



Woodborough Woods CofE
Foundation School
RE Curriculum Booklet

School Vision

Woodborough Woods is a school with a Christian foundation, which seeks to express its Christian character by serving families in the local community and by providing a Christian ethos where children and their families can feel valued. There is an opportunity to experience the meaning of the Christian faith in the welcome that is offered to all and in the relationships of love and respect that characterise the shared life of the school. Designed to be sequential, this curriculum enables pupils to build knowledge and skills by making links with previous learning; this is shown in our progression documents. By fostering an enjoyment of learning, our children are given the opportunity to develop as independent, resilient pupils who are equipped with the ability to use their knowledge and skills to make wise choices as they take their place in the world.

The school's direction stems from its Vision Statement: 'Grow Together' following Jesus' example to 'Love your neighbour as you love yourself' (Matthew 22:37-39) because through love for one another, we can build a strong learning community ensuring that everyone has the opportunity to flourish. It recognises the importance of the community it serves, and seeks to build relationships based on kindness and respect. It will strive to be a place where Christian priorities and values inform every subject in the curriculum and are reflected in the day to day life of the school.

We believe that the children are the centre of all our work here and we strive to ensure our school is one with a happy and caring environment. We take pride in promoting the highest standards of conduct and achievement allowing children the security and confidence to reach their full potential.

As a Church of England Voluntary Aided school, our aim is to provide this secure environment, firmly rooted in Christian values. We believe that the education of children is a partnership, one between parents, teachers and governors all working together to provide the best interests for the children in our care.

Our RE Vision

At Woods we 'grow together' following Jesus' example to '*Love your neighbour as you love yourself*' (Matthew 22:37-39) because through love for one another, we can build a strong learning community ensuring that everyone has the opportunity to flourish.

Religious Education has an important part to play in helping pupils to do this by promoting the pupils' spiritual, moral, social, cultural and intellectual development. It also helps them to gain a greater understanding of themselves and an awareness of the needs of others. This enables pupils to be better equipped to cope with the responsibilities and experiences of adult life.

With this in mind, we believe that the teaching of R.E. should be a child centred, exciting journey. Children will learn to understand the world and their place in it, know that all members of the school community show respect and tolerance for others, and develop a better cultural awareness.

Intent

Through our provision we aim that children:

- develop an awareness of spiritual and moral issues in life experiences;
- develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- develop an understanding of what it means to be committed to a religious tradition;
- be able to reflect on their own experiences and develop a personal response to fundamental questions of life;
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- develop investigative research skills and to enable them to make reasoned judgements about religious issues;

Features of effective RE teaching and learning

At Woods Foundation, we believe these features demonstrate best practice in the teaching and learning of RE. .

Pupils are able to describe, explain and analyse beliefs and practices, recognizing the diversity which exists within and between communities.
Teachers have good subject knowledge and attend regular training where necessary.
Learning helps pupils to identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and worldviews.
Pupils appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
Explanations and reflections about how pupils' beliefs, practices and forms of expression influence individuals and communities.
Construct and value their own personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.
An appreciation, understanding and appraisal for the varied dimensions of religion.
Investigations into key concepts such as questions of belonging, meaning, purpose and truth and responding creatively and considerately to these key themes.
Enquiry into what enabled different communities to live together respectfully for the wellbeing of all.
Teaching and learning links with British Values and School Values.
Reflection of the impact of religion and worldviews on contemporary life locally, nationally and globally.
Pupils use their skills to interpret and evaluate evidence, texts and sources of wisdom or authority.

The three overarching elements of the aim of RE:

Knowledge and understanding of religions and worldviews

- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities;
- Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and worldviews;
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

Expression and communication of ideas and insights about the nature, significance and impact of religions and worldviews

- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.
- Appreciate and appraise varied dimensions of religion

Gain and deploy the skills needed to engage seriously with religions and worldviews

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- Enquire into what enables different communities to live together respectfully for the wellbeing of all;
- Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives

KNOW
EXPRESS
SKILLS

Our RE Curriculum Long Term Plans and Progression Document



Term	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Belonging Who are we and how do we belong?	God 'What do Christians believe God is like?'	God (digging deeper) 'What do Christians believe God is like?'	Creation/Fall 'What do Christians learn from the Creation story?'	Gospel 'What kind of world did Jesus want?'	People of God 'How can following God bring freedom and justice?'	Kingdom of God 'What kind of king is Jesus?'
Autumn 2	Incarnation What times are special and why? includes Diwali (Hinduism) & Sukkot (Judaism) & Christianity (Incarnation & Advent)	Incarnation 'Why does Christmas matter to Christians?'	Incarnation (digging deeper) 'Why does Christmas matter to Christians?'	Incarnation/God 'What is the Trinity?'	Incarnation/God (digging deeper) 'What is the Trinity?'	Incarnation 'Was Jesus the Messiah?'	Incarnation (digging deeper) 'Was Jesus the Messiah?'
Spring 1	Creation Our Wonderful World: how can we care for the living things and the earth? Islam - comparing creation stories	Creation 'Who made the world?'	Gospel 'What is the good news Jesus brings?'	What can we learn from inspiring people in sacred texts and in the history of religions? Sikhism	People of God 'What is it like to follow God?'	How do people's beliefs about God, the world, and others have an impact on their lives? Islam / Sikhism / Christianity	Exploring Muslim families and beliefs Islam
Spring 2	Salvation Which Stories are special and why? whole school Vaisakhi - Sikhism	Salvation 'Why does Easter matter to Christians?'	Salvation (digging deeper) 'Why does Easter matter to Christians?'	Salvation 'Why do Christians call the day Jesus died 'Good Friday'?'	Salvation (digging deeper) 'Why do Christians call the day Jesus died 'Good Friday'?'	Salvation 'What did Jesus do to save human beings?'	Salvation 'What difference does the resurrection make to Christians?'
Summer 1	Special people Which people are special and why?	Celebrating festivals Judaism	What do Jewish people believe about God, creation, humanity and the natural world? (Judaism)	Kingdom of God 'When Jesus left, what was the impact of Pentecost?'	Religion, family and community: Prayer How do religious families and communities practice their faith? Islam	Creation 'Creation and science: conflicting or complementary?'	Gospel (digging deeper) 'What would Jesus do?'
Summer 2	Special places What places are special and why? Islam - where do they go?	Visiting a place of worship (Judaism)	What makes some people inspiring to others? (Judaism)	Where, how and why do people worship? Sikhism	The Journey of Life and Death/ Symbols and Religious Expression - Why do some people think life is like a journey? Islam / Sikhism / Christianity	What can we learn from great leaders and inspiring examples in today's world? Sikhism	Beliefs in action How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment? Islam / Sikhism / Christianity

Long Term Overview

Long Term Planning by year group

FOUNDATION STAGE		
AUTUMN	SPRING	SUMMER
<p><u>Belonging - who are we and how do we belong?</u></p> <p>Use some of the Dottie and Buzz 'Belonging and baptism' material to support</p>	<p>CREATION <u>Our Wonderful World: how can we care for the living things and the earth?</u></p> <p>UC unit 1 - God/Creation 'Why is the word 'God' so important to Christians?' & 'How can we care for our wonderful world?'</p>	<p><u>Which people are special and why?</u></p> <p>Christianity and Sikhism - talk about special people from both religions & talk about what can be learnt from it. Think about special people in their lives</p>
<p>INCARNATION <u>What times are special and why?</u></p> <p>includes Diwali (Hinduism) & Sukkot (Judaism) & Christianity (Incarnation & Advent)</p> <p>Use UC unit 2 - Incarnation - (Christmas) 'Why do Christians perform Nativity plays at Christmas?' & 'What makes every single person unique and precious?'</p> <p>ASSESSMENT OPPORTUNITY</p>	<p>SALVATION <u>Which Stories are special and why?</u></p> <p>Use UC unit 3 - Salvation - (Easter) 'Why do Christians put a cross in an Easter garden?' & 'How can we help others when they need it?'</p> <p>ASSESSMENT OPPORTUNITY</p>	<p><u>What places are special and why?</u></p> <p>Use some of the Dottie & Buzz at a Church material (Main focus is on church artefacts. Only a light touch to be given to session 4, 'What happens in a church?' as this is the major focus in the equivalent Yr 1 unit)</p> <p>ASSESSMENT OPPORTUNITY</p>
<p>The 'Jesus' Miracles and Jesus' Stories' unit of work can be used to supplement RE in FS2, but the story of the Prodigal/Lost Son must NOT be used, as it is a focus in Year 1.</p>		

YEAR 1		
AUTUMN	SPRING	SUMMER
<p>God UC unit 1.1 Core Learning 'What do Christians believe God is like?' (includes focus on Prodigal Son parable, types of prayer, forgiveness)</p> <p>Time allowing incorporate some of the Belonging - baptism - sessions 6, 7, 8 (other aspects of belonging from this unit can be incorporated into the UC God 1.1 unit)</p>	<p>Creation UC unit 1.2 Core Learning 'Who made the world?' (includes theme of thankfulness)</p>	<p>Celebrating festivals New Syllabus Unit 1.1 - Celebrations and festival? (ensuring discussion about Judaism - Shabbat and Hannukah - what celebrations, stories, artefacts and food etc).</p>
<p>Incarnation UC unit 1.3 Core Learning (Christmas) 'Why does Christmas matter to Christians?' (includes the themes of signs of Christmas and thankfulness)</p> <p>Include a visit to church</p>	<p>Salvation UC unit 1.5 Core Learning (Easter) 'Why does Easter matter to Christians?' (includes exploration of the emotions arising in the Easter story, and traditions of Easter)</p> <p>ASSESSMENT</p>	<p>Visiting a place of worship</p> <p>New Syllabus Unit 1.4 - Symbols in religious worship and practice. In what ways are churches/synagogues important to believers?</p> <p>Aim to include a visit (virtual or real) to a synagogue here to compare to church</p>

ASSESSMENT		ASSESSMENT
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YEAR 2		
AUTUMN	SPRING	SUMMER
<p>God</p> <p>UC unit 1.1 - Digging Deeper 'What do Christians believe God is like?' (incorporates story of Jonah and the Whale, which was in Jewish stories unit. Also, discusses concept of Christian songs, and using art to explore ideas about God)</p>	<p>Gospel</p> <p>UC unit 1.4 - core learning 'What is the good news Jesus brings?' (includes themes of prayer and the parable of 'The Pearl of Great Price')</p> <p>BS - SPR 1 - Jesus and his stories (incorporate two stories from this unit into the UC Gospel 1.4 unit, as evidence of Jesus as a bringer of Good News - DON'T do the Prodigal Son, as it is done in Year 1)</p>	<p>JUDAISM</p> <p>BS unit - Jewish celebrations and stories, but omitting content about Moses, as this is done through a UC unit in KS2</p> <p>Include lessons from New Syllabus Unit 2.2 - What do Jewish people believe about God, creation, humanity and the natural world? (focus on creation story and Shabbat in more detail)</p>
<p>Incarnation</p> <p>UC unit 1.3 - Digging Deeper (Christmas) 'Why does Christmas matter to Christians?' (includes theme of kingship)</p> <p>ASSESSMENT</p>	<p>Salvation</p> <p>UC unit 1.5 - Digging Deeper (Easter) 'Why does Easter matter to Christians?' (includes themes of sin and forgiveness)</p> <p>ASSESSMENT</p>	<p>JUDAISM</p> <p>The Torah and Jewish Stories</p> <p>New Syllabus Unit 2.1 - What makes some people inspiring to others? (so as well as teaching about Moses as a leader, ensure discussion about Christian stories of Jesus and Saint Peter so can compare and discuss the theme's enquiry)</p> <p>New Syllabus Unit 2.4 - How and why are some stories important in religions? (ensuring discussion about Judaism/Christianity as a comparison)</p> <p>ASSESSMENT</p>

YEAR 3		
AUTUMN	SPRING	SUMMER
<p>Creation/Fall</p> <p>UC unit 2A.1 - Core Learning (& Digging Deeper where possible) 'What do Christians learn from the Creation story?' (includes themes of stewardship, temptation, the commandments, forgiveness)</p>	<p>Inspirational people from the past</p> <p>New syllabus theme 3.4</p> <p>What can we learn from inspiring people in sacred texts and in the history of religions?</p>	<p>Kingdom of God</p> <p>UC unit 2A.6 - Core Learning & Digging Deeper 'When Jesus left, what was the impact of Pentecost?' (includes themes of the Holy Spirit, the 'body of Christ' and the fruits of the spirit)</p>

<p>Incarnation/God</p> <p>UC unit 2A.3 - Core Learning 'What is the Trinity?' CHRISTMAS / ADVENT ASSESSMENT</p>	<p>Salvation</p> <p>UC unit 2A.5 - Core Learning (Easter) 'Why do Christians call the day Jesus died 'Good Friday?' (includes themes of Mary's point of view, and emotions of joy, sadness and hope) Visit to Southwell Minster - Time Travelling ASSESSMENT</p>	<p>SIKHISM</p> <p>Where, how and why do people worship?</p> <p>New Syllabus Unit 3.3 & 4.4 - How do Sikh families practise their faith?</p> <p>ASSESSMENT</p>
<p>Young Leaders Award - Archbishop of York Youth Trust</p> <p>Year 3 Unit Number 3.4 from the New Syllabus 2021-26 Theme: Inspirational people from the past Enquiry Question: What can we learn from inspiring people in sacred texts and in the history of religions?</p>		

YEAR 4		
AUTUMN	SPRING	SUMMER
<p>Gospel</p> <p>UC unit 2A.4 - Core Learning & Digging Deeper 'What kind of world did Jesus want?' (includes themes of Jesus' love for all, and stories of 'Jesus Heals a Leper', & 'The Good Samaritan')</p>	<p>People of God</p> <p>UC unit 2A.2 - Core Learning & Digging Deeper 'What is it like to follow God?' (includes the stories of Noah and Abraham, and themes of covenant, trust, obedience and faith)</p>	<p>Religion, family and community: Prayer new syllabus unit 3.2</p> <p>ISLAM</p> <p>How do religious families and communities practice their faith? (with comparison/links to Christianity)</p>
<p>Incarnation/God</p> <p>UC unit 2A.3 - Digging Deeper (Christmas) 'What is the Trinity?' (includes the theme of different Gospel's versions of Christmas events)</p> <p>Church visit + Vicar > communion ASSESSMENT</p>	<p>Salvation</p> <p>UC unit 2A.5 - Digging Deeper (Easter) 'Why do Christians call the day Jesus died 'Good Friday?' (includes themes of service, celebration, remembrance, betrayal and trust)</p> <p>ASSESSMENT</p>	<p>The Journey of Life and Death/ Symbols and Religious Expression New Syllabus Units 4.1 and 4.2</p> <p>Why do some people think life is like a journey? (ensuring discussion about Islam/ Sikhism/Christianity as a comparison) ASSESSMENT</p>

YEAR 5		
AUTUMN	SPRING	SUMMER
<p>People of God</p> <p>UC unit 2B.3 - Core Learning & Digging Deeper 'How can following God bring freedom and justice?' (includes the story of Moses, the Exodus, and the 10 Commandments, and themes of covenant and the 'Five Marks of Mission')</p>	<p>Beliefs and questions</p> <p>New Syllabus Unit 5.3</p> <p>How do people's beliefs about God, the world, and others have an impact on their lives? (ensuring discussion about Islam/ Sikhism as a comparison) NOTE: INCLUDE MENTION OF ARCHITECTURE BIT FROM 5.4</p>	<p>Creation/Fall</p> <p>UC unit 2B.2 - Core Learning & Digging Deeper 'Creation and science: conflicting or complementary?' (includes use of Genesis 1.1-2.3 and Psalm 8 text studies, and the theme of stewardship)</p>
<p>Incarnation</p> <p>UC unit 2B.4 - Core Learning (Christmas) 'Was Jesus the Messiah?' (includes themes of proof and belief)</p>	<p>Salvation</p> <p>UC unit 2B.6 - Core Learning (Easter) 'What did Jesus do to save human beings?'</p>	<p>Sikhism</p> <p>New Syllabus Unit 5.1 - Inspirational people in today's world. What can we learn from great leaders and inspiring examples in today's world? (discussion about Islam/ Sikhism/Christianity as a comparison)</p>

ASSESSMENT	(includes use of Isaiah 53 and John 19, and the themes of sacrifice, sin, communion, martyrdom, prophecy) ASSESSMENT	Include aspects from New Syllabus Unit 5.4 - beliefs in action in the world where possible ASSESSMENT
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YEAR 6		
AUTUMN	SPRING	SUMMER
<p>Kingdom of God</p> <p>UC unit 2B.8 - Core Learning & Digging Deeper 'What kind of king is Jesus?' (includes use of parables 'The Feast' in Luke 14, and 'Tenants in the Vineyard' in Matthew 21, and 'The Unforgiving Servant' in Matthew 18, and themes of charity and forgiveness) (incorporate some charity ideas from BS - AUT 2 - Making a difference in the world, particularly session 7 about Muslim charities)</p>	<p>ISLAM BS - SPR 1&2 - Exploring Muslim Families (condensed so as to include the details from new syllabus as below) Include lessons from New Syllabus Unit 6.1 - Teachings, wisdom and authority (ensuring discussion about Islam/ Christianity as a comparison)</p>	<p>Gospel</p> <p>UC unit 2B.5 - Core Learning & Digging Deeper 'What would Jesus do?' (includes use of 'The Wise and Foolish Builders', 'The Sermon on the Mount', 'The Centurion's Servant', 'The Moneylenders in the Temple', 'The Woman in Trouble' and the themes of reconciliation, trust, forgiveness and justice) (link to values to live by, when moving on in life from Woods school) Southwell Minster</p>

<p>Incarnation</p> <p>UC unit 2B.4 - Digging Deeper (Christmas) 'Was Jesus the Messiah?' (includes use of 'The Entry into Jerusalem', 'The Transfiguration' and themes of peace and transformation)</p> <p>ASSESSMENT</p>	<p>Salvation</p> <p>UC unit 2B.7 - Digging Deeper (Easter) 'What difference does the resurrection make to Christians?' (includes use of John's and Luke's Gospels and themes of salvation, death and hope) ASSESSMENT</p>	<p>Beliefs in action</p> <p>How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?</p> <p>New Syllabus Unit 6.2 & 6.3 - Beliefs in Action in the world (ensuring discussion about Islam/Sikhism/Christianity as a comparison) ASSESSMENT</p>
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2020-21 Early Learning Goals from the DfE Guidance applied to RE

RE in the Early Years Foundation Stage: A legal requirement in the Foundation Year

Pupils should encounter religions and worldviews through exploring special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about religious stories. Pupils can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. Religious Education is, unlike the subjects of the National Curriculum, a legal requirement for all pupils on the school roll: this includes all those in the reception year.

In line with the DfE's new 2020 EYFS Profile schools are to plan RE which, through purposeful play and a mix of adult-led and child-initiated activity, provides these opportunities for pupils.

Prime area: Communication and Language: RE enables children to:

Listen attentively and respond with questions comments and actions to a wide range o stories from different religions and worldviews.

- Hold conversation and make comments about the religious materials, artefacts, songs, stories and celebrations they encounter.
- Participate in discussions offering their own ideas about religion and belief using recently introduced religious vocabulary.
- Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems.

Prime area: Personal, Social and Emotional Development. RE enables children to:

- Understand their own feelings and those of others, stimulated by religious materials and ideas.
- Give focused attention to religious materials such as worship, story, festival, song, community living.
- Confidently talk about simple values, right and wrong and good or bad behaviour.
- Co-operate and take turns with others, showing sensitivity to their own and others' needs and feelings **Specific area: Literacy. RE enables children to:**
- Demonstrate understanding of religious stories and narratives using recently introduced vocabulary to retell stories
- Enjoy and learn from discussion and role play about religious stories, non-fiction, rhymes, poems and songs
- Use RE examples to write simple phrases or sentences that can be read by others. **Specific area: Mathematics. RE enables children to:**
- Recognise, create and describe some patterns, sorting and ordering objects simply. **Specific area: Understanding the World. RE enables children to:**
- Talk about the lives of people around them, understanding characters and events from stories
- Describe their immediate environment - e.g. on a visit to a place of worship
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explore the natural world around them making observations of animals and plants, environments and seasons, making space for responses of wonder, awe and questioning.

Specific area: Expressive Arts and Design. RE enables children to:

- Create work drawing from religions and beliefs with a variety of materials and tools, sharing their creations and explaining the meaning of their work.
- Adapt and recount religious stories inventively, imaginatively and expressively.
- Sing, perform and learn from well-known songs in RE imaginatively and expressively.
- Develop their imagination and expression using RE content in relation to art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings;
- Respond in a variety of ways to what they see, hear, smell, touch and taste.

These learning intentions for RE are developed from relevant areas of the Early Years Foundation Stage Profile (DfE, 2020). Teachers and schools will find our more detailed examples below useful, but these map the territory. RE Today Agreed Syllabuses give support and examples of planning in this important area.

Prime areas of learning and their associated ELGs	Applications of these in relation to the RE Curriculum
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Communication and language
ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Listening, attention and understanding in RE

- Give children opportunities to listen with enjoyment to stories, songs and poems from different religious communities and traditions;
- Expect children to respond to religious stories, songs and poems with relevant comments, questions or actions;
- In both whole class and small group settings, children have chances to use talk to organise, sequence and clarify thinking, ideas, feelings and events in religious stories and other materials;
- Enable children to attend to their own play in which their experience and learning in RE is used to grow their understanding, e.g in home corner activities, singing, craft or role playing.

Speaking in RE

- Give children opportunities to answer 'who', 'how', 'when', and 'what' questions about their experiences in response to religious stories, celebrations and ideas from different traditions and communities;
- Enable children to use the new words they learn about religion and belief to talk about 'why' questions
- Give children opportunities to use the words they are learning about spirituality and values to talk about how they and others show feelings;
- Encourage children to develop their own narratives in relation to stories they hear from different communities, including through play.
- Set up the classroom so that children can share stories and play activities arising from them which make them think about the words they use.
- Across a range of topics, encourage children to learn and begin to use new vocabulary associated with RE, including places of worship, ceremonies, celebrations and festivals, holy books, buildings, objects and times and people's words to describe their ideas about God.

Personal, social and emotional development

ELG: Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Self regulation and RE

- RE will give opportunities for children to use a range of emotional language to express their feelings;
- Enable pupils to recognise that their behaviour has an impact on others, for example by noticing empathic behaviour in religious story
- Encourage children to talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable;
- Enable children to think and talk about taking turns, waiting for others and listening - aspects of dialogue and behaviour encouraged in many religious codes of living
- Encourage children to follow simple instructions e.g when taking part in a role play: how does the Vicar baptise the baby? What does Mum do to celebrate Shabbat?

Managing self in RE

- Enable children to think about values such as patience, perseverance and to notice what difference these values make, using religious story, song or prayer as 'raw material' for thinking.
- Think about our rules and why we need them, using examples of rules from religions to consider issues of right and wrong and why these questions matter;
- Give children opportunities to learn about how and why we choose what we eat, including for example vegetarian practice in Hindu tradition or religious stories about Creation and the importance of the Earth.

Building relationships in RE

- Give children chances to develop their awareness of their own needs, views and feelings and to be sensitive to those of others so that they find the value of co-operation.
- Encourage play in teams and in co-operative games and ways of enjoying each other's company.
- Enable children to recognise difference simply, and to have a developing respect for their own cultures and beliefs, and those of other people.
- Encourage children to show sensitivity to others' needs and feelings, as - in play and other means - they form positive relationships.

Specific areas of learning and their associated ELGs	Applications of these in relation to the RE Curriculum
<p>Literacy ELG: Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate - where appropriate - key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play. <p>ELG: Word Reading</p> <ul style="list-style-type: none"> • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>ELG: Writing</p> <ul style="list-style-type: none"> • Write simple phrases and sentences that can be read by others. 	<p>Comprehension in RE</p> <ul style="list-style-type: none"> • In RE, give children access to a wide range of books, poems and other written materials from many religious sources to ignite their interest. • Enable them to listen to religious stories carefully so that they can use new vocabulary to retell the stories • Encourage children to notice, talk about and understand some of meanings, feelings and pleasures of the stories they engage with. • Tell stories in parts, inviting children to anticipate: what might Jesus do next? What happens to Rama and Sita in the next chapter do you think? Will Moses ever escape? • Discuss religious stories, songs and poems with pupils so that they can think about meanings, words and people in their own ways, including developing their learning through play. <p>Word reading in RE</p> <ul style="list-style-type: none"> • Introduce pupils to a small number of carefully chosen key words about each religion, so that they can recognise and sound these words in their RE Examples might be: • Religion / holy book / festival / sacred place • Christian / Jesus / Bible / God / Church • Jewish / Torah / Moses / King David / G-d / Shabbat • Muslim / Islam / Prophet / Qur'an / Mosque <p>Writing in RE</p> <ul style="list-style-type: none"> • Use some RE examples to enable pupils to practice their letters and spellings • Encourage pupils to write simple phrases or sentences which can be read by others from the work they do with religious stories, artefacts, songs • Build on children's play by giving the opportunities for simple writing of new words, names, or labels for religious material they are discovering.

Mathematics

ELG: Numerical Patterns

- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

This is not a major area of contribution for RE to children's development, but there are lots of connections between these areas and good learning in RE. Some brief examples are given.

- Give children chances to recognise, create and describe some patterns found in religion, for example in repeated patterns in Islamic design or in counting games used by Jewish children at festivals
- Ask children to describe spaces which are holy for different communities, e.g. a Church, Mosque or synagogue from a photo
- Enable children to practice simple sorting and ordering activities using some religious materials and key numbers, for example...

Understanding of the world

ELG: Past and Present

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.

Past and present in RE

- Enable children to talk about similarities and differences between themselves and others, among families, communities and religions;
- Give children opportunities to know about the past, e.g through the stories told about religious festivals about Gurus, Prophets, gods and goddesses or key religious leaders
- Encourage children to join in experiences like reenactments, role play, dressing up and other playful learning about religion and cultures;
- Provide a rich story telling and play environment for children to think about religions and their 'long time ago' aspects;
- Encourage children to talk about characters, values and feelings in stories.

People, cultures and communities in RE

- Use and develop the potential for local study of places of worship or aspects of cultural diversity;
- Enable visits to observe interiors and exteriors of buildings used for worship;
- Give children opportunities to hear stories from different religious communities in the local area
- Enable pupils to identify different features of holy places, comparing old and modern and talking about preferences;
- Enrich children's knowledge of different religions, for example Christians, Muslims, Jewish people, and their presence in communities in your local area or wider region
- Tell children stories about religions and beliefs in other countries, for example about how Christmas or Eid or Divali are celebrated in different parts of the world;
- Use simple maps, religious artefacts, stories told in varied ways (e.g. with puppets, songs, video or drama) to deepen children's knowledge of religions.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

The Natural World in RE

- Enable children to explore what is beautiful, fascinating, wonderful or mysterious about the natural world, selecting and talking about plants, animals and 'wonders of the world' in ways that are open to awe and wonder
- Enable learning by reading and talking about creation stories from different religions that celebrate the beauty and gifts of the natural worlds and humanity's place within it.
- Provide for children to play out of doors and to carry their learning into play using modelling clay, mud and water, sand and natural materials to enjoy the natural world and to think and talk about what nature means to us
- Give children opportunities to recognise that many religious people give thanks (to God) for the natural world and its beauty, fruitfulness and the pleasure it gives us, for example through Harvest Festivals, prayers, and caring for the earth.
- Show children how to express personal responses to the natural world, talking, choosing a word to write or reflecting quietly on their favourite fruits, flowers, birds, animals, places, kinds of weather and so on. What makes these natural things precious and special?
- Encourage children are encouraged to notice and talk about the feelings of wonder and awe that come from the natural world - a tree, a chick, a bird, a pet. They experience the Earth and its fruitfulness in simple ways, and ask questions about these experiences.

Expressive arts and design

ELG: Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

Creating with materials

- Give children the chance to bring their learning from RE into their creative and craft activities using any materials - card and tissue, paint and colour, natural found objects, toys and prints - to explore religious story, practice, objects and artefacts.
- Enable children to talk about and share what they make, simply connecting it to the festivals, celebrations and ceremonies they learn about from Jews, Christians or Muslims
- In role play, give children chances to use props and materials to be David and Goliath, Rama and Sita, Moses and Pharaoh, Mary and Joseph. Enliven religious character, narrative, values and stories through the children's own creativity and play

Being imaginative and expressive in RE

- Enable children to use their imagination in art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings;
- Provide possibilities for children to respond in a variety imaginative and expressive ways to what they see, hear, smell, touch and taste;
- Show children how expressing feelings of joy, happiness, love, togetherness - and also of sadness, disappointment or sorrow can groups etc, when responding to themes from stories;
- Make it possible for children to respond in dance, movement and music to religious music, celebrations and festivities, including examples which are joyful, exciting and lively but also reflective and prayerful;
- Give children chances to listen to a range of religious / cultural music or observing dance, for example Hindu dance and hand gestures, Jewish music for joyful or sad occasions, Christian movement and action songs.

PROGRESSION OF SKILLS - UNDERSTANDING CHRISTIANITY

	KS1	LKS2	UKS2
Beliefs and teachings from various religions	<p>Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.</p> <p>Children can:</p> <ul style="list-style-type: none"> - describe the main beliefs of a religion; - describe the main festivals of a religion. 	<p>Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1.</p> <p>Children can:</p> <ul style="list-style-type: none"> - describe the key teachings and beliefs of a religion; - begin to compare the main festivals of world religions; - refer to religious figures and holy books. 	<p>Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.</p> <p>Children can:</p> <ul style="list-style-type: none"> - recognise and explain how some teachings and beliefs are shared between religions; - explain how religious beliefs can shape the lives of individuals and contribute to society.
Rituals, ceremonies and lifestyles from various religions	<p>Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies.</p> <p>Children can:</p> <ul style="list-style-type: none"> - recognise, name and describe religious artefacts, places and practices; - explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; - observe when practices and rituals are featured in more than one religion or lifestyle. 	<p>Moving on from KS1, children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life. Children can:</p> <ul style="list-style-type: none"> - identify religious artefacts and how they are involved in daily practices and rituals; - describe religious buildings and how they are used; - explain religious ceremonies and rituals and their importance for people's lives and sense of belonging. 	<p>Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities. Children also explore the rituals and ceremonies which mark important points in life. Moving on from LKS2, children will have the opportunity to explore non-religious ways of life.</p> <p>Children can:</p> <ul style="list-style-type: none"> - explain practices and lifestyles associated with belonging to a faith; - explain practices and lifestyles associated with belonging to a non-religious community; - compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles; - show an understanding of the role of a spiritual leader.
How beliefs are expressed	<p>Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life.</p> <p>Children can:</p> <ul style="list-style-type: none"> - name religious symbols and the meaning of them; - learn the name of important religious stories; - retell religious stories and suggest meanings in the story. 	<p>Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come.</p> <p>Children can:</p> <ul style="list-style-type: none"> - begin to identify religious symbolism in different forms of art and communication; - look at holy texts and stories, explain meaning in a story; - express their beliefs in different forms, with respect for others' beliefs and comparing beliefs. 	<p>Children continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication, as in LKS2. Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning. Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come.</p> <p>Children can:</p> <ul style="list-style-type: none"> - explore religious symbolism in literature and the arts; - explain some of the different ways individuals show their beliefs; - share their opinion or express their own belief with respect and tolerance for others.

Understanding Christianity Knowledge Grid

	EYFS	KS1	Lower KS2	Upper KS2
God		<p>Christians believe in God, and that they find out about God in the Bible.</p> <ul style="list-style-type: none"> Christians believe God is loving, kind, fair, and Lord and King; and there are some stories that show this. Christians worship God and try to live in ways that please him. 	<p>See Incarnation.</p>	<ul style="list-style-type: none"> Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving, and full of grace. Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love. Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. Christians believe getting to know God is like getting to know a person rather than learning information.

Creation	<ul style="list-style-type: none"> The word God is a name. Christians believe God is the creator of the universe. Christians believe God made our wonderful world and so we should look after it. 	<ul style="list-style-type: none"> God created the universe. The Earth and everything in it are important to God. God has a unique relationship with human beings as their Creator and Sustainer. Humans should care for the world because it belongs to God. 	<ul style="list-style-type: none"> God the Creator cares for the creation, including human beings. As human beings are part of God's good creation, they do best when they listen to God. The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). This means that humans cannot get close to God without God's help. The Bible shows that God wants to help people to be close to him - he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short. 	<ul style="list-style-type: none"> There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. These debates and controversies relate to the purpose and interpretation of the texts: for example, does reading Genesis as a poetic account conflict with scientific accounts? There are many scientists through history and now who are Christians. The discoveries of science make Christians wonder even more about the power and majesty of the Creator.
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">People of God</p>			<ul style="list-style-type: none"> • The Old Testament tells the story of a particular group of people, the children of Israel - the People of God - and their relationship with God. • The People of God try to live in the way God wants, following his commands and worshipping him. • They believe he promises to stay with them, and Bible stories show how God keeps his promises. • The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God, and to attract all other nations to worshipping God. • Christians believe that, through Jesus, all people can become the People of God. 	<p>The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God.</p> <ul style="list-style-type: none"> • The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. • Christians apply this idea to living today by trying to serve God and to bring freedom to others, for example by loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. • Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example as salt and light in the world.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Incarnation</p>	<ul style="list-style-type: none"> • Christians believe God came to Earth in human form as Jesus. • Christians believe Jesus came to show that all people are precious and special to God. 	<ul style="list-style-type: none"> • Christians believe that Jesus is God and that he was born as a baby in Bethlehem. · The Bible points out that his birth showed he was extraordinary (e.g. he is worshipped as a king, in Matthew) and that he came to bring good news (e.g. to the poor, in Luke). • Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming. 	<ul style="list-style-type: none"> • Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit. • Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. · Christians worship God as Trinity. It is a huge idea to grasp, and artists have created art to help to express this belief. · Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus. 	<ul style="list-style-type: none"> • Jesus was Jewish. • Christians believe Jesus is God in the flesh. · They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. · The Old Testament talks about a 'rescuer' or 'anointed one' - a messiah. Some texts talk about what this 'messiah' would be like. • Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) • Christians see Jesus as their Saviour (see Salvation).

Gospel		<ul style="list-style-type: none"> • Christians believe Jesus brings good news for all people. • For Christians, this good news includes being loved by God, and being forgiven for bad things. • Christians believe Jesus is a friend to the poor and friendless. • Christians believe Jesus' teachings make people think hard about how to live and show them the right way. 	<ul style="list-style-type: none"> • Christians believe Jesus challenges everyone about how to live - he sets the example for loving God and your neighbour, putting others first. • Christians believe Jesus challenges people who pretend to be good (hypocrisy), and shows love and forgiveness to unlikely people. • Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour. • Christians try to be like Jesus - they want to know him better and better. • Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice. 	<p>Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.</p> <ul style="list-style-type: none"> • Christians see that Jesus' teachings and example cut across expectations - the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable. • Christians believe that Jesus' good news transforms lives now, but also points towards a restored, transformed life in the future (see Salvation and Kingdom of God). • Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.
Salvation	<ul style="list-style-type: none"> • Jesus' name means 'He saves'. • Christians believe Jesus came to show God's love. • Christians try to show love to others. • Christians remember Jesus' last week at Easter. 	<ul style="list-style-type: none"> • Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. • Christians believe Jesus builds a bridge between God and humans. • Christians believe Jesus rose from the dead, giving people hope of a new life. 	<p>Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</p> <ul style="list-style-type: none"> • The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. • Christians today trust that Jesus really did rise from the dead, and so is still alive today. • Christians remember and celebrate Jesus' last week, death and resurrection. 	<ul style="list-style-type: none"> • Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. • The Gospels give accounts of Jesus' death and resurrection. • The New Testament says that Jesus' death was somehow 'for us'. • Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the Devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom. • Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). • Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. • This belief gives Christians hope for life with God, starting now and continuing in a new life (Heaven). • Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.

Kingdom of God			<ul style="list-style-type: none"> Christians believe that Jesus inaugurated the 'Kingdom of God' - i.e. Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven'). Christians believe Jesus is still alive, and rules in their hearts and lives through the Holy Spirit, if they let him. Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible kingdom visible by living lives that reflect the love of God. Christians celebrate Pentecost as the beginning of the Church. Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians. 	<ul style="list-style-type: none"> Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. The parables suggest that there will be a future Kingdom, where God's reign will be complete. The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.
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Understanding Christianity Vocabulary Grid

Understanding Christianity Vocabulary Grid				
	EYFS	KS1	Lower KS2	Upper KS2
God				
Creation	Me, myself, family, same, different, God, Jesus, special create creation, creator and creative, Harvest; festival, sharing, earth, church	God, Jesus, Humans, special create, creation, creator and creative, Harvest festival, sharing, church service, church Bible, worship, universe Jewish Christian, light, waters, land sea, sun, moon, birds, fish, animals and humans, rest	God, Jesus, Humans, special create, creation, creator and creative, Harvest festival, sharing, church service, church Bible, worship, universe Jewish Christian, Nature, The Bible, Genesis, temptation, punishment, disobedient, blame, belief,	God, Jesus, Humans, special create, creation, creator and creative, Harvest festival, sharing, church service, church Bible, worship, universe Jewish Christian, Nature, proof, fact Evidence belief, Cosmology heaven, experience faith, fundamentalism, doubt ultimate, question, philosopher, experience, illusion, truth, reason
			commandments, rules, reconciliation, penance, forgiveness, sin	

People of God				
Incarnation	Christmas; Good News; Jesus; Mary; Joseph; Announce (annunciation); God	Christmas, Advent, Birth Good News, Jesus; Mary; Joseph, King, Christians, Announce (annunciation); God,	Trinity, Father, Son, Holy Spirit, Gospel, Baptism, Christians, worship, prayer	Trinity, Father, Son, Holy Spirit, Birth, life, death, resurrection, Christians, Worship, Saviour, Incarnation Messiah
Gospel				
Salvation				
Kingdom of God				

RE Skills Progress and Links to Understanding Christianity Grid	Years 1 & 2	Years 3 & 4	Years 5 & 6
Investigation (Enquiry)	<ul style="list-style-type: none"> Use their skills to identify (e.g. in relation to objects, pictures, buildings). Listen to stories and communicate about what they mean. Listen to visitors/on visits, ask relevant questions and respond sensitively. Use books, videos and ICT to find out about aspects of the programme of study. Investigate aspects of the programme of study (e.g. festivals, ceremonies, worship) through close attention to tangible aspects. Share beliefs, values and questions with each other. 	<ul style="list-style-type: none"> Use their skills of observation to compare, contrast and interpret (e.g. places, practices, symbols). Show an understanding to a range of primary sources (e.g. stories and extracts from sacred texts, devotional art, religious artefacts, representatives from faith communities). Investigate/respond to a range of secondary sources (e.g. information books, articles, pictures, film and web-based resources). Begin to organise their thoughts or questions. Present the results clearly and appropriately in the given context. Suggest important answers questions about life and the world arising from the material studied. 	<ul style="list-style-type: none"> Identify different ways of finding out about religion/belief. Identify ways in which enquiry into religion/belief is similar to or different from other forms of enquiry (e.g. history or science). Organise and analyse material. Construct moral and philosophical arguments using appropriate reasoning. Identify some of the 'big questions' raised by human experience and begin to compare and contrast answers from different perspectives.
Reflection	<ul style="list-style-type: none"> Respond to quiet and stillness. Reflect carefully their own and others' experience. Develop in thought, feeling and imagination by literature and the expressive arts. Develop their thoughts, feelings and opinions in the light of their work in RE. 	<ul style="list-style-type: none"> Respond to quiet and stillness with increasing awareness of why times of quiet are important for people. Reflect carefully their own and others' experience, showing increasing ability to listen to others with sensitivity and empathy. Show awareness and understanding of thought, feeling and imagination by literature and the expressive arts. Modify their thoughts, feelings and opinions in the light of their work in RE. 	<ul style="list-style-type: none"> Identify and respond to a range of opportunities for reflecting on spiritual and moral issues. Give a personal response or opinion with increasing confidence. Show awareness of different perspectives and a readiness to modify/develop their ideas. Interpret in thought, feeling and imagination by literature and the expressive arts. Respond appropriately emotion and reason. Identify ambiguity or uncertainty, explaining their reasons. Begin to understand and do 'philosophy' as a means of pursuing truth and understanding.

<p>Empathy</p>	<ul style="list-style-type: none"> Express their own feelings. Share their experiences with others. Listen to other pupils' beliefs and values and respond sensitively. 	<ul style="list-style-type: none"> Express consideration of others views. Imagine what others feel in different situations. 	<ul style="list-style-type: none"> Identify a range of feelings associated with different situations. Contrast their own reactions with those of others.
<p>Application/Synthesis</p> <p>UC- 'Understanding the Impact'</p>	<ul style="list-style-type: none"> Talk about the 'message' of stories and teachings for their own lives. Identify the difference that religious beliefs and practices make to people's lives, including their own. Make simple links between their own experience and concepts in RE, or vice versa (e.g. they apply their own experience of celebration to religious celebration; they apply the fact that people wear special clothing associated with their faith to their own experience of clothing worn for special reasons). Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities. Give at least three examples of how Christians put their beliefs into practice in church worship. 	<ul style="list-style-type: none"> Apply themes, issues and teachings in RE to their own and others' experiences, attitudes and behaviour. Identify the impact of religious beliefs and practices on the lives of individuals and groups. Make links between the 'big questions' of life and the questions addressed/explored by religions. Make links between different areas of learning in RE so that their understanding of key concepts is developed (e.g. they gain understanding of 'worship' or 'ritual' by applying knowledge and understanding gained in one context to another). Make simple links between different areas of learning in RE (e.g. they apply what they know about Christian beliefs to a Christian place of worship, or the meaning of light in one context to the symbol of light in another). Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities. Describe how Christians show their beliefs in worship and in the way they live. 	<ul style="list-style-type: none"> Apply their understanding of religious and philosophical beliefs. Teachings and practices to a range of ultimate questions and ethical issues, including to their own viewpoint. Identify the impact of faith/belief on individuals, societies, cultures and events. Identify personal costs, challenges and tensions of adhering to faith in the contemporary world. Make clear connections between Bible texts and concepts studied with what Christians believe, how Christians worship and how Christians behave in their whole lives, their church communities, and in the wider world. Show how Christians put their beliefs into practice in different ways, for example in different denominations.

<p>Expression/Communication</p>	<ul style="list-style-type: none"> • Talk about their own thoughts, feelings, beliefs and values and allow others the right to express themselves. • Express their ideas in non-verbal ways, such as art & design, music and dance, drama and role play. • Respond to varied forms of expression used by others, including those found in religion (e.g. objects, dress, gesture). • Recognise that particular forms of spoken language are often used in religion (e.g. prayers, chants). • Talk about the 'meaning' of stories. • Recognise when appropriate language and behaviour is called for in special places or situations (e.g. inside a sacred building, in a ceremony or act of worship). 	<ul style="list-style-type: none"> • Make links between their own thoughts, feelings, beliefs and values and those of others. • Begin to distinguish between potentially confrontational modes of expression and 'dialogue', and understand the need for dialogue between people of different faiths/beliefs or different traditions within the same faith. • Begin to compare and contrast distinctive forms of expression (verbal and non-verbal) that are characteristic of different traditions, with some demonstration of an understanding of the reasons. • Become increasingly adept at interpreting meaning in a range of expressions (e.g. stories and other literature, art & design, ritual, music, dance and drama) including self-expression through creative means. 	<ul style="list-style-type: none"> • Express their own thoughts, feelings, beliefs and values and raise questions on important issues with reason, justification and sensitivity. • Pursue philosophical questions in a sustained way (e.g. as a reasoned argument or in a 'community of enquiry'). • Enter into dialogue with others and recognise the importance of interfaith dialogue in today's world. • Identify some of the different features that make up the 'language' of religion (e.g. myth, ritual, symbol, liturgy, and the arts). Interpret texts and other sources, recognising both the power and limitations of language and other forms of communication in expressing ideas and beliefs.
<p>Interpretation/Discernment</p> <p>UC - 'Making Sense of the Text'</p>	<ul style="list-style-type: none"> • Use some religious words and phrases to recognise and name features of religious life and practice. • Recall stories from different faith/beliefs traditions. • Talk about what information could be used. • Identify how religion is expressed in different ways. • Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible. • Identify at least two different types of texts from the Bible; for example, examples of a story, a parable, a gospel account of Jesus' life, and instructions about how to behave. • Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation. • Give clear, simple accounts of what the 	<ul style="list-style-type: none"> • Recognise the similarities and differences in the way the information is gathered and expressed. • Ask important questions about religions and beliefs. • Make links between their own attitudes and behaviours and those of different religions/beliefs. • Use a developing range of religious vocabulary. • Show understanding of the sources /texts used by religions. • Order at least five key concepts within a timeline of the Bible's 'big story'. • List two distinguishing features of at least three different types of biblical text, for example, Gospel, parable, letter. • Make clear links between biblical texts and the key concepts studied. • Offer suggestions about what texts might mean and give examples of what the texts 	<ul style="list-style-type: none"> • Suggest meanings from a variety of sources of religious, moral and spiritual expression. • Interpret sources and arguments that are used in different ways by different traditions. • Interpret significance of different forms of religions, spiritual and moral expression. • Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied. • Identify at least five different types of biblical texts, using technical terms accurately. • Explain connections between biblical texts and the key concepts studied, using theological terms. • Taking account of the context(s), suggest meanings for biblical texts studied and compare their ideas with ways in which

	texts mean to Christians.	studied mean to some Christians.	Christians interpret biblical texts, showing awareness of different interpretations.
Evaluation/Analysis UC - 'Making Connections'	<ul style="list-style-type: none"> • Weigh up the worth or relevance of qualities, attitudes, behaviour, values and opinions, including their own. • Recognise what is deeply important to themselves and others, or has impact on their lives. • Distinguish between big 'open' questions and questions that have a straightforward answer. • Explain what they think they gain by learning in various ways in RE (e.g. by making a visit or meeting a visitor). • Think, talk and ask questions about whether the text has something to say to them, exploring different ideas. 	<ul style="list-style-type: none"> • Explain the worth or relevance of qualities, attitudes, motives, behaviour, values and opinions, including their own. • Account for what is deeply important to themselves and others or has impact on their lives. • Identify profound questions about life and the world and show awareness of some different responses to them. • Explain what they have learned in RE, how they learned it, and how effective/valuable this was. • Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live. • Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly. 	<ul style="list-style-type: none"> • Show reasoned and balanced viewpoints when considering their own and others' responses to spiritual and moral issues. · Evaluate the impact of religion/belief, personally, locally or globally. • Evaluate the efficacy of moral and philosophical arguments. • Identify the advantages/ disadvantages or strengths/ weaknesses of different modes of enquiry in RE. • Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses. • Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.

Driver words - these will be placed in the inside front cover of pupils' RE books, on the RE area and should be reference underneath each objective

Key words from the RE Agreed Syllabus Assessment Grid	
NB These steps are shown in the pyramid in the Agreed Syllabus with Step 1 at the bottom of the pyramid.	
Step 1	Recall, Observe, Notice
Step 2	Retell, Ask (Opinion), Respond
Step 3	Describe, Respond, Opinion
Step 4	Linking Ideas, Express, Apply
Step 5	Connect, Explain, Investigate
Step 6	Evaluate, Express, Enquire, Interpret

Godly Play Cycle

Year	Autumn	Spring	Summer
A (2023/24)	Moses	Eucharist	Good Samaritan
B (2024/25)	Joseph	Easter	Parable of the pearl
C (2022/23)	Holy Family	Good Shepherd	Abraham

