to them.

KS1

Making Sense of Beliefs - All children understand that there are different beliefs and cultures within our school and community. Children can also reflect on their own beliefs and perspective on life.

Making Connections - Children appreciate and celebrate diversity, show respect and work cohesively together as one community.

Understanding the Impact – Children can explore questions about belonging, meaning and truth so that they can express their own ideas and opinions. Children will then be able to understand what difference belonging to a community might make.

KS2

Making Sense of Beliefs - Children understand that there are different beliefs and cultures within their local community and also the wider world.

Making Connections - Children feel confident to challenge stereotypes and misconceptions about themselves and others. Children are empowered to ask questions to ensure they understand the world in which they live and enable them to make a positive contribution in their own and wider community.

Understanding the Impact - Children understand the importance of belonging, how this may be valuable and how this can shape their own lives and those of others.

What Religious Education is taught at Kenton ?

This is an overview of what the year groups will cover based on the Devon and Torbay agreed Syllabus in our 2-year rolling programme.

Our green behaviours are woven through the topics for each year group and can be seen on the curriculum maps.

Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Which people are special and why?	Which stories are special and why?	Which places are special and why?	What times are special and why?	Being Special: where do we belong?	What is special about our world?
Year 1/2	Creation - who made the world Harvest	What does it mean to belong to a faith community? Diwali Christmas	God: what do Christians believe God is like?	Who is Jewish and how do they live? (part one) Easter	Who is Jewish and how do they live (part 2)	How should we care for the world and others, and why does it matter?
Year 3/4	CREATION/ FALL: What do Christians learn from the creation story?	How do festivals and worship show what matters to a Muslim?	PEOPLE OF GOD: What is it like to follow God?	How do festivals and family life show what matters to Jewish people?	GOSPEL: What kind of world did Jesus want?	How and why do religious and non-religious people try to make the world a better place?
Year 5/6	<i>What does it mean to be a Muslim in Britain today?</i>	INCARNATION Was Jesus the Messiah? Christmas	GOD: What does it mean if God is Holy and Loving?	Why is the Torah so important to Jewish people? Easter	GOSPEL: What would Jesus do?	Why do some people believe in God and some people not? OR what is important to Humanists & Christians?

Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS /Year 1	<p>What do Christians believe God is like and why?</p> <p>Harvest Celebrations</p>	<p>Incarnation – Why does Christmas matter to Christians?</p> <p>Diwali Hannukah Advent Christmas</p>	<p><i>Who do Christians say made the world?</i></p> <p>Epiphany Ash Weds/ Shrove Tues St David’s DAY Shivaratri</p>	<p><i>Salvation - why does Easter matter to Christians?</i></p> <p>Holi Palm Tuesday Passover Easter Start of Ramada</p>	<p><i>Gospel - what is the good news Jesus brings?</i></p> <p>Eid Shavuot</p>	<p>Who is Muslim and how do they live?</p>
Year 2/3/4	<p>What do Hindus believe God is like?</p>	<p>INCARNATION/ GOD: What is the Trinity? Christmas</p>	<p>What does it mean to be a Hindu in Britain today?</p>	<p>SALVATION: Why do Christians call the day Jesus died ‘Good Friday’ ?</p>	<p>Kingdom of God: When Jesus left what was the impact of Pentecost</p>	<p>How and why do people try and make the world a better place?</p>
Year 5/6	<p>Why do Hindus want to be good?</p> <p>Christmas</p>		<p>CREATION/ FALL: Creation & Science – Conflict or Complimentary?</p>	<p><i>SALVATION: What did Jesus do to save Human Beings?</i></p>	<p>KINGDOM OF GOD: What kind of King is Jesus?</p>	<p>How does faith help people when life gets hard?</p>

Religious Education Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Same Different Believe Right Wrong Special Place Celebration	Christianity Judaism Islam Muslim Jewish Christian Religion Religious Pray Festival Symbol Ideas Traditions Religious Places of worship (Church, Mosque, Synagogue)	Sikhism Sikh Worship Sacred Community Faith Values Respect Belonging Meaning Truth Opinions	Hinduism Hindu Ritual Pilgrimage Sacrifice Diversity Commitment Religious Places of worship (temple)	Buddhism Ethical Discrimination Moral Just Cultural Influence Ethnic Socio-economic	Same Different Believe Right Wrong Special Place Celebration	Christianity Judaism Islam Muslim Jewish Christian Religion Religious Pray Festival Symbol Ideas Traditions Religious Places of worship (Church, Mosque, Synagogue)

British Values focus — Each half-term, all year groups will focus on the same value to ensure that this can be tied into day-to-day teaching and routines. The British Value of each half-term will be explicitly taught and discussed with the children across all year groups in an age appropriate manner. Eg. In EYFS, children will begin to develop their understanding of mutual respect through play-based activities accessed in the continuous provision. Whilst in Year 2, teachers may hold circle time discussions around listening to one another and developing an understanding of respecting one another’s ideas and opinions.

British Values	Tolerance , politeness and mutual respect are at the heart of our aims, ethos and R.E curriculum.	The importance of rules and laws, Our pupils are taught to respect the rules in place through different religions.	Individual liberty Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to utilise these safely.	Democracy Pupils are listened and are taught to actively to each other, respecting the right of every individual to have their opinions and voices heard.	Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.	Tolerance , politeness and mutual respect are at the heart of our aims, ethos and R.E curriculum.
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Religious Education Key Questions

	Foundation Stage <i>Discovering</i>	Key Stage 1 <i>Exploring</i>	Lower Key Stage 2 <i>Connecting</i>	Upper Key Stage 2 <i>Connecting</i>
Religion/Belief	Christianity plus others	Christians, Jews and Muslims	Christians, Muslims, Hindus and Jews	
<u>Christianity</u> God Creation Fall People of god Incarnation Gospel Salvation Kingdom of God	F1 Why is the word 'God' so important to Christians? (God) F2 Why is Christmas special for Christians (incarnation) F3 Why is Easter special for Christians? (salvation)	1.1 What do Christians believe (god is like? (God) 1.2 1.3 Who do Christians say made the world (Creation) 1.4 1.5 Why does Christmas matter to Christians? (incarnation) 1.6 1.7 What is the 'good news' Christians believe Jesus brings (gospel) 1.8 1.9 Why does Easter matter to Christians? (salvation)	L2.1 What do Christians learn from the creations story (creation/fall) L2.2 What is it like for someone to follow God? (people of God) L2.3 What is the 'Trinity' and why is it important for Christians (God/incarnation) L2.4 What kind of world did Jesus want? (Gospel) L2.5 Why do Christians call the day Jesus died 'Good Friday'? (salvation)	U2.1 What does it mean if Christians believe God is Holy and loving (God) U2.2 Creation and science: conflicting or complementary? (creation) U2.3 Why do Christians believe Jesus was the Messiah? (incarnation) U2.4 How do Christians decide how to live? What would Jesus do? (gospel)

			L2.6 For Christians, what was the impact of Pentecost? Kingdom of God)	U2.5 What do Christians believe Jesus did to 'save' people? (salvation) U2.6 For Christians, What kind of king is Jesus (Kingdom of God)
<u>Hinduism</u> Samsara and moksha Brahman (God) and atman Karma and dharma			L2.7 What do Hindus believe God is like? (Brahman/atman) L2.9 What does it mean to be Hindu in ~Britain today? (Dharma	U2.7 Why do Hindus want to be good? (karma/dharma/samsara/moksha)
<u>Islam</u> God/Tawid Iman (faith) Ibadah (worship) Akhirah (life after death) Akhlaq (virtue/morality)		1.6 Who is a Muslim and how do they live? (God/Tawhid/ibadah/Iman)	L2.9 How do festivals and worship show what matters to a Muslim? (badah)	U2.8 What does it mean to be a Muslim in Britain today? (Tawhid/iman/ibadah)
<u>Judaism</u> God Torah The People and the land		1.7 Who is Jewish and how do they live? (God/Torach/People)	L2.10 How do festivals and family life show what matters to Jewish people? (God/Torah/People/the Land)	L2.9 Why is the Torah so important to Jewish people (God/Torah)
<u>Non-Religious world views</u>				U2.10 What matters most to Humanists and Christians?
<u>Thematic</u>	F4 Being special: Where do we belong? F5 Which places are special and why? F6 Which stories are special and why?	1.8 What makes some places sacred to believers? 1.9 How should we care for others and the world, and why does it matter? 1.10 What does it mean to belong to a faith community?	L2.11 How and why do people mark the significant events of life? L2.12 How and why do people try to make the world a better place?	U2.11 Why do some people believe in God and some people not? U2.12 How does faith help when life gets hard?

Religious Education Knowledge Progression

Overview

	<i>Making Sense of Beliefs</i>	<i>Understanding the Impact</i>	<i>Making Connections</i>
<i>KS1</i>	<p>Identify core beliefs and concepts studied and give a simple description of what they mean.</p> <p>Give examples of how stories show what people believe.</p> <p>Give clear, simple accounts of what stories and other texts mean to believers.</p>	<p>Give examples of how people use stories, texts and teachings to guide their beliefs and actions.</p> <p>Give examples of ways in which believers put their beliefs into practice.</p>	<p>Think, talk and ask questions about whether the ideas they have been studying, have something to say to them.</p> <p>Give a good reason for the views they have and make the connections they make.</p>
<i>LKS2</i>	<p>Identify and describe the core beliefs and concepts studied.</p> <p>Make clear links between texts/sources of authority and the key concepts studied.</p>	<p>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.</p> <p>Describe how people show their beliefs in how they worship and in the way they live.</p>	<p>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.</p> <p>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.</p>

	Offer suggestions about what the texts/sources of authority can mean and give examples of what these sources mean to believers.	Identify some differences in how people put their beliefs into practice.	Give a good reason for the views they have and the connections they make.
UKS2	<p>Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions.</p> <p>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts.</p> <p>Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority.</p>	<p>Make clear connections between what people believe and how they live, individually and in communities.</p> <p>Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures.</p>	<p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists).</p> <p>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.</p> <p>Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.</p>



Religious Education Knowledge Progression

Big Idea	EYFS	KS1	LKS2	UKS2
Making Sense of beliefs	<p>God Retell stories, talking about what they say about the world God, human beings.</p>	<p>God Identify what a parable is</p> <p>Tell the story of the Lost Son from the bible simply and recognise a link with the Christian ideas of God as a loving father.</p> <p>Give clear, simple accounts of what the story means to Christians.</p>	<p>People of God Make clear links between the story of Noah and the idea of covenant</p>	<p>God Identify some different types of biblical texts, using technical terms accurately.</p> <p>Explain connections between biblical texts and Christian ideas of God, using theological terms.</p>
	<p>Creation Begin to recognise that for Christians these special things link to beliefs about God.</p>	<p>Creation Retell the story of creation from Genesis 1:1 – 2:3 simply.</p> <p>Recognise that ‘creation is the beginning of the ‘big story’ of the bible.</p> <p>Say what the story tells Christians about God, Creation and the world.</p>	<p>Creation Place the concepts of God and Creation on a timeline of the Bible’s ‘big story’</p> <p>Make clear links between Genesis 1 and what Christians believe about God and Creation</p> <p>Recognise that the story of the ‘the Fall’ in Genesis 3 explains why things go wrong in the world</p>	<p>Creation Identify the type of text some Christians say Genesis 1 is and its purpose.</p> <p>Taking account of the context, suggest what Genesis 1 might mean and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p>
	<p>Incarnation Begin to recognise the word ‘incarnation’ as describing the belief that god came to Earth as Jesus</p>	<p>Incarnation Give clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians</p> <p>Recognise that stories of Jesus’ like come from the Gospels</p>	<p>Incarnation/God Recognise what a ‘Gospel’ is and give an example of the kinds of stories it contains</p> <p>Offer suggestions about what texts about baptism and Trinity mean</p> <p>Give examples of what these texts mean to some Christians today</p>	<p>Incarnation Explain the place of Incarnation and Messiah within the ‘big story’ of the Bible.</p> <p>Identify Gospel and prophecy texts, using technical terms.</p> <p>Explain connections between biblical texts, Incarnation and Messiah, using Theological terms.</p>
	<p>Gospel Recognise and Retell religious stories</p>	<p>Gospel Tell stories from the bible and recognise a link with the concept of ‘Gospel’ or good news.</p> <p>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) means to Christians</p> <p>Recognise that Jesus gives instructions to people about how to behave</p>	<p>Gospel Identify this as part of a ‘Gospel’ which tells the story of the life and teaching of Jesus</p> <p>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’</p> <p>Suggest ideas and then find out about what Jesus’ actions towards outcasts mean for a Christian</p>	<p>Gospel Identify features of Gospel texts.</p> <p>Taking account of the context, suggest meanings of Gospel texts studied and compare their own ideas with ways in which Christians interpret biblical texts</p>
		<p>Salvation Recognise that Incarnation and Salvation are part of a ‘big story’ of the bible</p>	<p>Salvation Recognise the word ‘Salvation’ and that Christians believe Jesus came to ‘save’ or ‘rescue’ people</p>	<p>Salvation Outline the timeline of the ‘big story’ of the bible, explaining how Incarnation and Salvation fit within it. Explain what Christians mean when they say Jesus’ death was a sacrifice using theological terms.</p>

	<p>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)</p> <p>Recognise that Jesus gives instructions about how to behave</p>	<p>Offer informed suggestions about what the events of Holy Week mean to Christians</p> <p>Give examples of what Christians say about the importance of the events of Holy Week</p>	<p>Suggest meanings for narratives of Jesus' death/resurrection, comparing ideas with ways in which Christians interpret these texts.</p>
<p>Muslims Begin to recognise that for Muslims these special things link to beliefs about God.</p>	<p>Muslims Recognise the words of the Shahadah and that it is very important for Muslims</p> <p>Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names and give a simple description of what some of them mean.</p> <p>Give examples of how stories about the Prophet* show what Muslims believe about Muhammad</p>	<p>Muslims Identify some beliefs about God in Islam, expressed in Surah 1.</p> <p>Make clear links between beliefs about God and ibadah.</p>	<p>Muslims Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an.</p> <p>Describe ways in which Muslim sources of authority guide Muslim living.</p>
<p>Jews Begin to recognise that for Jews these special things link to beliefs about God.</p>	<p>Jews Recognise the words of the Shema as a Jewish prayer</p> <p>Re-tell simply some stories used in Jewish celebrations</p> <p>Give examples of how the stories used in celebrations remind Jews about what God is like.</p>	<p>Jews Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean.</p> <p>Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today.</p>	<p>Jews Identify and explain Jewish beliefs about God.</p> <p>Give examples of some texts that say what God is like and explain how Jewish people interpret them.</p>
<p>Scared Places Identify a sacred text</p> <p>Recognise some religious word</p>	<p>Scared Places Recognise that there are special places where people go to worship and talk about what people do there.</p> <p>Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean</p> <p>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.</p>	<p>Kingdom of God Make clear links between the story of the Pentecost and Christian beliefs about the 'Kingdom of God' on Earth</p> <p>Offer informed suggestions about what events of Pentecost in Acts 2 might mean</p> <p>Give examples of what Pentecost means to some Christians now</p>	<p>Kingdom of God Explain connections between biblical texts and the concept of the kingdom God.</p> <p>Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.</p> <p>Why believe in God? Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs.</p> <p>Identify explain what religious and non-religious people believe about God, saying where they get ideas from.</p>

			Give examples of reasons why people do or do not believe in God.
	<p>World and Others Identify a story or text that says something about each person being unique and valuable.</p> <p>Give an example of a key belief some people find in one of these stories.</p> <p>Give clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</p>	<p>Make the World Better Identify some beliefs about why the world is not always a good place.</p> <p>Make links between religious beliefs and teachings and why people try to live and make the world a better place.</p>	<p>Humanists and Christians Identify and explain beliefs about why people are good and bad</p> <p>Make links with sources of authority that tell people how to be good.</p>
	<p>Belonging Recognise that loving others is important in lots of communities</p> <p>Say simply what Jesus and one other religious leader taught about loving other people.</p>	<p>Stages of life Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean.</p> <p>Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today.</p>	<p>Life gets Hard Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life.</p> <p>Identify beliefs about life after death in at least two religious traditions, comparing and accounting for similarities and difference.</p>
		<p>Hindus & God Identify some Hindu deities and say how they help Hindus describe God</p> <p>Make clear links between some stories and what Hindus believe about God Offer informed suggestions about what Hindu murtis express about God</p> <p>Identify the terms 'dharma', 'sanatan dharma' and 'Hinduism' and say what they mean.</p> <p>Make links between Hindu practices and the idea that Hinduism is a whole 'way of life'</p>	<p>Hindus Identify and explain Hindu Beliefs using technical terms accurately.</p> <p>Give meanings for the story of man in the well and explain how it relates to Hindu beliefs about samsara Moksha etc.</p>

Understanding the impact	<p>God Say how and when Christians like to thank their creator</p>	<p>God Give at least two examples of a way in which Christians show their belief in God as loving and forgiving. Give an example of how Christians put their beliefs into practise in worship.</p>	<p>People of God Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</p>	<p>God Make clear connections between Bible texts studied and what Christians believes about God. Show how Christians put their beliefs into practise in worship.</p>
	<p>Creation Talk about some of the things these stories teach believers.</p>	<p>Creation Give at least one example of what Christians do to say 'thank you' to God for Creation</p>	<p>Creation Describe what Christians do because they believe God is creator Describe how and why Christians might pray to God, say sorry and ask for forgiveness.</p>	<p>Creation Make clear connections between Genesis 1 and Christian belief about God as a creator. Show understanding of why many Christians find science and faith go together.</p>
	<p>Incarnation Recall simply what happens at a traditional Christian festival (Christmas)</p>	<p>Incarnation Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.</p>	<p>Incarnation Describe how Christians show their beliefs about God the Trinity in worship in different ways and in the way they live.</p>	<p>Incarnation Show how Christians put their beliefs about Jesus incarnation into practise in different wats in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</p>
	<p>Gospel Recognise some symbols Christians use during Holy week Talk about some ways Christians remember these stories at Easter.</p>	<p>Gospel Give at least two examples of ways in which Christians follow teachings studied about forgiveness and peace and brining good news to the friendless. Give at least two examples of how Christians put these beliefs into practise in the church community and their own lives.</p>	<p>Gospel Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.</p>	<p>Gospel Make clear connections between Gospel texts, Jesus' 'good news' and how Christians live in their individual lives.</p>
	<p>Salvation Recall simply what happens at a traditional Christian infant baptism and dedication. Recall simply what happens when a baby is welcomed into a religion other than Christianity.</p>	<p>Salvation Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in Church worship at Easter</p>	<p>Salvation Make simple links between Gospel accounts and how Christians mark the Easter events in their communities. Describe how Christians show their beliefs about Jesus in worship in different ways.</p>	<p>Salvation Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper Show how Christians put their beliefs into practise in different ways</p>

		<p>Muslims Give examples of how Muslims use the Shahadah to show what matters to them</p> <p>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions</p> <p>Give examples of how Muslims put their beliefs about prayer into action</p>	<p>Muslims Give example of ibadah and describe what they involve.</p> <p>Make links between Muslim beliefs about God and a range of ways which Muslims worship.</p>	<p>Muslims Make clear connections between Muslims beliefs and ibadah.</p> <p>Give evidence and examples to show how Muslims put their beliefs into practise in different ways.</p>
		<p>Jews Give examples of how Jewish people celebrate special times</p> <p>Make links between Jewish ideas of God found in the stories and how people live</p>	<p>Jews Make simple links between Jewish beliefs about God and his people and how Jews live.</p> <p>Describe how Jews show their beliefs through worship in festivals both at home and in wider communities.</p>	<p>Jews Make clear connections between Jewish beliefs about the Torah and how they use and treat it.</p> <p>Make clear connections between Jewish commandments and how Jews live.</p> <p>Give evidence and examples to show how Jewish people put their beliefs into practise in different ways.</p>
<p>Scared Places Recognise that some religious people have places which have special meaning for them.</p> <p>Talk about things that are special and valued in a place of worship.</p>	<p>Scared Places Give examples of stories, objects symbols and actions used in churches, mosques and or synagogues which show what people believe</p> <p>Give simple examples of how people worship at a church, mosque or synagogue</p> <p>Talk about why some people like to belong to a scared building or a community.</p>	<p>Kingdom of God Make simple links between the description of Pentecost in Acts 2, the Holy Spirt, the kingdom of God and how Christians live now.</p> <p>Describe how Christians show their beliefs about the Holy Spirit in worship.</p>	<p>Kingdom of God Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practise in different ways.</p> <p>Show how Christians put their beliefs into practise.</p> <p>Why believe in god? Make clear connections between what people believe about God and the impact of this belief on how they live.</p> <p>Give evidence and examples to show how Christians sometimes disagree about what God is like.</p>	
		<p>World and Others Give an example of how people show that they care for others.</p> <p>Give examples of how Christians and Jews can show care for the natural Earth.</p> <p>Say why Christians and Jews might look after the natural world</p>	<p>Make the world better Make simple links between teachings about how to live and ways in which people try to make the world a better place.</p> <p>Describe some examples of how people try to live</p> <p>Identify some difference in how people put their belief into action.</p>	<p>Humanists and Christians Make clear connections between Christian and Humanist ideas about being good and how people live.</p> <p>Suggest reasons why it might be helpful to follow amoral code and why it might be difficult, offering different points of view.</p>

		<p>Belonging Give an account of what happens at a traditional Christian and Jewish or Muslim ceremony, and suggest what the actions and symbols mean.</p> <p>Identify at least two ways people show they love each other and belong to each other when they get married</p>	<p>Stages of life Describe what happens in ceremonies of commitment.</p> <p>Make simple links between beliefs about love and commitment and how people in at least two religious traditions live.</p> <p>Identify some differences in how people celebrate commitment.</p>	<p>Life gets Hard Make clear connections between what people believe about God and how they respond to challenges in life.</p> <p>Give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives.</p>
			<p>Hindus and God Make simple links between beliefs and god and how Hindus live.</p> <p>Identify some different ways in which Hindus worship.</p> <p>Hindus in Britain. Describe how Hindus show their faith within their families in Britain today.</p> <p>Describe how Hindus show their faith within their faith communities in Britain today.</p> <p>Identify some different ways in which Hindus show their faith.</p>	<p>Hindus Make clear connections between Hindu beliefs and dharma, karma, samsara and moksha and ways in which Hindus live.</p> <p>Connect the Hindu aims of life and the four stages of life in which Hindus live.</p> <p>Give evidence and examples to show how Hindus put their beliefs into practise in different ways.</p>
Making Connections	<p>God Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.</p> <p>Think about the wonders of natural world, expressing ideas and feelings</p> <p>Talk about what people do to mess up the world and what they do to look after it.</p>	<p>God Think, talk, and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p> <p>Give a reason for the ideas they have and the connections they make.</p>	<p>God Make links between the story of Noah and how we live in school and the wider world.</p>	<p>God Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p>
		<p>Creation Think, talk and ask questions about living in an amazing world</p> <p>Give a reason for the ideas they have and the connections they make between the Christian/Jewish Creation story and the world they live in.</p>	<p>Creation Think, talk and ask questions about living in an amazing world</p> <p>Give a reason for the ideas they have and the connections they make between the Christian/Jewish Creation story and the world they live in.</p>	<p>Creation Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>Weigh up how far the Genesis 1 creation narrative is in conflict or is complementary with a scientific account, giving good reasons for their views.</p>

<p>Incarnation Identify some of their own feelings in the stories they hear.</p>	<p>Incarnation Decide what they personally have to be thankful for, giving a reason for their ideas.</p> <p>Think, talk and ask questions about Christmas for people who are Christians and for People who are not.</p>	<p>Incarnation Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.</p>	<p>Incarnation Weigh up how far the idea of Jesus as the 'Messiah' a Saviour from God is important in the world today and if it is true, what difference that might make in people's lives, giving good reasons for their answers.</p>
<p>Salvation Share and record occasions when things have happened in their lives that made them feel special.</p>	<p>Salvation Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</p>	<p>Salvation Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday' giving good reasons for their suggestion.</p>	<p>Salvation Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p> <p>Articulate their own responses to the idea of sacrifice, recognising different points of view.</p>
	<p>Muslims Think, talk and ask questions about Muslims beliefs and ways of living</p> <p>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas.</p> <p>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them to.</p>	<p>Muslims Raise questions and suggest answers about the value of submission and self-control to Muslims and whether there are benefits for people who are not Muslims.</p> <p>Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.</p>	<p>Muslims Make connections between Muslims beliefs studied and Muslim ways of living in Britain/Devon and Torbay today.</p> <p>Consider and weigh up the value of submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims.</p> <p>Reflect on and articulate what is it like to be a Muslim in Britain today, giving good reasons for their views.</p>
	<p>Jews Talk about what they think is good about reflecting, thinking, praising and remembering for Jewish people, giving a good reason for their ideas</p> <p>Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them, too.</p>	<p>Jews Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future.</p> <p>Make links with the value of personal reflection, saying 'sorry' being forgiving, being grateful, seeking freedom and justice in the world today, including pupils own lives and giving good reasons for their ideas.</p>	<p>Jews Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today.</p> <p>Consider and weigh up the value of tradition ritual, community, study and worship in the lives of Jews today and articulate responses on how far they are valuable to people who are not Jewish.</p>

	<p>Scared places Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</p> <p>Talk about somewhere that is special to themselves, saying why.</p>	<p>Scared places Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying that they think about these questions, giving good reasons for their ideas.</p> <p>Talk about what makes some places special to people and what the different is between religious and non-religious special places.</p>	<p>Kingdom of God Make links between ideas about the kingdom of God in the Bible and what people believe about following God Today, giving good reasons for their ideas.</p>	<p>Kingdom of God Relate the Christian 'kingdom of God' model to issues, problems and opportunities in the world today.</p> <p>Articulate their own responses to the idea of the importance of love and service in the world today.</p> <p>Why believe in God. Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging.</p> <p>Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not.</p> <p>Make connections between belief and behaviours in their own lives, in light of their learning.</p>
	<p>World and others Express a personal response to the natural world.</p>	<p>World and others Think, talk, and ask questions about what difference believing in God makes to how people treat each other and the natural world</p> <p>Give good reasons why everyone should care for others and look after the natural world</p>	<p>Make the world better Raise questions and suggest answers about why the world is not always a good place and what are the best ways of making it better.</p> <p>Make links between some commands for living religious traditions, non-religious worldviews and pupils' own ideas.</p> <p>Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.</p>	<p>Humanists and Christians Raise important questions and suggest answers about how and why people should be good.</p> <p>Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.</p>

		<p>Belonging Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding to differences.</p> <p>Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas</p>	<p>Stage of life. Raise questions and suggest answers about whether it is good for everyone to see life as journey and to mark the milestones.</p> <p>Make links between ideas of love, commitment and promises in religious and non-religious ceremonies</p> <p>Give good reasons of commitment are or are not valuable today.</p>	<p>Life gets Hard Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these.</p> <p>Off a reasoned response to the unit questions, with evidence and example expressing insights of their own</p>
			<p>Stage of life. Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today.</p> <p>Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the vale of people in the world today, giving good reasons for their ideas.</p> <p>Hindus in Britain. Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.</p>	<p>Hindus Make connections between Hindu beliefs studied and explain how and why they are important to Hindus.</p> <p>Reflect and articulate what impact beliefs in karma and dharma might have on individuals and the world, recognising different points of view.</p>



Developing Skills in RE

Progress in RE involves the application of general education skills and process in handling subject knowledge. This, in turn, strengthens the skills and deepens understanding and knowledge. The following skills are important in RE and are reflected in the agreed syllabus programme we follow.

Big Idea	RE teaching is intended to develop these skills	Progression from 5-11 Pupils will be increasingly able to:
Investigating	<ul style="list-style-type: none"> Asking relevant questions Knowledge how to use different types of sources as ways of gathering information. Knowing what may constitute evidence for understanding religions. 	<ul style="list-style-type: none"> Ask increasingly deep and complex questions about religion Use a widening range of sources to pursue answers Focus on selecting and understanding relevant sources to deal with religious and spiritual questions with increasing insight and sensitivity. Evaluate a range of responses to the questions and issues they study.
Reflecting	<ul style="list-style-type: none"> Reflecting on religious beliefs and practises and ultimate questions Reflecting upon feelings, relationships and experiences. Thinking and speaking carefully about religions and spiritual topics. 	<ul style="list-style-type: none"> Describe how action and atmosphere makes them feel Experience the use of silence and thoughtfulness in religion and in life. Take increasing account of the meanings of experience and discern the depth of questions religion address. Respond sensitively and with insight to religious and spiritual phenomena and their meanings.
Expressing	<ul style="list-style-type: none"> Explaining concepts, rituals and practices Identifying and articulating matters of deep conviction and concern and responding to religious issues through a variety of media. 	<ul style="list-style-type: none"> Explain what words and actions might mean to believers Articulate their own reactions and ideas about religious questions and practices Clarify and analyse with growing confidence aspects of religion which they find valuable or interesting or negative Explain in words and other ways their own response to matters of deep conviction
Interpreting	<ul style="list-style-type: none"> Drawing meaning from, for example artefacts, works of art, poetry and symbols Interpreting religious language Suggesting meanings of religious texts 	<ul style="list-style-type: none"> Say what an object means or explain a symbol Use figures of speech or metaphors to speak creatively about religious ideas. Understand increasingly the diverse ways in which religious and spiritual experience can be interpreted Clarify and express the role of the interpretation in religion and life

Em pat hisi ng	<ul style="list-style-type: none"> ● Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others ● Developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow ● Seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices. 	<ul style="list-style-type: none"> ● See with sensitivity how others respond to their actions, words or behaviour. ● Connect their feelings both positive and negative, with those of others, including those in religious stories and contexts ● Imagine with growing awareness what they would feel in a different situation from their own ● Identify thoughtfully with other people from a range of communities and stances for life.
App lyin g	<ul style="list-style-type: none"> ● Using RE learning in new situations ● Making the association between religions and individual community, national and international life ● Identifying key religious values and their connection with secular values 	<ul style="list-style-type: none"> ● Recognise religious materials and take note of their details and style ● See links and simple connections between aspects of religions ● Make increasingly subtle and complex links between religious material and their own ideas ● Apply learning from one religious' context with growing awareness and clarity ● Synthesise their learning from different religious sources and their own ideas.
Disc erni ng	<ul style="list-style-type: none"> ● Developing insight into personal experience and religion ● Exploring the positive and negative aspects of religions and secular beliefs and ways of life ● Relating learning to life ● Making thoughtful judgements about the personal value of religious beliefs and practices. 	<ul style="list-style-type: none"> ● Experience awe and wonder of the natural world and of human relations. ● Be willing to look beyond the surface of underlying ideas and questions. ● Weigh up the value religious believers find in their faith with insight, relating it to their own experience. ● Discern with clarity, respect and thoughtful reflection the impact of religious and secular ways of living.
Ana lysi ng	<ul style="list-style-type: none"> ● Distinguishing between opinion, belief and fact. ● Distinguishing between the features of different religions ● Recognising similarities and distinctiveness of religious ways of life 	<ul style="list-style-type: none"> ● See what kinds of reasons are given to explain religious aspect of life ● Join in discussion about issues arising from the study of religion ● Use reasons, facts, opinions, examples and experiences to justify or question a view of a religious issue. ● Analyse the religious views encountered with fairness, balance, empathy and critical rigour.
Syn the sisi ng	<ul style="list-style-type: none"> ● Link significant features of religion together in a coherent pattern ● Connecting different aspects of life into a meaningful whole ● Making links between religion and human experience, including the pupils own experience. 	<ul style="list-style-type: none"> ● Notice similarities between stories and practise from religions ● Use general words to describe a range of religious practise teaching ● Make links between different aspects of one religion, or similar and contrasting aspects of two or more religions. ● Explain clearly the relationships, similarities and differences between a range of religious arguments, ideas, views and teachings.
Eval uati ng	<ul style="list-style-type: none"> ● Debating issues of religious significance with reference to experience, evidence and argument ● Weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience ● Drawing conclusions which are balanced and related to evidence, dialogue and experience 	<ul style="list-style-type: none"> ● Talk about what makes people choose religious ways of life ● Describe how religious people show the importance of symbols, key figures, texts or stories ● Weigh up with fairness and balance the value they see in a range of religious practises ● Evaluate skillfully some religious responses to moral issues, and their own responses.



Attitudes in RE

Attitudes such as respect, care and concern should be promoted through all areas of school life. There are some attitudes that are fundamental to Religious Education in that they are prerequisites or entering fully into the study of religions, and learning from the experience.

Big Idea	RE teaching is intended to develop these skills
Curiosity and Wonder	<ul style="list-style-type: none"> ● Developing imagination and curiosity ● Recognising that knowledge is bounded by mystery ● Appreciating the sense of wonder at the world in which they live ● Developing their interest and capacity to respond to questions of meaning and purpose ● Exploring the nature of religious practices and teachings ● Being willing to look carefully at 'the other' and be open to learning from it ● Following mysterious and profound lines of thinking through, to see where they lead
Commitment	<ul style="list-style-type: none"> ● Understanding the importance of commitment to a set of values by which to live one's life ● Willingness to develop a positive approach to life ● The ability to learn, while living with certainty and uncertainty.
Fairness	<ul style="list-style-type: none"> ● Listening to the views of others without prejudging one's response ● Careful consideration of other views ● Willingness to consider evidence, experience and argument ● Readiness to look beyond surface impressions ● Developing the courage to pursue fairness
respect	<ul style="list-style-type: none"> ● Being sensitive to the feelings and ideas of others ● Developing skills of listening and a willingness to learn from others, even when others' views are different from their own. ● Being ready to value difference and diversity for the common good ● Appreciating the at some beliefs are not inclusive and considering the issues that this raises for individual and society. ● Being prepared to recognise and acknowledge their own bias ● Avoidance of ridicule ● Discerning between what is worthy of respect and what is not ● Appreciation that religious convictions are often deeply felt
Self-understanding	<ul style="list-style-type: none"> ● Feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule ● Developing a realistic and positive sense of their own religious, moral and spiritual ideas and a mature sense of self worth ● Recognising their own uniqueness as human beings and affirming their self-worth ● Becoming increasingly sensitive to the impact of their ideas and behaviour on other people ● Developing the capacity to discern the personal relevance of religious questions ● Deepening awareness of the role of belief and tradition in tradition in identity and culture.
Open-mindedness	<ul style="list-style-type: none"> ● Being willing to learn and gain new understanding ● Engaging in argument or disagreeing reasonably and respectfully about religions, moral and spiritual questions ● Developing the confidence in one's own identity to appreciate the identity of other ● Willingness to seek new truth through learning ● Openness to points of view different from one's own

<p>Critical mind edness</p>	<ul style="list-style-type: none"> ● A willingness to examine ideas, questions, and disputes about religious and spiritual questions ● Distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith ● The development of attitudes that distinguish between such things as superstition or prejudice and such things as conviction, personal commitment and faith ● The ability to argue respectfully, reasonably and evidentially about religious and spiritual questions
<p>Enquiry</p>	<ul style="list-style-type: none"> ● A desire to seek after the truth ● Developing a personal interest in ultimate or metaphysical questions ● An ability to live with ambiguities and paradox ● The desire to search for the meaning of life ● Being prepared to reconsider existing views critically ● Being prepared to acknowledge bias and prejudice in oneself ● Willingness to value insight and imagination as ways of perceiving reality.

