



## Subject Overview 2022/23: RE Curriculum and Pedagogy



We teach RE in order to equip pupils with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities. We want children to be able to go out into the world and have respect and understand of other peoples' beliefs, ideas and actions and the ability to reflect on their own ideas and ways of living.

### Prior learning in Year 2

Children in Year 2 are taught about Abrahamic religions. They are taught in discreet systematic units about Christians, Muslims and Jewish people, before a thematic unit at the end of Year 2.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 2</b>	1.6 Who is a Muslim and how do they live? [God/Tawid/Ibadah/Iman]	1.3 Why does Christmas matter to Christians? [Incarnation]	1.6 Who is a Muslim and how do they live? Part 2 [God/Tawid/Ibadah/Iman]	1.5 Why does Easter matter to Christians? [Salvation]	1.4 What is the 'good news' Christians believe Jesus brings? [Gospel]	1.8 What makes some places sacred to believers?

	Year 3	Year 4	Year 5	Year 6
<b>Curriculum</b>	Autumn 1 <u>L2.1 What do Christians learn from the Creation story?</u>  <ul style="list-style-type: none"> <li>- Place the concepts of God and Creation on a timeline of the Bible's 'big story'.</li> <li>- Make clear links between Genesis 1 and what Christians believe about God and Creation.</li> <li>- Recognise that the story of 'the Fall' in Genesis 3 gives an</li> </ul>	Autumn 1 <u>Unit L2.3 What is the 'Trinity' and why is it important for Christians?</u>  <ul style="list-style-type: none"> <li>- Recognise what a 'Gospel' is and give an example of the kinds of stories it contains</li> <li>- Offer suggestions about what texts about baptism and Trinity mean</li> </ul>	Autumn 1 <u>Unit U2.1 What does it mean for Christians to believe that God is holy and loving?</u>  <ul style="list-style-type: none"> <li>- Identify some different types of biblical texts, using technical terms accurately</li> <li>- Explain connections between biblical texts and Christian ideas of God, using theological terms</li> </ul>	Autumn 1 <u>Unit U2.2 Creation and science: conflicting or complementary?</u>  <ul style="list-style-type: none"> <li>- Identify what type of text some Christians say Genesis 1 is, and its purpose</li> <li>- Suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations</li> </ul>



## Subject Overview 2022/23: RE Curriculum and Pedagogy



<p>explanation of why things go wrong in the world.</p> <ul style="list-style-type: none"> <li>- Describe what Christians do because they believe God is Creator</li> <li>- Describe how and why Christians might pray to God, say sorry and ask for forgiveness</li> <li>- Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.</li> </ul>	<ul style="list-style-type: none"> <li>- Give examples of what these texts mean to some Christians today</li> <li>- Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live</li> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed</li> <li>- Show how Christians put their beliefs into practice in worship</li> <li>- Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of my own.</li> </ul>	<ul style="list-style-type: none"> <li>- Make clear connections between Genesis 1 and Christian belief about God as Creator</li> <li>- Show understanding of why many Christians find science and faith go together</li> <li>- Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses</li> <li>- 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.</li> </ul>
<p>Key Vocabulary <b>God, creation, Genesis, Bible, appreciation, ultimately,</b></p>	<p>Key Vocabulary <b>Holy trinity, Gospel, worship, Holy Spirit, followers, disciples, miracle, baptism, supernatural, grace, Bible, symbolise, Big Story, priest, minister, pray, blessing,</b></p>	<p>Key Vocabulary <b>holy, omniscient, omnipotent, psalm Isaiah, cathedral, cloister crypt, stained glass window, humanist spirit, eternal, throne, worship, God</b></p>	<p>Key Vocabulary <b>Bible, Creation, Genesis, interpretation, God, controversies, majesty, prayer, cosmology, evidence, evolution, contradicts, believers, complementary,</b></p>
<p>Autumn 2 <b><u>L2.2 What is it like for someone to follow God?</u></b></p> <ul style="list-style-type: none"> <li>- Make clear links between the story of Noah and the idea of covenant.</li> </ul>	<p>Autumn 2 <b><u>Unit L2.7 What do Hindus believe that God is like?</u></b></p> <ul style="list-style-type: none"> <li>- Identify some Hindu deities and say how they help Hindus describe God</li> <li>- Make clear links between some stories (e.g. Svetaketu, Ganesh,</li> </ul>	<p>Autumn 2 <b><u>Unit U2.7 Why do Hindus try to be good?</u></b></p> <ul style="list-style-type: none"> <li>- Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately</li> </ul>	<p>Autumn 2 <b><u>Unit U2.10 What matters most to Humanists and Christians?</u></b></p> <ul style="list-style-type: none"> <li>- Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)</li> <li>- Make links with sources of authority that tell people how to be good (e.g.</li> </ul>



## Subject Overview 2022/23: RE Curriculum and Pedagogy



<ul style="list-style-type: none"> <li>- Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony</li> <li>- Make links between the story of Noah and how we live in school and the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>- Diwali) and what Hindus believe about God</li> <li>- Offer informed suggestions about what Hindu murtis express about God</li> <li>- Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali)</li> <li>- Identify some different ways in which Hindus worship</li> <li>- Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today</li> <li>- Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.</li> <li>- Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live</li> <li>- Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.</li> <li>- Give evidence and examples to show how Hindus put their beliefs into practice in different ways</li> <li>- Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus</li> <li>- Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.</li> </ul>	<p>Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')</p> <ul style="list-style-type: none"> <li>- Make clear connections between Christian and Humanist ideas about being good and how people live</li> <li>- Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</li> <li>- Make clear connections between Christian and Humanist ideas about being good and how people live</li> <li>- Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</li> </ul>
<p>Key Vocabulary <b>Covenant</b>, Noah, <b>promises</b>, <b>Old Testament</b>, People of God, <b>commands</b>, <b>worshipping</b>, <b>Jesus</b>, New Testament, <b>Genesis</b>, <b>Bible</b>, <b>obedience</b>, <b>consequences</b>,</p>	<p>Key Vocabulary <b>Hindu</b>, <b>deities</b>, Svetaketu, Ganesh, Diwali, <b>God</b>, murtis, <b>worshipping</b>, <b>shrine</b>, <b>create</b>, <b>preserve</b>, <b>destroy</b>, <b>spark</b>, <b>atman</b>, aum, <b>Brahman</b>, Vishnu, Shiva, Trimurti, consorts, Saraswati, Lakshmi, Parvati, rebirth, puja</p>	<p>Key Vocabulary Hindu, <b>Karma</b>, <b>dharma</b>, <b>samsara</b>, <b>moksha</b>, <b>rebirth</b>, <b>Brahman</b>, God, <b>Ultimate Reality</b>, <b>atman</b>, eternal self, <b>reincarnation</b>, union, journey, duties, ashramas, ahimsa, <b>deities</b></p>	<p>Key Vocabulary <b>rules</b>, code, actions, thoughts, concepts, <b>fairness</b>, <b>honesty</b>, religious, <b>Humanist</b>, values, dilemma, justice, <b>forgiveness</b>, free choice, love, <b>Christians</b>, life, friends, family. <b>God</b>, <b>respect</b>, <b>kindness</b>, good, bad, peace, prayer, community, commandments, <b>morals</b>,</p>



Subject Overview 2022/23: RE  
Curriculum and Pedagogy



<p>Spring 1 <b><u>L2.10 How do festivals and family life show what matters to Jews?</u></b></p> <ul style="list-style-type: none"><li>- Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean</li><li>- Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people</li><li>- Offer informed suggestions about the meaning of the Exodus story for Jews today</li><li>- Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</li><li>- Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities</li><li>- 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</li><li>- Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and</li></ul>	<p>Spring 1 <b><u>Unit L2.8 What does it mean to be a Hindu in Britain today?</u></b></p> <ul style="list-style-type: none"><li>- Describe how Hindus show their faith within their families in Britain today (e.g. home puja)</li><li>- Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)</li><li>- Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)</li><li>- Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean</li><li>- Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)</li><li>- 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.</li></ul>	<p>Spring 1 <b><u>Unit U2.4 How do Christians decide how to live? 'What would Jesus do?'</u></b></p> <ul style="list-style-type: none"><li>- Identify features of Gospel texts (for example, teachings, parable, narrative)</li><li>- Suggest meanings of Gospel texts studied, and compare my own ideas with ways in which Christians interpret biblical texts</li><li>- Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives</li><li>- Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives</li><li>- Articulate my own responses to the issues studied, recognising different points of view.</li></ul>	<p>Spring 1 <b><u>Unit U2.6 For Christians, what kind of king was Jesus?</u></b></p> <ul style="list-style-type: none"><li>- Explain connections between biblical texts and the concept of the kingdom of God</li><li>- Consider different possible meanings for the biblical texts studied, showing awareness of different interpretation</li><li>- Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice</li><li>- Show how Christians put their beliefs into practice in different ways</li><li>- Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today</li><li>- Articulate my own responses to the idea of the importance of love and service in the world today.</li></ul>
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**Subject Overview 2022/23: RE  
Curriculum and Pedagogy**



<p>justice in the world today, including pupils' own lives, and giving good reasons for their ideas.</p>			
<p>Key Vocabulary <b>Festival, God, Torah</b>, Jewish, Judaism, <b>sin, forgiveness</b>, Exodus, <b>salvation</b>, freedom, <b>worship</b>, justice, reflection, <b>Shabbat, Rosh Hashanah, Yom Kippur</b>, shofar, <b>repentance</b>, deliverance, salvation, Pesach/Passover, Talmud, Siddur prayer book,</p>	<p>Key Vocabulary <b>Hinduism</b>, Hindu, <b>faith, worship</b>, symbols, <b>deities</b>, beliefs, <b>Mandir, puja</b>, aarti, bhajans, tradition, flowers, diva lamp, murti, <b>Dharma</b>, Moksha, duties, <b>reincarnation, Mahatma Gandhi</b>, Karma, protest, achievements, injustice, equality, festivals, <b>Holi, Diwali</b>, culture.</p>	<p>Key Vocabulary <b>Christians, values</b>, community, <b>mission, Jesus</b>, Catholic, followers, love, forgiveness, justice, generosity, <b>parables, gospel, crucifixion</b>, fairness, prayer, Mother Teresa, dilemma, <b>moral, greed</b>, problems, charities, values, <b>good and evil</b>, cross, crucifixes, artefact, impact, temptation, meaning, belief.</p>	<p>Key Vocabulary Kingdom of God, <b>biblical texts, interpretations, worship</b>, community, <b>heaven, parable, Lord's Prayer, Old Testament, priest, prophet</b>,</p>
<p>Spring 2 <b><u>Unit L2.5 Why do Christians call the day Jesus died 'Good Friday'?</u></b></p> <ul style="list-style-type: none"> <li>- Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live</li> <li>- Offer informed suggestions about what the events of Holy Week mean to Christians</li> <li>- Give examples of what Christians say about the importance of the events of Holy Week</li> <li>- Make simple links between the Gospel accounts and how</li> </ul>	<p>Spring 2 <b><u>Unit L2.6 For Christians, what was the impact of Pentecost?</u></b></p> <ul style="list-style-type: none"> <li>- Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth</li> <li>- Offer informed suggestions about what the events of Pentecost in Acts 2 might mean</li> <li>- Give examples of what Pentecost means to some Christians now</li> <li>- Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now</li> </ul>	<p>Spring 2 <b><u>Unit U2.3 Why do Christians believe that Jesus is the Messiah?</u></b></p> <ul style="list-style-type: none"> <li>- Explain the place of Incarnation and Messiah within the 'big story' of the Bible</li> <li>- Identify Gospel and prophecy texts, using technical terms</li> <li>- Explain connections between biblical texts, Incarnation and Messiah, using theological terms</li> <li>- Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas</li> <li>- Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible</li> </ul>	<p>Spring 2 <b><u>Unit U2.5 What do Christians believe Jesus did to 'save' people?</u></b></p> <ul style="list-style-type: none"> <li>- Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it</li> <li>- Explain what Christians mean when they say that Jesus' death was a sacrifice</li> <li>- Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper</li> <li>- Show how Christians put their beliefs into practice in different ways</li> <li>- Weigh up the value and impact of ideas of sacrifice in my own life and the world today</li> </ul>





## Subject Overview 2022/23: RE Curriculum and Pedagogy



	<p>Christians mark the Easter events in their communities</p> <ul style="list-style-type: none"> <li>- Describe how Christians show their beliefs about Jesus in worship in different ways</li> <li>- Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe how Christians show their beliefs about the Holy Spirit in worship</li> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> </ul>	<ul style="list-style-type: none"> <li>- Articulate my own responses to the idea of sacrifice, recognising different points of view.</li> </ul>
	<p>Key Vocabulary Creation, fall, incarnation, gospel, salvation, resurrection, Christians, Easter, Good Friday, Easter Sunday, Palm Sunday, Bible, disciples, The Last Supper, crucifix, cross,</p>	<p>Key Vocabulary <b>Day of Pentecost, Christian, belief, Kingdom of God, Holy Spirit, Church, Bible, following, trinity, symbolism, heaven, love</b></p>	<p>Key Vocabulary <b>Jesus, messiah, incarnation, big story, Gospel, prophecy, biblical texts, theological, beliefs, Christians, Saviour, Promise Land, Bible</b></p>	<p>Key Vocabulary <b>The Big Story, salvation, Bible, incarnation, salvation, Jesus, Christians, sacrifice, resurrection, Holy Communion, restoration, Gospel,</b></p>
	<p>Summer 1 <b><u>Unit L2.9 How do festivals and worship show what matters to a Muslim?</u></b></p> <ul style="list-style-type: none"> <li>- Identify some beliefs about God in Islam, expressed in Surah 1</li> <li>- Make clear links between beliefs about God and Ibadah (e.g. how God is worth worshipping; how Muslims submit to God)</li> </ul>	<p>Summer 1 <b><u>Unit L2.4 What kind of world did Jesus want?</u></b></p> <ul style="list-style-type: none"> <li>- Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus</li> <li>- Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'</li> <li>- Suggest ideas and then find out about what Jesus' actions</li> </ul>	<p>Summer 1 <b><u>Unit U2.8 What does it mean to be a Muslim in Britain today?</u></b></p> <ul style="list-style-type: none"> <li>- Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message)</li> <li>- Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj</li> </ul>	<p>Summer 1 <b><u>Unit U2.9 Why is the Torah so important to Jewish people?</u></b></p> <ul style="list-style-type: none"> <li>- Identify and explain Jewish beliefs about God</li> <li>- Give examples of some texts that say what God is like and explain how Jewish people interpret them</li> <li>- Make clear connections between Jewish beliefs about the Torah and how they use and treat it</li> </ul>



## Subject Overview 2022/23: RE Curriculum and Pedagogy



<ul style="list-style-type: none"> <li>- 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</li> <li>- 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 my ideas.</li> </ul>	<p>towards outcasts mean for a Christian</p> <ul style="list-style-type: none"> <li>- Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways</li> <li>- Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.</li> </ul>	<p>practices follow example of the Prophet)</p> <ul style="list-style-type: none"> <li>- Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)</li> <li>- Give evidence and examples to show how Muslims put their beliefs into practice in different ways</li> <li>- Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Stoke-on-Trent today</li> <li>- Consider and weigh up the value of e.g. 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</li> <li>- Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.</li> </ul>	<ul style="list-style-type: none"> <li>- Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)</li> <li>- Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)</li> <li>- Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today</li> <li>- Consider and weigh up the value of e.g. 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.</li> </ul>
<p>Key Vocabulary <b>Worship, Muslim, Qu'ran, As-salaam</b> alaikum, <b>Islam, ibadah, Allah, peace, submit, Tawhid, du'a, ritual, symbolise, mosque, Call to Prayer, belief, respect, Ramadan, Eid-ul-Fitr, fasting, control</b></p>	<p>Key Vocabulary <b>Jesus, Gospel, disciples, Christians, leper, Bible, love, forgiveness, church, preaching,</b></p>	<p>Key Vocabulary <b>Muslim, Islam, journey, Five Pillars, experiences, importance, Prophet Mohammad, God, worship, spiritual, fasting, Ramadan, hajj, pilgrimage, Prophet, Shahadah, Allah, value, belief, rituals, Mecca, prayer, prayer mat, salah,</b></p>	<p>Key Vocabulary <b>Torah, Jew, Jewish, Orthodox, Progressive, Yom Kippur, Shema, prayer, Bible, Old Testament, ritual, tradition, synagogue, kosher, commandments, Shabbat,</b></p>



## Subject Overview 2022/23: RE Curriculum and Pedagogy



			<p>mosque, sermon, prayer beads, Zakah, generosity, charity, community, <b>command</b>, discipline, Eid-ul-Fitr, celebration, forgiveness, festivals, Eid-UI-Adha, Quran, guidance, prayer, commandment, minaret, dome, Imam</p>	
	<p>Summer 2 <b><u>Unit L2.12 How and why do people try to make the world a better place?</u></b></p> <ul style="list-style-type: none"> <li>- Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)</li> <li>- Make links between religious beliefs and teachings and why people try to live and make the world a better place</li> <li>- Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek)</li> <li>- Describe some examples of how people try to live (e.g. individuals and organisations)</li> <li>- Identify some differences in how people put their beliefs into action</li> <li>- Raise questions and suggest answers about why the world is not always a good place, and</li> </ul>	<p>Summer 2 <b><u>Unit L2.11 How and why do people mark the significant events of life?</u></b></p> <ul style="list-style-type: none"> <li>- Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean</li> <li>- Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today</li> <li>- Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean</li> <li>- Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</li> </ul>	<p>Summer 2 <b><u>Unit U2.11 Why do some people believe in God and some people not?</u></b></p> <ul style="list-style-type: none"> <li>- Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs</li> <li>- Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from</li> <li>- Give examples of reasons why people do or do not believe in God</li> <li>- Make clear connections between what people believe about God and the impact of this belief on how they live</li> <li>- Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)</li> <li>- Reflect on and articulate some ways in which believing in God is</li> </ul>	<p>Summer 2 <b><u>Unit U2.12 How does faith help people when life gets hard?</u></b></p> <ul style="list-style-type: none"> <li>- Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life</li> <li>- Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences</li> <li>- Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life</li> <li>- Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences</li> <li>- Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these</li> <li>- Offer a reasoned response to the unit question, with evidence and example, expressing insights of my own.</li> </ul>





## Subject Overview 2022/23: RE Curriculum and Pedagogy



	<p>what are the best ways of making it better</p> <ul style="list-style-type: none"> <li>- Make links between some commands for living from religious traditions, non-religious worldviews and my own ideas</li> <li>- Express my own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for my views.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify some differences in how people celebrate commitment</li> <li>- Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones</li> <li>- Make links between ideas of love, commitment and promises in religious and non-religious ceremonies</li> <li>- Give good reasons why they think ceremonies of commitment are or are not valuable today.</li> </ul>	<p>valuable in the lives of believers, and ways it can be challenging</p> <ul style="list-style-type: none"> <li>- Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of my own about why people believe in God or not</li> <li>- Make connections between belief and behaviour in my own life, in the light of my learning.</li> </ul>	
	<p>Key Vocabulary Religion, worldview, <b>Humanists, Christians, Muslims, Jews, Golden Rule, tikkun alam, God, creator, repair, Zakah, charity,</b></p>	<p>Key Vocabulary <b>Journey, love, commitment, milestones, baptism, forgiveness, ceremony, Bar Mitzvah, Torah, Hebrew, Judaism, sacred thread, Hindu, marriage,</b></p>	<p>Key Vocabulary <b>Theist, atheist, agnostic, Christians, Creator, Father, belief, God, religious, non-religious, priest, imam, rabbi, youth worker, missionary,</b></p>	<p>Key Vocabulary <b>death, heaven, belief, soul, eternal life, personality, reflection, spirit, salvation, reincarnation, judgement, karma, Hindu, journey, cycle, Moksha, Dharma, Muslim, good deeds, bad deeds, funeral, grieve, order of service, bible, prayer, Humanists, atheist, resurrection,</b></p>
<p><b><u>Pupils at Key Stage 3</u></b></p> <p>Pupils in KS3 will be taught in discreet units about Christians, Muslims, Sikhs, Jewish people, Hindus, Buddhists and non-religious world views, as well as thematic units requiring them to compare religions. KS3 build on the religions and core concepts taught at KS1&amp;2 and children are exposed to the following for the first time in KS3: Sikhs and Buddhists, Wisdom, Buddha/dharma/sangha, akhlaq, God/the Gurus/values/Panth.</p> <p>A list of key questions taught:</p> <p>3.1 What does it mean for Christians to believe in God as Trinity? [God]          3.2 Should Christians be greener than everyone else? [Creation]          3.3 Why are people good and bad? [Fall]</p>				



## Subject Overview 2022/23: RE Curriculum and Pedagogy



- 3.4 Does the world need prophets today? [People of God]
- 3.5 What do people do when life gets hard? [Wisdom]
- 3.6 Why do Christians believe Jesus was God on Earth? [Incarnation]
- 3.7 What is so radical about Jesus? [Gospel]
- 3.8 The Buddha: how and why do his experiences and teachings have meaning for people today? [Buddha/dhamma/sangha]
- 3.9 Why don't Hindus want to be reincarnated and what do they do about it? [Samsara/moksha/ Brahman/atman/karma/dharma]
- 3.10 What is good and what is challenging about being a Muslim teenager in Britain today? [Iman/ibadah/akhlaq]
- 3.11 What is good and what is challenging about being a Jewish teenager in the UK today? [People and the Land]
- 3.12 How are Sikh teachings on equality and service put into practice today? [God/the Gurus/ values/Panth]
- 3.13 What difference does it make to be nonreligious in Britain today?  
Thematic
- 3.14 Good, bad; right, wrong: how do I decide?
- 3.15 How far does it make a difference if you believe in life after death?
- 3.16 Why is there suffering? Are there any good solutions?
- 3.17 Should happiness be the purpose of life?
- 3.18 How can people express the spiritual through the arts?

### Approach to Religious Education (RE)

At Alexandra Junior School, Religious Education is taught weekly for an hour a week. Our syllabus responds to national calls for deepening pupils' knowledge about religions and for developing their 'religious literacy'. It does this by studying one religion at a time ('systematic' units), and then including 'thematic' units, which build on learning by comparing the religions, beliefs and practices studied. The teaching and learning approach has three core elements, which are woven together to provide breadth and balance within teaching and learning about religions and beliefs, underpinning the aims of RE. The RE syllabus sets out an underlying teaching and learning approach, whereby pupils encounter core concepts in religions and beliefs in a coherent way, developing their understanding and their ability to handle questions of religion and belief. The curriculum is a spiral curriculum, meaning that children will re-encounter concepts from the religions taught, enabling them to build on previous learning.

Our teaching contributes dynamically to children and young people's education by provoking 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. They will be introduced to an extended range of sources and subject-specific vocabulary. Our teaching equips pupils with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities. Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully. We enable pupils to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge,



## Subject Overview 2022/23: RE Curriculum and Pedagogy



understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. Children develop a sound knowledge not only of Christians but also of other religious groups, especially Muslims, Hindus, Jews and non-religious groups.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions and beliefs. We use their experiences at religious festivals such as Easter, Diwali, Passover etc. to develop their religious thinking. We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

The teaching and learning approach has three core elements, which are woven together to provide breadth and balance within teaching and learning about religions and beliefs, underpinning the aims of RE. These three core elements are:

1. **Element 1: Making sense of beliefs.** Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation
2. **Element 2: Understanding the impact.** Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.
3. **Element 3: Making connections.** Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between those studied and pupils' own lives and ways of understanding the world.

Our curriculum is designed so that the skills the children require progress as they move from Foundation stage to Key Stage 2. Consultations have been held with the feeder Infant School co-ordinator to ensure that skills progress from those taught at the Infant School and repetition is limited. Teaching of vocabulary is essential to ensure that the key vocabulary relating to the topic is retained by all learners. We use a 3-tier vocabulary approach which is revisited regularly to enable understanding and retention. The RE lessons support our school context-based drivers, the 5Es (**E**xcel yourself, **E**mbrace yourself, **E**xplore the world, **E**ngage with others, **E**xpress yourself). These are explicitly shared with the children.

Below is a timetable of when each unit is taught in Key Stage 2.

RE overview

Christians
Jewish people
Muslims
Hindus
Thematic unit



	Lesson 1 in Autumn 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	The Bible's 'big story'	L2.1 What do Christians learn from the Creation story? <b>(Creation/Fall)</b>	L2.2 What is it like for someone to follow God? <b>(People of God)</b>	L2.10 How do festivals and family life show what matters to Jewish people? <b>(God/Torah/People/the Land)</b>	L2.5 Why do Christians call the day Jesus died 'Good Friday'? <b>(Salvation)</b>	L2.9 How do festivals and worship show what matters to a Muslim? <b>(Ibadah)</b>	L2.12 How and why do people try to make the world a better place (C, M/J, NR)
Year 4	The Bible's 'big story'	L2.3 What is the 'Trinity' and why is it important for Christians? <b>(Incarnation)</b>	L2.7 What do Hindus believe God is like? <b>(Brahman/atman)</b>	L2.8 What does it mean to be Hindu in Britain today? <b>(Dharma)</b>	L2.6 For Christians, when Jesus left, what was the impact of Pentecost? <b>(Kingdom of God)</b>	L2.4 What kind of world did Jesus want? <b>(Gospel)</b>	L2.11 How and why do people mark the significant events of life? (C, H, NR)
Year 5	The Bible's 'big story'	U2.1 What does it mean if Christians believe God is holy and loving? <b>(God)</b>	U2.7 Why do Hindus want to be good? <b>(Karma/dharma/samsara/Moksha)</b>	U2.4 How do Christians decide how to live: 'What would Jesus do?' <b>(Gospel)</b>	U2.3 Why do Christians believe Jesus was the Messiah? <b>(Incarnation)</b>	U2.8 What does it mean to be a Muslim in Britain today? <b>(Tawhid/iman/ibadah)</b>	U2.11 Why do some people believe in God and some people not? (C, NR)
Year 6	The Bible's 'big story'	U2.2 Creation and science: conflicting or complementary? <b>(Creation)</b>	U2.10 What matters most to Humanists and Christians? (C, M/J, NR)	U2.6 For Christians, what kind of king is Jesus? <b>(Kingdom of God)</b>	U2.5 What do Christians believe Jesus did to 'save' people? <b>(Salvation)</b>	U2.9 Why is the Torah so important to Jewish people? <b>(God/Torah)</b>	U2.12 How does faith help people when life gets hard?



## Subject Overview 2022/23: RE Curriculum and Pedagogy



### SEND/Scaffolding

Our RE curriculum allows for inclusivity, allowing all children to engage with their lessons. It is our belief that all children have an equal right to a broad and balanced curriculum, which enables them to meet their full potential. Through our teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those who are deemed more-able and talented and those learning English as an additional language, and we make all reasonable adjustments to achieve this.

### SMSC

Although RE makes an enormous contribution to SMSC development, it is a whole school responsibility. RE lessons help to support the school's overall ethos. Outlined below are the ways that RE can support the development of SMSC.

**Spiritual** development refers to the aspects of the child's spirit which are enhanced by school life and learning. RE can support this by promoting:

- Self-awareness
- Curiosity
- Collaboration
- Reflection
- Resilience
- Response
- Values
- Appreciation

**Moral** development is about exploring pupil's own moral outlook and the understanding of what is right and wrong. RE supports this by promoting:





## Subject Overview 2022/23: RE Curriculum and Pedagogy



- Valuing others
- Moral Character development
- Moral diversity

**Social** development is about enabling pupils to explore and understand social situations they will experience in school and the wider world. RE supports this by exploring:

- Shared values
- Idealised concepts
- Moral sources
- Influences
- Social insight
- Role models
- Experiential learning

**Cultural** development has two meanings and when learning about RE, the children are able to develop both. The first refers to the pupil's own home culture and backgrounds and the second refers to our national culture. Cultural development may be evident in RE in two ways:

- Own culture
- Wider culture

### Reading for learning

Reading for learning is encouraged to enable learners to gain more information about key festivals and celebrations. This will be found in Guided Reading books. For example, Easter, Diwali, Christmas, Eid.



## Subject Overview 2022/23: RE Curriculum and Pedagogy



### Assessment and Record keeping

#### Formative assessment

Assessment is an integral part of every subject. The children are continuously assessed before, during and after the lessons. After each lesson, the children will be assessed using 'I can' statements for that lesson. These will be shown on the appropriate page in the floor book. The children will be RAG rated on how they have achieved the particular knowledge or skill they have been working on. Green will show that the child has achieved ARE within that lesson. If the name is not coloured, then that means that they are not working at ARE. The word 'absent' will be put next to the name if the child was away during the lesson. This assessment will inform a teacher's judgement as to whether they are age related at the end of the unit. Any of the 5Es that are relevant to the lesson will be noted next to the learning objective on the 'I can' statement.

#### Summative assessment

At the end of a unit, the teacher will fill in an assessment grid which will assess the children based on the outcomes from the entire unit. Retention of knowledge is supported and assessed through a range of mini quizzes revisited regularly.

#### Trips and visitors

Each year, the school visit the local church and take part in a Christmas service. We have welcomed into school religious leaders from both the local church and the local Mosque. In the past, the children have taken part in a RE conference where they contribute their views with other schools within Stoke- On- Trent.

#### Teacher led assemblies

Various assemblies are carried out throughout the year, looking at religious celebrations and festivals. These are both led by staff and pupils.

- Diwali
- Lent
- Holi



## Subject Overview 2022/23: RE Curriculum and Pedagogy



- Advent
- Eid

### Child led assemblies

- Easter
- Harvest
- Eid

### Collective worship

At our school, collective worship/assemblies are held daily, with one of these days being a class assembly and one being a STAR assembly where we celebrate the achievements of the children. Assemblies are planned on a termly basis and are both educational and inclusive. Our assemblies allow an opportunity for children to reflect on the values of the school community and the community which it serves. It helps to deepen and widen children's emotional responses and enables children to share their own view points.

### Learning Recovery (KS2)

In light of missed learning due to COVID 19, recovery provision has been planned for and is detailed in specific year group catch up plans. These have been formulated through collaboration of SLT, subject leaders, teachers and across the Key Stage with the feeder Infant School. These plans will be reviewed, modified and RAG rated regularly to inform future teaching & learning. For further detail please see each year group's separate plans.

### Progression

Below is a progression overview of the Stoke Syllabus for RE which is used at the Juniors. This shows how the skills and knowledge progresses through Key Stage 2. Please refer to the progression document found in the Stoke Syllabus handbook.



## Subject Overview 2022/23: RE Curriculum and Pedagogy



Stoke-on-Trent Agreed Syllabus for RE 2021–2026

### End of lower Key Stage 2 outcomes

RE should enable pupils to:

<ul style="list-style-type: none"> <li>identify and describe the core beliefs and concepts studied</li> </ul>	<ul style="list-style-type: none"> <li>make simple links between stories, teachings and concepts studied and how people live, individually and in communities</li> </ul>	<ul style="list-style-type: none"> <li>make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</li> </ul>
<ul style="list-style-type: none"> <li>make clear links between texts/sources of authority and the key concepts studied</li> </ul>	<ul style="list-style-type: none"> <li>describe how people show their beliefs in how they worship and in the way they live</li> </ul>	<ul style="list-style-type: none"> <li>raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</li> </ul>
<ul style="list-style-type: none"> <li>offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>identify some differences in how people put their beliefs into action</li> </ul>	<ul style="list-style-type: none"> <li>give good reasons for the views they have and the connections they make</li> </ul>

These general outcomes are related to specific content within the unit outlines on pp.61-72.

### End of upper Key Stage 2 outcomes

RE should enable pupils to:

<ul style="list-style-type: none"> <li>identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions</li> </ul>	<ul style="list-style-type: none"> <li>make clear connections between what people believe and how they live, individually and in communities</li> </ul>	<ul style="list-style-type: none"> <li>make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</li> </ul>
<ul style="list-style-type: none"> <li>describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</li> </ul>	<ul style="list-style-type: none"> <li>using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures</li> </ul>	<ul style="list-style-type: none"> <li>reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently</li> </ul>
<ul style="list-style-type: none"> <li>give meanings for texts/ sources of authority studied, comparing these ideas with ways in which believers interpret texts/ sources of authority</li> </ul>		<ul style="list-style-type: none"> <li>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</li> </ul>

These general outcomes are related to specific content within the unit outlines on pp.75-86.