

Religious Education



The Inspire Multi Academy Trust (South West)



SUBJECT ON A PAGE

Religious Education


AT THE INSPIRE MULTI ACADEMY TRUST WE BELIEVE THAT RE PROVIDES A SAFE SPACE FOR YOUNG PEOPLE TO DEVELOP THEIR UNDERSTANDING OF PEOPLE, CULTURES, FAITHS AND RELATIONSHIPS.




Intent



To help pupils develop a coherent understanding of several religions and world views.


Develop in pupils an aptitude for dialogue so that they can participate positively in our diverse society.


Foster a love and curiosity of Religious Education by centring lessons around key questions.


Ensure all children can visit places of worship to further their understanding.


To contribute to children's SMSC development as well as important opportunities for exploring British Values.


Provide opportunities for children to examine and evaluate connections between these ideas and the wider world.

Implementation

STRONG FOUNDATIONS



In EYFS, as part of 'Understanding the World,' children learn the similarities and differences between religious and cultural communities. Children learn about Christianity as well as key festivals through stories and high-quality interactions. The teaching of RE is enriching and engaging, where we learn about and from the main world faiths in a progressive way from Reception to Year 6. In EYFS, the learning is closely matched to Development Matters to contribute meaningful to children's holistic development. Children's SMSC education is carefully considered so that all RE lessons contribute to our pupils' personal development and well-being promoting mutual respect and tolerance within our diverse society.

COLLECTIVE WORSHIP



Collective Worship is achieved in a variety of ways at TIMAT. Children take part in weekly achievement assemblies, where children celebrate the accomplishments of themselves and others. These assemblies instill a well-developed sense of community and an idea of belonging to something larger than self, in a supportive and encouraging environment.

Singing assemblies as well as our weekly Oracy assemblies bring the children and staff together supporting pupils to develop their speaking and listening skills as well as their musicality. These assemblies encourage active participation and response.

READING & VOCABULARY



Clear and consistent vocabulary is used in all lessons. The vocabulary is planned into the RE booklet and displayed consistently to refer to during lessons. Reading is an integral part of our curriculum and in RE, children have the opportunity to read key stories from religious texts.

TIMETABLING

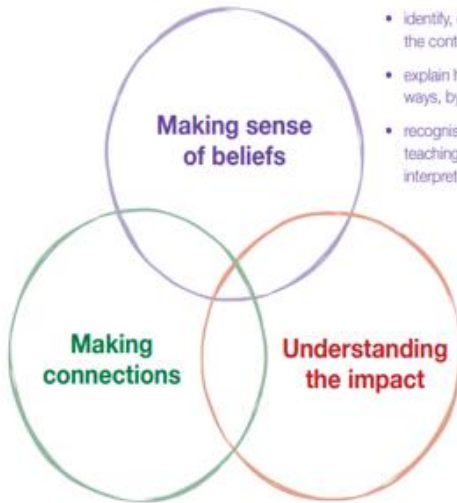


In KS1, 45 minute RE lessons take place once a week and in KS2, 1-hour weekly lessons take place.

Implementation Continued...



A CONSISTENT APPROACH

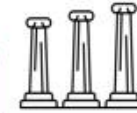


- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly 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

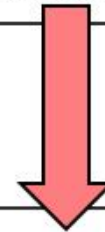
- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

- 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

PILLARS OF PROGRESSION



- 1. Substantive Knowledge:** Knowledge about religious and non-religious traditions.
- 2. Ways of Knowing:** Knowledge of 'how to know' about religion and non-religion.
- 3. Personal Knowledge:** A growing knowledge of how children's own ideas and values relate with those which they learn about.



Children being each unit of learning with a 'big question,' where they discuss the theme of the enquiry relating to their own experiences. Once the children fully understand the concept they are considering, they move onto investigating what those people who follow the religion being studied believe about it before finally reflecting on what they have learned thus allowing them to form their own beliefs and identities.









The Devon Agreed Syllabus sets out detailed and extensive programmes that will enable children to gain a coherent understanding of religions and world views, preparing them for life in twenty-first century Britain. There is a clear teaching and learning approach whereby all units enable children to '**make sense**' of religions and beliefs studied, '**understand the impact**,' of these beliefs and to '**make connections**,' in their learning.

Term 1

Early Years: Being Special: Where do we belong?







- How do we show respect for one another?
- How do we show love/how do I know I am loved?
- Who do you care about? How do we show care/how do I know I am cared for?
- How do you know what people are feeling?
- How do we show people they are welcome?
- What things can we do better together rather than on our own?
- Where do you belong? How do you know you belong?
- What makes us feel special about being welcomed into group of people?

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p style="text-align: center;">Self-Comparison Beliefs</p>  <p>1.10 What does it mean to belong to a faith community?</p> <p>Make sense of belief: - Recognise that loving others is important in lots of communities. Say simply what Jesus and one other religious leader taught about loving people.</p> <p>Understand the impact: - Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean. - Identify at least two ways people show they love each other and belong to each</p>	<p style="text-align: center;">Islam</p>  <p>1.6 Who is a Muslim and how do they live? Part 1.</p> <p>Make sense of belief: - Recognise the words of the Shahadah and that it is very important for Muslims. - Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean. - Give examples of how stories about the Prophet show what Muslims believe about Muhammed.</p> <p>Understand the impact: - Give examples of how Muslims use the Shahadah to show what matters to them.</p>	<p style="text-align: center;">Christianity</p>  <p>1.2.1 What do Christians learn from the Creation story?</p> <p>Making sense of belief: -Place the concepts of God and Creation on a timeline of the Bible's 'big story'. -Making clear links between Genesis 1 and what Christians believe about God and Creation. - Recognise that the story of 'the Faith' in Genesis 3 gives an explanation of why things go wrong in the world.</p> <p>Understand the impact: - Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's</p>	<p style="text-align: center;">Christianity</p>  <p>1.2.3. What is the 'Trinity and why is it important for Christians?</p> <p>Make sense of belief - Recognise what a 'Gospel' is and give an example of the kinds of stories it contains. - Offer suggestions about what texts about baptism and Trinity mean. - Give examples of what these texts mean to some Christians today.</p> <p>Understanding the impact - 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.</p>	<p style="text-align: center;">Christianity</p>  <p>U2.1. What does it mean if Christians believe God is holy and loving?</p> <p>Make sense of belief: - Identify some different types of biblical texts, using technical terms accurately. - Explain connections between biblical texts and Christian ideas of God, using theological terms.</p> <p>Understand the impact: - Make clear connections between Bible texts studied and what Christians believe about God: for example, through how cathedrals are designed. - Show how Christians put their beliefs into practice in worship.</p>	<p style="text-align: center;">Christianity</p>  <p>U2.2. Creation and science: conflicting or complementary?</p> <p>Make sense of belief - Identify what type of text some Christians say Genesis 1 is and its purpose. - Taking into 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>Understanding the impact. - Make clear connections between Genesis 1 and Christians belief about God as Creator. - Show understanding of why many Christians find science and faith go together.</p> <p>Make Connections - Identify key ideas arising from their study of Genesis 1 and comment on</p>

<p>other when they get married (Christian and/or Jewish and non-religious)</p> <p>Make Connections:</p> <ul style="list-style-type: none"> - Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences. - 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. 	<ul style="list-style-type: none"> - Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) - Give examples of how Muslims put their beliefs about prayer into action. <p>Make connections:</p> <ul style="list-style-type: none"> --Think, talk and ask questions about Muslim beliefs and ways of living. --Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas. <p>Give a good reason for their ideas about whether prayer respect, celebration and self-control have something to say to them too.</p>	<p>creation is; care for the Earth – some specific ways)</p> <ul style="list-style-type: none"> - Describe how and why Christians might pray to God, say sorry and ask for forgiveness. <p>Make connections:</p> <ul style="list-style-type: none"> - Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today 	<p>Make connections</p> <ul style="list-style-type: none"> - 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 	<p>Make connections:</p> <ul style="list-style-type: none"> - 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>how far these are helpful or inspiring, justifying their responses.</p> <ul style="list-style-type: none"> - Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with scientific account, giving good reasons for their views.
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Term 2

- Early Years: Why is Christmas special for Christians?**
- What special stories about Jesus are in the Bible?
 - Why do Christians perform Nativity plays at Christmas?
 - Why do Christians celebrate Jesus’ birthday?
 - What special things do Christians do at Christmas to share God’s love?
 - What makes every single person unique and precious?
 - How does the Christmas story tell Christians they are precious to God?







Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p style="text-align: center;">Christianity</p> <p style="text-align: center;"></p> <p>1.1 What do Christians believe God is like?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> - Identify what a parable is. - Tell the story of the Lost Son from the Bible simply and 	<p style="text-align: center;">Christianity</p> <p style="text-align: center;"></p> <p>1.2 What does Christmas matter to Christians?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> - Recognise that stories of Jesus’ life come from the Gospels. 	<p style="text-align: center;">Christianity</p> <p style="text-align: center;"></p> <p>L2.2 What is it like for someone to follow God?</p> <p>Making sense of belief:</p> <ul style="list-style-type: none"> -Make clear links between the story of Noah and the idea of covenant. 	<p style="text-align: center;">Hinduism</p> <p style="text-align: center;"></p> <p>L2.7. What do Hindus believe God is like?</p> <p>Make sense of belief</p>	<p style="text-align: center;">Islam</p> <p style="text-align: center;"></p> <p>U2.8. What does it mean to be a Muslim in Britain today?</p> <p>Make sense of belief:</p>	<p style="text-align: center;">Comparison Beliefs: Christians and Non-Religious Humanists.</p> <p style="text-align: center;"></p> <p>U2.11. Why do some people believe in God and some people not?</p> <p>Make sense of belief</p>

<p>recognize a link with the Christian idea of God as a forgiving father.</p> <p>- Give clear, simple accounts of what the story means to Christians.</p> <p>Understand the impact:</p> <p>- Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others).</p> <p>Make Connections:</p> <p>- 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 idea they have and the connections they make.</p>	<p>- Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p> <p>Understand the impact:</p> <p>-Give examples of ways in which Christians use the story of Nativity to guide their beliefs and actions at Christmas.</p> <p>Make connections:</p> <p>--Think, talk and ask questions about Christmas for people who are Christians and for people who are not.</p> <p>-Decide what they personally have to be thankful for, giving a reason for their ideas.</p>	<p>Understand the impact:</p> <p>- Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</p> <p>Make connections:</p> <p>Make links between the story of Noah and how we live in school and the wider world.</p>	<p>- Identify some Hindu deities and say how they help Hindus describe God.</p> <p>- Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God.</p> <p>- Offer informed suggestions about what Hindu <i>murtis</i> express about God.</p> <p>Understanding the impact</p> <p>- Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali)</p> <p>- Identify some different ways in which Hindus worship.</p> <p>Make connections</p> <p>- Raise questions and suggest answers about whether it is good to think about the circle 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 value of people in the world today, giving good reasons for their ideas.</p>	<p>- 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>Understand the impact:</p> <p>- Make clear connections between Muslim beliefs and <i>ibadah</i>.</p> <p>- Give evidence and examples to show how Muslims put their beliefs into practice in different ways.</p> <p>Make connections:</p> <p>- Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Plymouth today.</p> <p>- 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.</p> <p>- Reflect on articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.</p>	<p>- Define the term 'theist'. 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs.</p> <p>- Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from.</p> <p>- Give examples of reasons why people do or do not believe in God.</p> <p>Understand the impact</p> <p>- 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 God is like (some differences in interpreting Genesis)</p> <p>Make connections</p> <p>- 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 behaviour in their own lives, in light of their learning.</p>
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Term 3

Early Years: Why is the word 'God' special to Christians?

- What does the word 'God' mean?
- Which people believe in God?
- Which people believe God is the Creator of everything?
- What is amazing about the world?
- What do Christians say about God?
- What is the story that Christian and Jews use to think about the Creator?
- What do Christians and other people (including non-religious) think about the world and how we should treat it?







Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p style="text-align: center;">Judaism</p>  <p>1.7 Who is Jewish and how do they live?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> - Recognise the words of the Shema as a Jewish prayer. - Retell simply some stories used in Jewish celebrations (e.g. Chanukah) - Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. <p>Understand the impact:</p> <ul style="list-style-type: none"> - Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) - Make links between Jewish ideas of God found in the stories and how people live. - Give an example of how some Jewish people might remember God in different ways (e.g. <i>mezuzah</i>, on Shabat) <p>Make Connections:</p> <ul style="list-style-type: none"> - Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas. - Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. 	<p style="text-align: center;">Islam</p>  <p>1.6 Who is Muslim and how do they live? Part 2.</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> - Recognise the words of the Shahadah and that it is very important for Muslims. - Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean. - Give examples of how stories about the Prophet show what Muslims believe about Muhammed. <p>Understand the impact:</p> <ul style="list-style-type: none"> - Give examples of how Muslims use the Shahadah to show what matters to them. - Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) - Give examples of how Muslims put their beliefs about prayer into action. <p>Make connections:</p> <ul style="list-style-type: none"> --Think, talk and ask questions about Muslim beliefs and ways of living. --Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas. 	<p style="text-align: center;">Islam</p>  <p>L2.9 How do festivals and worship show what matters to a Muslim?</p> <p>Making sense of belief:</p> <ul style="list-style-type: none"> - Identify some beliefs about God in Islam, expressed in Surah 1. - Make clear links between beliefs about God and <i>ibadeh</i> (e.g. how God is worth worshiping; how Muslims submit to God) <p>Understand the impact:</p> <ul style="list-style-type: none"> - Give examples of <i>ibadeh</i> (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. - Make links between Muslim beliefs about God and a range of ways in which Muslims beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque). <p>Make connections:</p> <ul style="list-style-type: none"> - 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. - 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 	<p style="text-align: center;">Hinduism</p>  <p>L2.8. What does it mean to be Hindu in Britain today?</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> - Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean. - Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' <p>Understanding the impact</p> <ul style="list-style-type: none"> - Describe how Hindus show their faith within their families in Britain today (home puja) - Describe how Hindus show their faith within their faith communities in Britain today (arti and bhajans at the mandir: in festivals such as Diwali) - Identify some different ways in which Hindus show their faith in Britain, or between Britain and parts of India) <p>Make connections</p> <ul style="list-style-type: none"> - 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 style="text-align: center;">Christianity</p>  <p>U2.3. Why do Christians believe Jesus was the Messiah?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> - Explain the place of Incarnation and Messiah within the 'big story' of the Bible. - Identify Gospel and prophecy texts, using technical terms. - Explain connections between biblical texts, Incarnation and Messiah, using theological terms. <p>Understand the impact:</p> <ul style="list-style-type: none"> - Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. - Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. <p>Make connections:</p> <ul style="list-style-type: none"> - 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 style="text-align: center;">Hinduism</p>  <p>U2.7. Why do Hindus want to be good?</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> - Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha using technical terms accurately. - Give meaning for the story of man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. <p>Understand the impact</p> <ul style="list-style-type: none"> - Make clear connections between Hindu beliefs and dharma, karma, samsara and moksha and ways in which Hindus live. - Connect the four Hindu aims of life and the four stages of life with beliefs about Dharma, karma, moksha et. - Give evidence and examples to show how Hindus put their beliefs into practice in different ways. <p>Make connections</p> <ul style="list-style-type: none"> - Make connections between Hindu beliefs studied (karma, dharma) and explain how and why they are important to Hindus. - Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.

	Give a good reason for their ideas about whether prayer respect, celebration and self-control have something to say to them too.	other in the world today, giving good reasons for their ideas.			
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Term 4

Early Years: Why is Easter special to Christians?

- What happens at the end of winter and the beginning of spring? How do 'dead' plants and trees come alive again?
- What do Christians believe happened to Jesus? Why do Christians think this is such an important story?
- What do Christians do at Easter?
- Why do we have Easter eggs?







Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Judaism</p> 	<p>Christianity</p> 	<p>Judaism</p> 	<p>Christianity</p> 	<p>Judaism</p> 	<p>Christianity</p> 
<p><u>1.7 Who is Jewish and how do they live?</u></p>	<p><u>1.3 Why does Easter matter to Christians?</u></p>	<p><u>1.2.10 How do festivals and family life show what matters to Jewish people?</u></p>	<p><u>1.2.5. Why do Christians call the day Jesus died 'Good Friday'?</u></p>	<p><u>U2.9. Why is the Torah so important to Jewish people?</u></p>	<p><u>U2.5. What do Christians believe Jesus did to 'save' people?</u></p>
<p>Make sense of belief:</p> <ul style="list-style-type: none"> - Recognise the words of the Shema as a Jewish prayer. - Retell simply some stories used in Jewish celebrations (e.g. Chanukah) - Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. <p>Understand the impact:</p> <ul style="list-style-type: none"> - Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) - Make links between Jewish ideas of God found in the stories and how people live. - Give an example of how some Jewish people might remember God in different 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> - Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. - Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) - Recognise that Jesus gives instructions about how to behave. <p>Understand the impact:</p> <ul style="list-style-type: none"> - Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. <p>Make connections:</p> <ul style="list-style-type: none"> - Think, talk and ask questions about whether the story of Easter only has something to 	<p>Making sense of belief:</p> <ul style="list-style-type: none"> - Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. - Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people. - Offer informed suggestions about the meaning of the Exodus story for Jews today. <p>Understand the impact:</p> <ul style="list-style-type: none"> - 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). - Describe how Jews show their beliefs through worship 	<p>Make sense of belief</p> <ul style="list-style-type: none"> - Recognise the word 'Salvation' and that that Christians believe Jesus came to 'save' or 'rescue' people eg by showing them how to live. - Offer informed suggestions about what the events of Holy Week mean to Christians. - Give examples of what Christians say about the importance of the events of Holy Week. <p>Understanding the impact</p> <ul style="list-style-type: none"> - Make simple links between the 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>Make connections</p> <ul style="list-style-type: none"> - Raise questions and suggest some answers about why 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> - Identify and explain Jewish beliefs about God. - Give examples of some texts that say what God is like and explain how Jewish people interpret them. <p>Understand the impact:</p> <ul style="list-style-type: none"> - Make clear connections between Jewish beliefs about the Torah and how they use and treat it. - Make clear connections between Jewish commandments and how Jews live. - Give evidence and examples to show how Jewish people put their beliefs into practice in different ways. <p>Make connections:</p>	<p>Make sense of belief</p> <ul style="list-style-type: none"> - Outline the 'big story' of the Bible, explaining how Incantation and Salvation fit within it. - Explain what Christians mean when they say that Jesus' death was a sacrifice. <p>Understanding the impact</p> <ul style="list-style-type: none"> - Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion / Lord's Supper. - Show how Christian put their belief into practice in different ways. <p>Make connections</p> <ul style="list-style-type: none"> - Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. - Articulate their own responses to the idea of sacrifice, recognising different points of view.

<p>ways (e.g. <i>mezuzah</i>, on <i>Shabat</i>)</p> <p>Make Connections:</p> <ul style="list-style-type: none"> - Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas. - Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. 	<p>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>in festivals, both at home and in wider communities.</p> <p>Make connections:</p> <ul style="list-style-type: none"> - Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forwards to the future. - Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas. 	<p>Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.</p>	<ul style="list-style-type: none"> - Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today. - 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 	
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Term 5

Early Years: What places are special and why?

- Where do you feel safe? Why?
- Where do you feel happy? Why?
- Where is special to me? Where is a special place for believers to go?
- What makes this place special?







Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p style="text-align: center;">Christianity</p> <p style="text-align: center;"></p> <p>1.4 Who do Christians say made the world?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> - Retell the story of creation from Genesis 1:1-2:3 simply. - Recognise the 'Creation' is the beginning of the 'big story' of Bible. - Say what the story tells Christians about God, Creation and the world. <p>Understand the impact:</p> <ul style="list-style-type: none"> - Give at least one example of what Christians do to say 	<p style="text-align: center;">Christianity</p> <p style="text-align: center;"></p> <p>1.5 What is the 'good news' Christians believe Jesus brings?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> - Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'. - Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. 	<p style="text-align: center;">Christianity</p> <p style="text-align: center;"></p> <p>1.4 What kind of world did Jesus want?</p> <p>Making sense of belief:</p> <ul style="list-style-type: none"> - Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus. - Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. - Suggest ideas and then find out about what Jesus' actions 	<p style="text-align: center;">Christianity</p> <p style="text-align: center;"></p> <p>1.6. For Christians, when Jesus left, what was the impact of Pentecost?</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> - Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth. - Offer informed suggestions about what the events of Pentecost in Acts 2 might mean. - Give examples of what Pentecost means to Christians now. 	<p style="text-align: center;">Christianity</p> <p style="text-align: center;"></p> <p>1.4. Christians and how to live: 'What would Jesus do?'</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> - Identify features of Gospel texts. - 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>Understand the impact:</p> <ul style="list-style-type: none"> - Make clear connections between Gospel texts, Jesus's 	<p style="text-align: center;">Christianity</p> <p style="text-align: center;"></p> <p>1.6. For Christians, what kind of king was Jesus?</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> - Explain connections between biblical texts and the concept of the kingdom of God. - Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. <p>Understanding the impact</p> <ul style="list-style-type: none"> - Make clear connections between beliefs in the kingdom of God and how Christians put their beliefs into practice.

<p>'thank you' to God for Creation.</p> <p>Understand the impact:</p> <ul style="list-style-type: none"> - Give at least one example of what Christians do to say 'thank you' to God for Creation. <p>Make Connections:</p> <ul style="list-style-type: none"> - Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in. 	<ul style="list-style-type: none"> - Recognise that Jesus gives instructions to people about how to behave. <p>Understand the impact:</p> <ul style="list-style-type: none"> - Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. - Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) <p>Make connections:</p> <ul style="list-style-type: none"> - Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas. 	<p>towards outcasts mean for a Christian.</p> <p>Understand the impact:</p> <ul style="list-style-type: none"> - Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways. <p>Make connections:</p> <ul style="list-style-type: none"> - 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. 	<p>Understanding the impact</p> <ul style="list-style-type: none"> - Make simple links between the description of Pentecost in Acts 2, the holy Spirit, the kingdom of God and how Christians live now. - Describe how Christians show their beliefs about the Holy Spirit in worship. <p>Make connections</p> <ul style="list-style-type: none"> - 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>'good news', and how Christians live in the Christians community and in their individual lives.</p> <p>Make connections:</p> <ul style="list-style-type: none"> - Make connections between Christians teachings and the issues, problems and opportunities in the world today, including their own lives. - Articulate their own responses to the issues studied, recognising different points of view. 	<ul style="list-style-type: none"> - Show how Christians put their beliefs into practice in different ways. <p>Make connections</p> <ul style="list-style-type: none"> - Relate the Christian 'Kingdom of God' model (i.e loving others, serving the needy) to issues, problems and opportunities in the world today. - Articulate their own responses to the idea of the importance of love and service in the world today.
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Term 6

Early Years: What times/stories are special and why?

- What is your favourite story? What do you like about it, and why?
- What stories do you know about Jesus? What do you think Jesus was (is) like?
- Do you know any Bible stories? What stories do you know that are special to Christians (or other faiths)? Who are the stories about? What happens in the story? Does the story tell you about God? What do you learn?
- What stories do you know that tell you how you should behave towards other people?
- What are the similarities and differences between different people's special stories?

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Comparison Beliefs: Christians, Jews and Non-Religious Humanists.</p>  <p>1.9 How should we care for the world and for others, and</p>	<p>Comparison Beliefs: Christians and Muslims.</p>  <p>1.8 What makes some places sacred to believers? (Christians, Muslims)</p>	<p>Comparison Beliefs: Muslims, Jews and Non-Religious Humanists</p>  <p>L2.12 How and why do people try to make the</p>	<p>Comparison Beliefs: Christians, Hindus and Non-Religious Humanists.</p> 	<p>Comparison Beliefs: Christians, Muslims, Jews and Non-Religious Humanists.</p> 	<p>Self-Comparison Beliefs</p>  <p>U2.12. How does faith help people when life gets hard?</p> <p>Make sense of belief</p>

<p><u>why does it matter?</u> <u>(Christians, Jewish and Non-Religious (and/or Humanists)</u></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> - Identify a story or text that says something about each person being unique and valuable. - Give an example of a key believe some people inf din one of these stories (e.g. that God loves all people) - Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world. <p>Understand the impact:</p> <ul style="list-style-type: none"> - Give an example of how people show that they care for others (e.g by giving to charity), making a link to one of the stories. - Give examples of how Christians and Jews can show care for the natural earth. - Say why Christians and Jews might look after the natural world. <p>Make Connections:</p> <ul style="list-style-type: none"> - Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world. - Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> - Recognise that there are special places where people go to worship, and talk about what people do there. - 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. - Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship. <p>Understand the impact:</p> <ul style="list-style-type: none"> - Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe. - Give simple examples of how people worship at a church, mosque or synagogue. -Talk about why some people like to belong to a scared building or a community. <p>Make connections:</p> <ul style="list-style-type: none"> - Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas. - Talk about what makes some places special to people, and what the difference is between religious and non-religious special places. 	<p><u>worlds a better place?</u> <u>(Christians, Muslims/Jews, Non-religious or Humanists)</u></p> <p>Making sense of belief:</p> <ul style="list-style-type: none"> - Identify some beliefs about why the world is not always a good place (e.g. Christian idea of sin). - Make links between religious beliefs and teachings and why people try to live and make the world a better place. <p>Understand the impact:</p> <ul style="list-style-type: none"> - Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. <i>tikkum olan</i> and the charity Tzedek) - Describe some examples of how people try to live (e.g. individuals and organisations) <p>Identify some differences in how people put their beliefs into action)</p> <p>Make connections:</p> <ul style="list-style-type: none"> - 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. - Making links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas. <p>Express their own ideas about the best ways to make the world a better place, making links with religious idea studied, giving good reasons for their views.</p>	<p>L2.11. How and why do people mark the significant events of life? (C, M/J, NR)</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> - Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean. - Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non -religious people today. <p>Understanding the impact</p> <ul style="list-style-type: none"> - Describe what happens in ceremonies of commitment and say what these rituals mean. - Make simple links between beliefs about love and commitment and how people in at least 2 religious traditions live. <p>Identify some differences in how people celebrate commitment</p> <p>Make connections</p> <ul style="list-style-type: none"> - Raise questions and suggest answers about whether it is good for everyone to see life as a journey and to mark milestones. - Make links between ideas of love, commitment and promises in religious and non-religious ceremonies. - Give good reasons why they think ceremonies of commitment are or not valuable today. 	<p><u>U2.10. What matters to most Humanists and Christians?</u></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> - Identify and explain beliefs about why people are good and bad. - Make links with sources of authority that tell people how to be good. <p>Understand the impact:</p> <ul style="list-style-type: none"> - Make clear connections between Christians and Humanist ideas about being good and how people live. - Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. <p>Make connections:</p> <ul style="list-style-type: none"> - Raise important questions and suggest answers about how and why people should be good. - Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views. 	<ul style="list-style-type: none"> - Describe at least three examples of which religions guide people in how to respond to good and hard times - Identify beliefs about life after death in at least two religious' traditions, comparing and explaining similarities and differences. <p>Understanding the impact</p> <ul style="list-style-type: none"> - Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) - Give examples of ways in which beliefs about resurrection/judgement/heaven/karma/ reincarnation make a difference to how someone lives. <p>Make connections</p> <ul style="list-style-type: none"> - Interpret a range of artistic expressions of afterlife, offering and explaining different way of understanding these. - Offer a reasoned response to the unit question, with evidence and example, expressing insight of their own.
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Please turn over for the an example of the Devon Agreed Syllabus Units of Learning.

Unit F1: Why is the word ‘God’ special to Christians?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Suggested questions you could explore:	Learning outcomes: Plan learning experiences that enable children to ...	Suggested content: Teachers can select content from this column to help pupils achieve the learning outcomes in column 2. Teachers can use different content as appropriate. <i>‘Making connections’ is woven through this unit: as you explore the ideas and stories with children, talk about how they affect the way people live, making connections with the children’s own experiences.</i>
<p>What does the word ‘God’ mean? Which people believe in God? Which people believe God is the Creator of everything? What is amazing about the world? What do Christians say about God as Creator? What is the story that Christians and Jews use to think about the Creator? What do Christians and other people (including non-religious) think about the world and how we should treat it?</p>	<ul style="list-style-type: none"> • Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world • Retell stories, talking about what they say about the world, God, human beings • Think about the wonders of the natural world, expressing ideas and feelings • Say how and when Christians like to thank their Creator • Talk about what people do to mess up the world and what they do to look after it. <p><i>Colour key:</i> Making sense Understanding impact Making connections</p>	<p>One way into this unit might be to spend some time in the outside play area in various weathers, to experience the world as a way into talking about it.</p> <ul style="list-style-type: none"> • Display a large picture of the globe and show some pictures of animals from around the world (e.g. elephant, camel, kangaroo, sheep, blue whale, tuna, albatross). Help children learn the names and talk about where they can be found in the world. Talk about beautiful things in nature. Add the sun and moon to the display. Draw/paint/collage some pictures of their favourite creatures. Talk about things they find interesting, puzzling and wonderful about the world. • Introduce the idea that quite a few people around the world think that the whole world was created by God. Read the creation story from a children’s version of the Bible. Get children to point out which parts of the world were made on which day in the story, including animals and humans. Give children a chance to put some of the display pictures in the order of the story as they talk. Talk about the idea of a Creator. Talk about what is different about the creations they made (their paintings, etc.) and the idea Christians, Jews and Muslims have about God as Creator: they believe God created life. Talk about how special the word ‘God’ is for Christians (and others) – because they believe he is the Creator. • Christians like to praise the Creator: talk about why they might like to do this. See if children have any ideas about what Christians might say to God in their prayers – thanking God for the world and for life. Show some clips of Christians singing praising songs (e.g. www.bbc.co.uk/programmes/p044h89p) in church and outside. Talk about why they do it, and what they are saying. • Connect with idea of harvest celebrations as a way Christians thank their Creator. Find out what happens at a harvest service or take part in one, if the timing of this unit is right. Sing some harvest songs (e.g. Out of the Ark Music’s ‘Combined Harvest’ songs, Fischy Music, iSingPOP). Talk about how Christians like to bring food to the service, and then to share it with people who need it. • Make links between how Christians think God is amazing, and so are careful with how they use his name; and how they think the world is amazing, so try to treat it well, and all creatures too. Decide as a class if children also think the world is amazing, whether or not they believe in God. Decide some things that children could do to treat the world and other people well. Try and do those things!

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Unit 1.1 What do Christians believe God is like? [God]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Identify what a parable is
- Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father
- Give clear, simple accounts of what the story means to Christians

Understand the impact:

- Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)
- Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)

Make connections:

- Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas
- Give a reason for the ideas they have and the connections they make.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

- Introduce idea that Christians believe in God; the Bible is the key way of finding out what they think God is like.
- Tell the story of the Lost Son (Luke 15:1–2, 11–32) using interactive and reflective story-telling techniques. Draw out the forgiveness and love shown by the father. Explain that the story is a 'parable' – a special story Jesus told to help people understand ideas. Parables might be harder to understand than some other stories as they have can have hidden meanings.
- Refer back to the key question: What do Christians believe God is like? Do pupils have any ideas yet, about what the story says about what Christians believe about God? Discuss: What might Christians understand about what God is like from this story? How might God be like the father? Look at the stories of the Lost Sheep and Lost Coin in Luke 15 as more examples.
- The Parable of the Lost Son teaches that God loves people, even when they go off on their own way. As a class think of ways that Christians might show how glad they are that God loves them so much e.g. sing praising songs, pray saying why they love God, read about God in the Bible, love people, forgive people, care for people, go to church, pray and talk to God, pray and ask God to help, be generous. Explore some examples of these, e.g. by talking to some Christians, matching pictures.
- Christians often understand the Parable of Lost Son as teaching them that God is loving and forgiving, and will forgive them too, and so forgiving and being forgiven is also important – they should also practise forgiveness. Talk about whether forgiving people is only important for Christians or for other people too.
- Talk about what happens in school if they do something wrong. Share any fresh start/new day practices you might have and the importance of forgiving pupils in school.
- Talk about other times when forgiveness is given (through role play, if appropriate): At home? At out of school clubs? How do parents forgive? Link this last question to God as a forgiving father in the Lost Son. Refer to the question 'What do Christians believe God is like?' – how fully can pupils answer this, focusing on understanding of the parable's meaning?
- What happens when forgiveness is not given? Get pupils to practise saying 'I'm very sorry' and 'That's ok – I forgive you' to each other around the class. Talk together: Is it good to forgive people? Why/why not? How does it feel if you don't forgive? Why is it sometimes hard to forgive?
- Listen to 'You Can Hold On' by Fischy Music (there is a free extract on www.fischy.com). Discuss the messages in the song. Write an extra verse to the song or even a class poem focusing on what it is like to forgive or not forgive.
- Explain that Christians often talk about there being four main types of prayer: praise, saying 'sorry', saying 'thank you' and asking for something. The story of the Lost Son might lead Christians to think it is very important to say 'praise' and 'saying "sorry"' prayers.
- Look through the Lost Son and see if they can see what types of prayers the characters might say at different parts of the story and write some examples of characters' prayers. Compare with some Christian prayers from today (e.g. The Lord's Prayer, some examples online from Christian websites, e.g. www.prayerscapes.com/prayers/prayers.html).
- Refer back to the core question: What do Christians believe God is like? The story teaches that, like the father in the story, God is loving and forgiving. Talk to a Christian about how this makes a difference to how they live.

Unit L2.1 What do Christians learn from the creation story? [Creation]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Place the concepts of God and Creation on a timeline of the Bible's 'big story'
- Make clear links between Genesis 1 and what Christians believe about God and Creation
- Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world

Understand the impact:

- Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways)
- Describe how and why Christians might pray to God, say sorry and ask for forgiveness

Make connections:

- Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own, to enable pupils to achieve the outcomes.

- As a way in, get pupils outside to experience some of the sights and sounds of nature, focusing on what they find wonderful about the world, identifying 'wow factors' in nature. Take photos for a display and add to it through the unit.
- Read the Jewish/Christian creation story, Genesis 1:1–2:3 (using e.g. the International Children's Bible on www.biblegateway.com or Bob Hartman's *Lion Storyteller Bible*). Ask pupils to say, write or draw what the story suggests is wonderful about the world.
- Point out that Christians and Jews believe that God created the world. From the story, collect some ideas about what kind of God it is who creates the world. Count how many times the story says the world was 'good' or 'very good'. Talk about why humans are good in the story. Add to the ideas about what God is like, according to this narrative.
- Think about some 'wow' things people have created, including pupils. Talk about how they have looked after these things and make the connection with Christian beliefs about God wanting humans to look after the world too. Look at Genesis 1:28–30. Get pupils to make up some more detailed instructions from God to humans to keep the world 'very good'.
- Find some examples of how Christians try to look after the world – to be 'stewards' or 'caretakers'. E.g. Mucknall Abbey, Worcestershire; A Rocha and their 'Eco Church' and 'Living lightly' campaigns. Find out what they think about God and find some evidence that they do these things because they believe in God as Creator.
- Find and listen to some songs and hymns that celebrate the Christian idea of God as creator (e.g. Fischy Music's 'Wonderful World' and 'Creator God'). Collect examples of things that Christians thank God for. Compare these with the 'wow' ideas in nature and from humans.
- In groups, discuss what pupils think Christians could learn about God, humans, animals, nature, creation, and caring for the world from the creation story. Ask them to decide which are the most important two for Christians and why – allow a range of views. Gather any questions pupils have about the ideas studied. Talk about whether believing in God might make a difference to how people treat the Earth or not.
- Remind pupils that many people are not Christians and don't believe the world was created by God. Ask pupils to think of other reasons why nature/humans are important and why we should look after the world/each other. See if pupils decide upon one thing everyone in the class can try to do over the next week to make the world 'very good' (whether or not they believe in a God).
- See how the story continues: read Genesis 2:15–17 and chapter 3 in a dramatic and engaging way. Hot-seat the characters (get someone to be a spokesperson for God). Explore how this story teaches Christians that Adam and Eve went their own way, against God, and that this messed up everything. Introduce the term 'the Fall', which describes the way Adam and Eve 'fell' from their close relationship with God. Most Christians see this as a picture of how all people behave: everyone 'sins', they say; and that this is why people are separated from God and do bad things.
- Find out a bit more about how Christians say sorry to God (see Units 1.1 and 1.4) and how Christian say this is needed because people sin and are separated from God, and need to have that separation repaired (see units on Salvation).