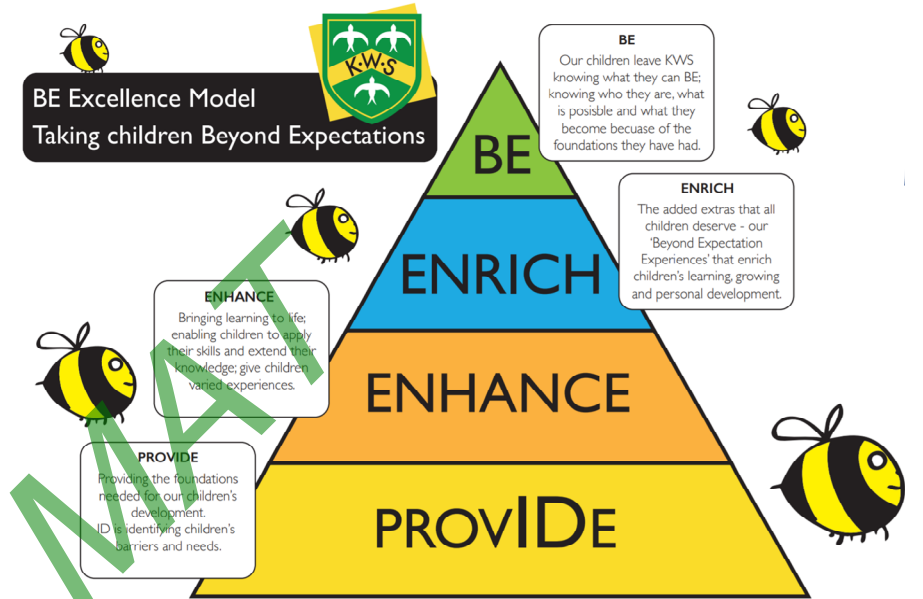


Kirkby Woodhouse School: R.E School Curriculum Intent

At Kirkby Woodhouse School our R.E curriculum will provide children with the essential knowledge and understanding of religions and worldviews, give opportunities to express ideas and gain insights into these religions and worldviews and gain and deploy the skills needed to learn from religions and worldviews. It is designed to facilitate children knowing more and remembering more within a framework that encourages challenge, opportunity, ambition and participation. It will PROVIDE children with a clear pedagogical structure which allows them to acquire new learning. This is informed by the Nottinghamshire Agreed Syllabus for R.E as 2021-2026. We have adapted it to meet the specific needs of our community. To allow children to remember more and learn more, using the Nottinghamshire Agreed Syllabus for R.E at Kirkby Woodhouse School provides us with a robust and adaptable framework within which cross-curricular learning and meaningful real-life experiences can happen. Teachers ENHANCE learning experiences through linking learning across multiple subject areas, providing exciting and engaging learning opportunities and providing opportunities for children to work collaboratively. The curriculum ENRICHES learning experiences through offering pupils the chance to visit local places of worship as well as having visitors in school to offer in-depth insights into world religions and worldviews. This helps us to support learning within the classroom; these opportunities are extended from Early Years through to Year 6. Profound Personal Development will be the heart of all teaching and learning where children are taught to take care of themselves, each other and the world around us. Through our High-5 Values, this “Take Care” language is central to our conversations with all stakeholders, and this allows children, staff, parents and governors to work together to ensure that our Take Care ethos helps us live out the things we have learned in our everyday lives. Through a model of PROVIDING, ENHANCING AND ENRICHING learning experiences, and embedding a Take Care ethos within our community, we support our children to go Beyond Expectations and BE the best they can be.



Our current curriculum intent

At the heart of our curriculum is our core purpose - the profound personal development of our children, which is about enabling our children to discover not just who they are, but they can become and what is possible.



To enable our children to learn and discover how these shape us as people and to enable our children to develop academically and personally, we provide our children with ...

A community of opportunity and ambition

A community of participation

... 'Beyond Expectation' opportunities and experiences in and out of the classroom that enrich children's learning to enable them to develop, grow and progress academically and personally regardless of their background, needs or academic ability; to learn about themselves, each other and the world around them; to learn about who they are, what they become and what is possible; to encourage them to be the best they can be (we like to say, be the best you can be, not the best in the world, but the best version of you); to prepare them for their future.

So, in short, our curriculum intent always comes back to our children - what do our children need to be the best they can be and to see what is possible; what do our children deserve so they can be the best they can be and see what is possible; how are we going to do this ...



Skills Progression Document

The Aim of RE in Nottingham City and Nottinghamshire

The curriculum for religious education aims to ensure that all pupils:

A. Know about and understand a range of religions and worldviews, so that they can:

- 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 wisdom¹ found in religions and worldviews;
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

B. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- 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 religion².

C. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- 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.

R.E Toolkit – Whole School

	Knowledge and Understanding	Expressing Ideas	Mission and Response
Nursery	<ul style="list-style-type: none"> Continue to develop positive attitudes about the differences between people. (UTW) 		<ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. (PSED)
Reception	<ul style="list-style-type: none"> Understand that some places are special to members of their community. (UTW) Recognise that people have different beliefs and celebrate special times in different ways. (UTW) Talk about the lives of the people around them and their roles in society. (UTW – PP) Understand the past through settings, characters and events encountered in books read in class and storytelling. (UTW – PP) 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. (UTW – PC) 	<ul style="list-style-type: none"> See themselves as a valuable individual. (PSED) Talk about member of the immediate family and community. (UTW) Name and describe people who are familiar to them. (UTW) 	<ul style="list-style-type: none"> Think about the perspectives of others. (PSED) Show sensitivity to their own and others' needs/ (PSED - BR)
Year 1	<ul style="list-style-type: none"> Remember a religious story and talk about it Use the right names for things that are special to Religious people (eg Christians, Jews) Recognise religious art, symbols and words and talk about them 	<ul style="list-style-type: none"> Talk about what you find interesting or puzzling Talk about things that happen to them Talk about what is important to them and to other people 	<ul style="list-style-type: none"> Talk about how we can learn from religious texts. Respond to religious texts by drawing simple pictures.
Year 2	<ul style="list-style-type: none"> Re-tell a religious story and say some things that people believe Talk about some of the things that are the same for different religious people Say what some Christian (Muslim, etc) symbols stand for and say what some of the art (music, etc) is about 	<ul style="list-style-type: none"> Ask about what happens to others with respect for your feelings Talk about some things in stories that make people ask questions Talk about what is important to them and to others with respect for your feelings 	<ul style="list-style-type: none"> Talk about how we can learn from religious texts. Respond to religious texts by drawing simple pictures Link things that are important to us and other people with the way you think and behave
Year 3	<ul style="list-style-type: none"> Describe what a believer might learn from a religious story Describe some of the things that are the same and different for religious people 	<ul style="list-style-type: none"> Use religious words to describe some of the different ways in which people show your beliefs Compare some of the things that influence them with those that influence other people Ask important questions about life and compare your ideas with those of other people Link things that are important to us and other people with the way you think and behave 	<ul style="list-style-type: none"> Represent the ways in which we can learn from religion through creating artwork, poetry or other writing. Agree a mission as a class, group or individual to demonstrate the impact religious stories have on our lives.
Year 4	<ul style="list-style-type: none"> Make links between the beliefs (teachings, sources, etc.) of different religious groups and show how you are connected to believers' lives Use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups 	<ul style="list-style-type: none"> Express religious beliefs (ideas, feelings, etc) in a range of styles and words used by believers and suggest what you mean Ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced us and others Ask questions about the meaning and purpose of life, and suggest a range of answers which you might give well as members of different religious groups or individuals Ask questions about the moral decisions we make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs / values 	<ul style="list-style-type: none"> Represent the ways in which we can learn from religion through creating artwork, poetry or other writing. Agree a mission as a class, group or individual to demonstrate the impact religious stories have on our lives.
Year 5	<ul style="list-style-type: none"> Suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality Describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities 	<ul style="list-style-type: none"> Use a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious, spiritual and moral expression found within and between religions Give your own and others' views on questions about who we are and where we belong, and on the challenges of belonging to a religion. Give a personal view of what inspires and influences us Ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth in our lives. Ask questions about things that are important to us and to other people and suggest answers which relate to our own and others' lives 	<ul style="list-style-type: none"> Represent the impact of religious stories on our own points of view through a variety of different mediums (songs, poetry, artwork, drama etc.). Create responses to religious texts that have a direct impact on our school life and community (raising money for charity or raising awareness of issues that are important to us).
Year 6	<ul style="list-style-type: none"> Describe what a believer might learn from a religious story Describe some of the things that are the same and different for religious people 	<ul style="list-style-type: none"> Use religious words to describe some of the different ways in which people show your beliefs Compare some of the things that influence them with those that influence other people Ask important questions about life and compare your ideas with those of other people Link things that are important to us and other people with the way you think and behave 	<ul style="list-style-type: none"> Represent the ways in which we can learn from religion through creating artwork, poetry or other writing. Agree a mission as a class, group or individual to demonstrate the impact religious stories have on our lives.



R.E Learning Ladder – Reception

Knowledge and Understanding		Expressing Ideas		Mission and Response	
<ul style="list-style-type: none"> Understand that some places are special to members of their community. (UTW) Recognise that people have different beliefs and celebrate special times in different ways. (UTW) Talk about the lives of the people around them and their roles in society. (UTW – PP) Understand the past through settings, characters and events encountered in books read in class and storytelling. (UTW – PP) 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. (UTW – PC) 		<ul style="list-style-type: none"> See themselves as a valuable individual. (PSED) Talk about member of the immediate family and community. (UTW) Name and describe people who are familiar to them. (UTW) 		<ul style="list-style-type: none"> Think about the perspectives of others. (PSED) Show sensitivity to their own and others' needs/ (PSED - BR) 	
Topic Title		Topic Title		Topic Title	
All About Me and Celebrations!		The World Around Us and Down on the Farm		Into The Woods	
<p>Enquiry Question: Belonging: Who are we and how do we belong? (F5) Which stories are special and why? (F1) Which people are special and why? (F2) Which times are special and why? (F4)</p>		<p>Enquiry Question: Which stories are special and why? (F1) Which people are special and why? (F2) Our wonderful world: How can we care for living things and the Earth?</p>		<p>Enquiry Question(s): Which stories are special and why? (F1) What times are special and why? (F4)</p>	
<p>Enrichment Experiences New birth, Birthdays, Harvest, Wedding at Local Church, Remembrance, Diwali, Diwali Dance, Divas, Christmas, Story Bags, Christmas cards, Christmas songs and poems The Nativity Performance</p>		<p>Experiences: Chinese New Year – similarities and difference to our new year, Chinese customs. Shrove Tuesday (Pancake Day) Easter – Easter Bonnets, hatching eggs, new beginnings, new life.</p>		<p>Experiences: Eid El Fitr - How do people celebrate Eid? Eid feast – fasting during the day.</p>	
<p>Religious story to study: Rama and Sita, BBC Let's Celebrate 'Diwali', 'Remembrance Day', The Christmas Story The Nativity</p>		<p>Religious story to study: Let's Celebrate – Chinese New Year, Day of the Donkey</p>		<p>Religious story to study: The Bible – The Parable of the Sower</p>	



Skills Progression Document

Key Stage 1 RE

The Focus of RE for KS1 enables children to develop their knowledge and understanding of religions and worldviews. They find out about simple examples of religion that are drawn from local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas. The RE curriculum is engaging and interactive, using story, music, drama, activity, teamwork, thinking structures and language work to enable deepening engagement from every child.

The aim of RE is expressed in age appropriate outcomes for most 7 year olds.

Specifically pupils should be taught to:

Know about and understand religions and worldviews	Express ideas and insights into religions and worldviews	Gain and deploy the skills for learning from religions and worldviews
A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	B1. Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	C2. Find out about and respond with ideas to examples of co-operation between people who are different.
A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	B3. Notice and respond sensitively to some similarities between different religions and worldviews.	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.



Skills Progression Document

R.E Learning Ladder – Year One

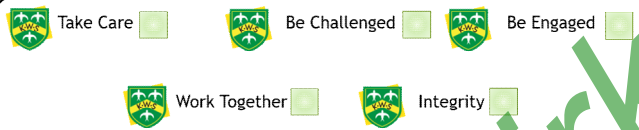
Knowledge and Understanding		Expressing Ideas		Mission and Response			
<ul style="list-style-type: none"> Remember a religious story and talk about it Use the right names for things that are special to Religious people (E.g. symbols, festivals, places of worship). Recognise religious art, symbols and words and talk about them 		<ul style="list-style-type: none"> Talk about what you find interesting or puzzling Talk about things that happen to them Talk about what is important to them and to other people 		<ul style="list-style-type: none"> Talk about how we can you can learn from religious texts. Respond to religious texts by writing or drawing simple pictures. 			
Celebrations and festivals		Myself and Caring for Others		Beliefs and teachings		Symbols in religious worship and practice. (Possible Church or synagogue visit)	
Enquiry Question: <i>"Who celebrates what and why?"</i>		Enquiry Question: <i>"How do we show we care for others?"</i>		Enquiry Question(s): <i>"What can we learn from the stories of Jesus?"</i> <i>"What difference do religious stories make to people's lives?"</i>		Enquiry Question: <i>"In what ways are churches/synagogues important to believers?"</i>	
Key outcomes: Know that festivals happen for a religious reason or because of historical tradition. Know that there are similarities in the way many people celebrate different festivals. Understand the frequency with which some key festivals happen.		Key outcomes: Talk about how people are unique and individuals but that we share commonalities. Understand that characteristics such as kindness, generosity and sharing are universally positive beliefs. Know the story of the "Lost Sheep" or 'The Good Samaritan' and it's importance for learning about caring for others.		Key outcomes: Know that the stories of Jesus teach us how to care for each other. Know that living like Jesus is important to Christians because they believe that Jesus is God come to earth with the power to help people in many ways.. Be able to re-tell a story that Jesus told or a story about Jesus that demonstrates caring for others.		Key outcomes: Know where Jewish and Christian people worship. Know and name symbols and artefacts found in churches and synagogues. Know that special celebrations take place in holy buildings e.g. Weddings and Funerals	
Religious story to study: Hanukkah and Christmas		Religious story to study: The Lost Sheep/ The Good Samaritan – Christianity		Religious story to study: Feeding of the 5000 and a parable – The lost coin etc Easter		Religious story to study: Talk about the two sacred texts – The Torah and the Bible.	
Project Response: Linked to Bonfire Night/Guy Fawkes topic.		Project Response: God's Good Earth? – Whole School Art Project		Project Response: A picture of me with the ways in which I care for others.		Project Response: Visit to the church – Unit taught by Hazel	

Religious Education

Year 1



The Good Samaritan



Once upon a time, a Jewish man was on his way to Jericho, carrying his goods with him. Suddenly some thieves came to him. They beat him and took all his belongings. The man was badly injured. He was so injured that he could not even get up.

After some time, a Jewish priest passed by him. He was a religious man who worshipped God. The priest could have helped the wounded man but he walked past. A little while later, the priest's assistant – a Levite – came walking down the road. He could have helped the wounded man lying there but he walked past.

Then a Samaritan came who lived in Palestine. The Samaritans and Jews considered each other enemies. The Samaritan stopped to help the wounded man. First of all, he bandaged the injured man's wounds. Then the Samaritan took him to a place where he could be safe. The Samaritan then arranged for a man to take care of him also paid for his treatment.

Vocabulary

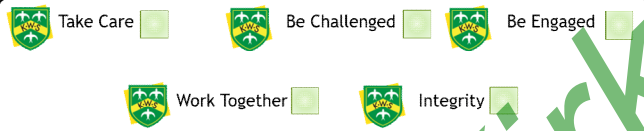
parable	A story that teaches a lesson or a moral.
Jericho	A city in Palestine. It is claimed to be the oldest city in the world.
Palestine	A country in the Middle East near the Dead Sea.
Samaritan	A person who does good things for other people.
Levite	Someone who works in the Jewish Temple and believes in God.
Priest	An important person in a church/temple who believes in God and tells others how to live their lives as God instructs.
Gospel	A story or teaching told by Jesus.

Religious Education

Year 1



The Nativity



Around 2,000 years ago a young woman from the town of Nazareth named Mary was visited by an angel named Gabriel. Gabriel told Mary that she would have a son named Jesus and that he would be the Son of God. At this time, Mary was engaged to her soon-to-be husband Joseph. The angel Gabriel visited Joseph and told him that Mary would have a son named Jesus who would save the people from their sins.

Mary and Joseph had to travel to Bethlehem because of an order from the Roman emperor that a census of all people, be taken in their hometown. After traveling on a donkey for several days, Mary and Joseph arrived in Bethlehem and were told that there were no places to stay. The inns were full. Seeing that Mary was pregnant, an owner of an inn told Joseph that they could stay in his stable.

Mary and Joseph settled down on the hay in a stable with animals sleeping. That night, Jesus was born in the stable and placed in a manger.

During this time, an angel appeared to shepherds who were watching their flocks in the fields near Bethlehem. The angel told them the good news of the birth of the Jesus. The shepherds went to find baby Jesus.

After some time, three wise men saw the brilliant star in that sky that rested over where Jesus was born. The three wise men travelled from a distant eastern country to find the new king. During the wise men's trip, Herod the king of Judah met with the wise men and told them to come back and let him know where the baby king was so that he could go worship him as well. The wise men continued to Bethlehem and found Jesus right where the star pointed. They knelt and worshipped the Saviour and gave him gifts of gold, frankincense, and myrrh. They then travelled back home a different way knowing that King Herod was not intending to worship Jesus but that he planned to kill the baby.

Vocabulary

Nativity

The story in the Christian Bible that tells of Jesus's birth.

Gabriel

An angel sent to Earth by God to give messages to people.

Nazareth

The town where Mary and Joseph live.

Bethlehem

A big town that Mary and Joseph had to travel to for the census.

Census

A process where people are counted to find out how many people are living in a particular place.

Herod

The King of Judah. He orders for Jesus to be killed when he hears that a new king has been born.

Manger

A trough normally filled with hay for animals to eat from.



Skills Progression Document

R.E Learning Ladder – Year Two

Knowledge and Understanding		Expressing Ideas		Mission and Response	
<ul style="list-style-type: none"> Re-tell a religious story and say some things that people believe Talk about some of the things that are the same for different religious people Say what some Christian (Muslim, etc) symbols stand for and say what some of the art (music, etc) is about 		<ul style="list-style-type: none"> Ask about what happens to others with respect for your feelings Talk about some things in stories that make people ask questions Talk about what is important to them and to others with respect for your feelings 		<ul style="list-style-type: none"> Talk about how we can learn from religious texts. Respond to religious texts by writing or drawing Link things that are important to us and other people with the way you think and behave 	
Leaders	Believing	Belonging	Stories		
Enquiry Question: <i>“What makes some people inspiring to others?”</i>	Enquiry Question: <i>“What do Jewish people believe about God, creation, humanity and the natural world?”</i>	Enquiry Question: <i>“What does it mean to belong to the Christian religion?”</i>	Enquiry Question(s): <i>“How and why are some stories important to both Jews and Christians?”</i> <i>“What can we learn from the stories in the Bible and the Torah?”</i>		
Key outcomes: Know that Moses was a great leader for Jewish people and that he was guided by God. Express what makes a good and inspiring leader. Re-tell a story of Moses and reflect on his leadership.	Key outcomes: Re-tell the creation story Know and understand Shabbat and the link between shabbat and creation. Express their own ideas about God How do they show their beliefs?	Key outcomes: Understand the meaning of community and describe communities we belong to. Express creatively an representation of “who I am”. Understand baptism and the idea of being welcomed into the Christian community	Key outcomes: Re-tell the story of Noah. Understand the behaviour of important religious characters. Express ideas about key attributes of religious characters (courageous, trustworthy etc.) and why these are important to religious and non-religious people.		
Religious story to study: Baby in the Bulrushes, Burning Bush, Ten plagues etc.	Religious story to study: Creation Story and Shabbat	Religious story to study: Jesus’s Baptism in the River Jordan	Religious story to study: Noah’s Ark – Revisit from Nursery		
Project Response:	Project Response:	Project Response: God’s Good Earth? – Whole School Art Project	Project Response:		

Religious Education

Year 2



Noah's Ark

During Noah's lifetime, people were acting very wickedly.

This made God unhappy. It made Him sad because people seemed to be thinking more about themselves than about God. Noah, however, was a good man. He loved and obeyed God.

God told Noah to build an ark and Noah followed God's plan. Noah's neighbours laughed at him because there wasn't any water in the desert where they lived. But God told Noah that a great flood was coming. Noah tried to warn the people to change their ways so that they could hear God too but they wouldn't listen. They just kept on with their selfish lives.

God asked Noah to collect two of all the creatures of the earth and bring them into the ark. Pairs of each kind of animal were put safely inside the ark before it began to rain.

Then it rained for forty days and forty nights. Soon the earth was covered with water. After 150 days, Noah sent a dove to find dry land. A few days later, it came back with an olive branch. Now Noah knew that the water was low enough for a tree branch to show and it was soon time to get off the ark.

Take Care Be Challenged Be Engaged
Work Together Integrity

Vocabulary

ark	A large boat.
olive branch	The branch of an olive tree. Olives are a fruit that grow in the Middle East
Old Testament	The first part of the Christian Bible that contains ancient stories taken from the Jewish Bible.
prophet	A person who is chosen by God and teaches others about how to live their lives.
dove	A type of bird. It is often referred to as a bird of peace.
Genesis	The first book of the Hebrew Bible and the Christian Old Testament.

Religious Education

Year 2



The Creation Story

Genesis

In the beginning there was no earth or sky or sea or animals. And then God spoke in the darkness: "Let there be light!" And was light. "That's good!" said God. "From now on, when it's dark it will be 'night' and when it's light, it will be 'day'." The evening came and the night passed and then the light returned. That was the first day.

On the second day, God made the earth and over it He carefully hung a vast blue sky. He stood back and admired His creation. "That's good too!" said God and the second day was over.

On the third day, God put all the water in one place and all the dry land in another. When He had finished that, God made plants to cover the land. All sorts of trees and grasses began to grow.

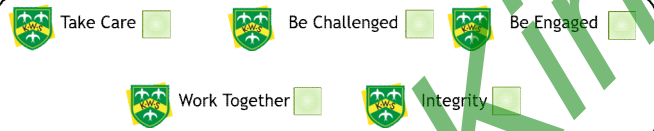
On the fourth day, God looked around and thought, "The daylight still needs a bit more work and the night is just too dark." So, He made the sun to light the sky during the day and the moon and stars to add a bit of sparkle to the night. He hung them in the sky and stepped back to look at his work. "This is coming along very well," said God.

On the fifth day, God turned his attention to the water he had collected in the oceans. "I want these waters teeming with life!" As soon as He said it, it was so. In no time, there were millions of small fish darting through the shallow water and huge fish swimming in the ocean. God made birds, too. He sent them soaring through the air. "Ahh, that IS good!" said God.

On the sixth day, God added creatures to the land. He made everything from ants to zebras. But He still felt something was missing. So God added Mankind to enjoy and take care of all that He had created. God looked around and was happy with all He had made.

After six days, the whole universe was completed.

On the seventh day God had a nice long rest and enjoyed looking at all He had made.



Vocabulary

Genesis

The first book of the Hebrew Bible and the Christian Old Testament.

Old Testament

The first part of the Christian Bible that contains ancient stories taken from the Jewish Bible.

God

The supreme being that is worshipped by Jewish, Christian, and Muslim people.

Wonder

Why do Christians and Jewish people think it is important to rest on one day of the week?



Skills Progression Document

Key Stage 2 RE

The Focus of RE for KS2 enables pupils to extend their knowledge and understanding of religions and worldviews³, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas thoughtfully and creatively in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

The aim of RE is expressed in age appropriate outcomes for most pupils at age 11

Specifically, pupils should be taught to:

Know about and understand religions and worldviews	Express ideas and insights into the significance of religion and worldviews	Gain and deploy skills for engaging with religions and worldviews
A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;	B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities;	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;	B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;	C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect;
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.	C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.



R.E Learning Ladder – Year Three

Knowledge and Understanding		Expressing Ideas		Mission and Response			
<ul style="list-style-type: none"> Describe what a believer might learn from a religious story Describe some of the things that are the same and different for religious people 		<ul style="list-style-type: none"> Use religious words to describe some of the different ways in which people show your beliefs Compare some of the things that influence them with those that influence other people Ask important questions about life and compare your ideas with those of other people Link things that are important to us and other people with the way you think and behave 		<ul style="list-style-type: none"> Represent the ways in which we can learn from religion through creating artwork, poetry or other writing. Agree a mission as a class, group or individual to demonstrate the impact religious stories have on our lives. 			
Beliefs and Questions		Religion, family and community: Prayer		Worship and Sacred Places		Inspirational people from the past	
<p>Enquiry Question: <i>“How do Christian people’s beliefs about God, Jesus, the world and others have an impact on their lives?”</i></p>		<p>Enquiry Question: <i>“How do religious communities practice their faith?” (Prayer)</i></p>		<p>Enquiry Question: <i>“Where, how and why do people worship?” (Visit to Annesley Church)</i></p>		<p>Enquiry Question: <i>“What can we learn from inspiring people in sacred texts and in the history of religions?”</i></p>	
<p>Key outcomes: Know and understand key stories that form festivals in the Christian calendar e.g. Harvest, Pentecost, Easter and Christmas</p> <p>Express key ideas that link Christian stories and festivals such as love, generosity, patience etc. (Christian Aid)</p> <p>Know some key Christian ideas such as the crucifixion, the resurrection, the immaculate conception</p>		<p>Key outcomes: Know that praying is communicating with God/Allah and the processes of praying.</p> <p>Understand that Muslims Pray 5 times a day.</p> <p>Know and understand that prayer can be part of a community in a place of worship or alone.</p> <p>Understand the themes of common prayers including where and why people pray.</p>		<p>Key outcomes: Know the names of places of worship for Christian, Muslim and Hindu people. Church, mosque and mandir.</p> <p>Understand why religious buildings contain certain key features and link them to beliefs about God. E.g. The font and the baptism of Jesus</p> <p>Express why having a space to worship and pray to God is important.</p>		<p>Key outcomes: Know about the lives of Moses, Jesus and Muhammad [PBUH] and understand why they are important leaders and affect how people live their lives (Link to Year 2)</p> <p>Explain why people are inspirational and link key features to inspirational leaders from religious history.</p> <p>Reflect on which values we can learn from inspirational people to impact our own way of living.</p>	
<p>Religious story to study: Harvest, Christmas Easter (Link to KS1) The fruit of the Spirit</p>		<p>Religious story to study: The Lords’ Prayer</p>		<p>Religious story to study: None</p>		<p>Religious story to study: The Exodus</p>	
<p>Project Response: God’s Good Earth? – Whole School Art Project</p>		<p>Project Response:</p>		<p>Project Response: Visit to the church – Unit taught by Hazel</p>		<p>Project Response:</p>	

Religious Education

Year 3



The Story of Moses

Exodus

Before Moses led God's people out of Egypt, Pharaoh, the king of Egypt, would not let the people go and they remained slaves. Because of Pharaoh's unwillingness to free the Israelites, God brought ten different plagues on Egypt. The people and animals in Egypt were all hurt by these plagues. After seeing how powerful God was, Pharaoh finally decided to let God's people go after the tenth and final plague.

Moses and the Israelites worshiped God that night and thanked Him for delivering them from slavery. The next day, Moses led the Israelites out of Egypt toward the Red Sea. After they had already left, Pharaoh changed his mind and did not want to let them go! So he sent out his armies and chariots to capture them and bring them back to Egypt. When the Israelites realized that Pharaoh's men were about to get them, they were very scared because they were trapped at the Red Sea.

Then Moses picked up his staff and raised his hand and God performed a miracle! He split the Red Sea so the Israelites would be able to get safely across. Once God's people were safely across to the other side, the chariots chased them, and when they were in the middle of the sea the water came crashing down on them. Moses and the Israelites rejoiced and praised God for this victory. Then Moses led them in the Sinai Wilderness for 40 years.



Take Care



Be Challenged



Be Engaged



Work Together



Integrity



Vocabulary

Genesis

The first book of the Hebrew Bible and the Christian Old Testament.

Old Testament

The first part of the Christian Bible that contains ancient stories taken from the Jewish Bible.

God

The supreme being that is worshipped by Jewish, Christian, and Muslim people.

Israel

A country in the Middle East. It is the country where Moses's people were taken from.

Pharaoh

The ruler/king of Ancient Egypt.

Exodus

Where many people leave one place.

plague

A disease or swarm of insects that causes lots of damage.

Religious Education

Year 3



The Resurrection

Easter

Easter commemorates the resurrection of Jesus Christ. It is the most important Christian festival, and the one celebrated with the greatest joy.

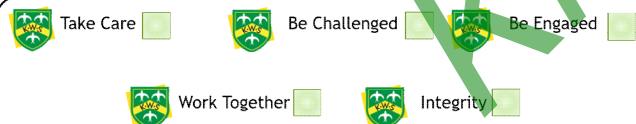
On Maundy Thursday, Jesus sat down with his disciples to have the Last Supper. At the Last Supper, Jesus gave his disciples bread and wine. During the meal Jesus told his disciples that he knew that one of them would betray him. Later that evening, he was arrested by Roman soldiers and sentenced to death. Judas, one of Jesus's disciples had betrayed him for 30 pieces of silver.

On Good Friday, Jesus Christ was executed by crucifixion. He was forced to carry a wooden cross and wear a crown of thorns on his way to be crucified. His body was nailed to the cross and he died alongside two thieves also sentenced to death.

His body was taken down from the cross, and buried in a cave. The tomb was guarded and an enormous stone was put over the entrance, so that no-one could steal the body.

On the following Sunday, some women visited the grave and found that the stone had been moved, and that the tomb was empty. Jesus himself was seen that day, and for days afterwards by many people. His followers realised that God had raised Jesus from the dead.

After 40 days, Jesus finally rose to Heaven. This is called the ascension.



Vocabulary

New Testament

The second part of the Christian Bible that documents the life and teachings of Jesus and his followers.

disciple

A follower of Jesus. Jesus had 12 disciples in total.

Judas

One of Jesus disciples. He betrayed Jesus for 30 pieces of silver.

crucifixion

A method of punishment used in Ancient times to punish criminals.

resurrection

Being brought back to life from being dead.

ascension

Rising from the Earth to Heaven.

Communion

A type of Christian worship where bread and wine are shared in memory of the Last Supper.

Garden of Gethsemane

The place where Jesus is arrested.



R.E Learning Ladder – Year Four

Knowledge and Understanding		Expressing Ideas		Mission and Response
<ul style="list-style-type: none"> Make links between the beliefs (teachings, sources, etc.) of different religious groups and show how you are connected to believers' lives Use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious or humanist groups 		<ul style="list-style-type: none"> Express religious beliefs (ideas, feelings, etc) in a range of styles and words used by believers and suggest what you mean Ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced us and others Ask questions about the meaning and purpose of life, and suggest a range of answers which you might give well as members of different religious groups or individuals Ask questions about the moral decisions we make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs / values 		<ul style="list-style-type: none"> Represent the ways in which we can learn from religion through creating artwork, poetry or other writing. Agree a mission as a class, group or individual to demonstrate the impact religious stories have on our lives.
The journey of life and death	Symbols of religious expression	Spiritual Expression	Religion, family, community, worship and celebration	
<p>Enquiry Question: <i>"Why do some people think that life is like a journey?"</i> <i>"What do different people think about life after death?"</i></p>	<p>Enquiry Question: <i>"How do people express their religious and spiritual ideas on pilgrimages?"</i></p>	<p>Enquiry Question: <i>"Christian music and worship: what can we learn from religious music?"</i></p>	<p>Enquiry Question: <i>"How do Hindu families practise their faith?"</i></p>	
<p>Key outcomes: Understand that religious people see life as a journey.</p> <p>Identify key points in our lives as part of our life journey e.g. birth, adulthood, marriage, having children, death.</p> <p>Understand the idea of reincarnation and what this looks like in different religions and how these are similar/different.</p>	<p>Key outcomes: Understand that religions identify special places through their history and that believers make pilgrimages to experience being closer to God.</p> <p>Express why making a pilgrimage can change people's lives.</p> <p>Understand what makes a pilgrimage different to visiting a tourist attraction. What religious principles underpin this? E.g. awe, wonder</p>	<p>Key outcomes: Know and understand that music and worship are linked through specific occasions e.g. Christmas Carols.</p> <p>Know that Psalms and spiritual music has a religious lyrical context and are use to express beliefs about God. E.g. love, joy etc.</p> <p>Express which pieces of music are important to them personally and how it allows them to reflect on their personal spirituality.</p>	<p>Key outcomes: Re-tell the story of Rama and Sita and understand it's importance to Hindu people.</p> <p>Know the names of Hindu Gods and Goddesses.</p> <p>Understand some aspects of how Hindu people worship and practice their beliefs.</p> <p>Explain some similarities between Hindu and Christian beliefs.</p>	
<p>Religious story to study:</p> <p>Beliefs regarding birth, marriage and life after death</p>	<p>None</p>	<p>Religious story to study:</p> <p>Variety of Hymns and modern Christian songs</p> <p>God's Good Earth?</p>	<p>Religious story to study: Rama and Sita Diwali (Diva lamps) – Revisit Year 1, Reception</p>	

Religious Education

Year 4



Rama and Sita Diwali



Hindus believe that a great warrior prince called Rama once existed, who was married to a beautiful, strong woman called Sita. They were living a happy, peaceful life until the terrible demon King, Ravana, started causing trouble. He lived nearby and yearned to marry Sita himself. He was a ghastly creature, with a chilling ten heads and twenty arms.

One day, Sita was in the forest. Ravana cunningly shapeshifted into a wounded deer, and appeared in front of her. Being a kind soul, Sita asked her husband to help her with the deer, but before he had the chance, it had disappeared into the forest. Rama saw how worried Sita was about the poorly animal, so he decided to go and find the deer himself. To keep Sita safe in the forest whilst he went to look for the deer, he drew a magic circle around her. If she stayed within its boundaries, she would be safe.

Seeing his opportunity, Ravana shifted once again into a thirsty beggar, and appeared in front of Sita. Wanting to help this seemingly poor man, she stepped out of the circle to give him some water. Ravana shifted back to his disgusting natural figure and whisked Sita away in his mighty flying chariot, before she had any chance of escape.

Hoping to come back to his waiting wife, Rama returned to an empty magic circle. Shocked and confused, he went looking for her in the forest, where he came across the monkey king, Hanuman. They quickly formed a great friendship, and Hanuman agreed to help Rama find Sita.

Trustworthy and dedicated, Hanuman travelled for days across oceans and mountains, looking for Sita. After a while of searching, he eventually found her in Ravana's prison on the island of Lanka.

Hanuman took the news back to Rama, who was now more determined than ever. They gathered a huge army of monkeys to go to Sita's rescue. They even built a bridge across the water to Lanka so that they could travel to rescue Sita.

The great battle lasted for ten days, and it was going in Ravana's favour until Rama saw the perfect chance to overcome him. He seized his chance and fired his magic arrow that he'd been given by the gods, striking Ravana dead. They had won the battle!

Happily reunited, Rama and Sita began their journey home. So that they could find their way back, everyone in the kingdom lit an oil lamp to help guide them. Once they made it back, everyone celebrated their safe arrival.

Vocabulary

Rama

The seventh incarnation of the Hindu God Vishnu

Sita

The wife of Rama

Ravana

An evil King who wants to marry Sita.

Hanuman




A monkey God who is a friend and companion of Rama.

Diwali

The Hindu festival of lights. It is inspired by the Story of Rama and Sita where oil lamps are lit to guide their way home.

Wonder

What are the similarities between Hindu and Christian beliefs?
Can you give some examples?

 Take Care  Be Challenged  Be Engaged




 Work Together  Integrity

Religious Education

Year 4



Abraham The Pilgrimage

 Take Care  Be Challenged  Be Engaged

 Work Together  Integrity

The LORD said to Abraham, “Leave your land and your family, for the land that I will show you. I will make of you a great nation and will bless you. I will make your name respected, and you will be a blessing.

I will bless those who bless you,
those who curse you I will curse;
all the families of the earth
will be blessed because of you.”

Abraham left just as the LORD told him, and Lot, his nephew went with him. Abraham was 75 years old when he left Haran, is homeland. Abraham took his wife Sarah, Lot, all of their possessions, and those who became members of their household in Haran; and they set out for the land of Canaan. When they arrived in Canaan, Abraham travelled through the land as far as the sacred place at Shechem, at the oak of Moreh. The Canaanites lived in the land at that time. The LORD appeared to Abraham and said, “I give this land to your descendants,” so Abraham built an altar there to the LORD who appeared to him. From there he travelled toward the mountains east of Bethel, and pitched his tent with Bethel on the west and Ai on the east. There he built an altar to the LORD and worshipped in the LORD’s name. Then Abraham set out toward the arid southern plain, making and breaking camp as he went.

Vocabulary

pilgrimage

An important journey for a special or religious reason.

Genesis

The first book of the Hebrew Bible and the Christian Old Testament.

Old Testament

The first part of the Christian Bible that contains ancient stories taken from the Jewish Bible.

Canaan

An Ancient region between the River Jordan and the Dead Sea

The promised land

The land of Canaan which was promised by God to the descendants of Abraham. This is known as Israel today.

Abraham

Abraham is an important religious figure in Christianity, Judaism and Islam. He is a descendent of Adam, the first human created by God.



R.E Learning Ladder – Year Five

Knowledge and Understanding		Expressing Ideas		Mission and Response			
<ul style="list-style-type: none"> Suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality Describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities 		<ul style="list-style-type: none"> Use a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious, spiritual and moral expression found within and between religions Give your own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion. Give a personal view of what inspires and influences us Ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth in our lives. Ask questions about things that are important to us and to other people and suggest answers which relate to our own and others' lives 		<ul style="list-style-type: none"> Represent the impact of religious stories on our own points of view through a variety of different mediums (songs, poetry, artwork, drama etc.). Create responses to religious texts that have a direct impact on our school life and community (raising money for charity or raising awareness of issues that are important to us). 			
Inspirational people in today's world		Religion and the individual: What matters to Christians		Beliefs and Questions		Beliefs in action in the world.	
Enquiry Question: <i>"What can we learn from great leaders and inspiring examples in this world?"</i>		Enquiry Question: <i>"What matters most to Christians in their life and what are the expectations of being a Christian?"</i>		Enquiry Question: <i>"How do people's beliefs in God, the world and others have impact on their lives?"</i>		Enquiry Question: <i>"How are religious and spiritual thoughts and beliefs expressed in art and architecture?"</i>	
Key outcomes: Identify key world leaders (past and present) and know why they are inspirational. Understand that these people are inspirational because they are wise and have a clear set of moral values. Find commonalities between different world leaders and express how it affects our lives personally. Present an inspiring speech.		Key outcomes: Know and understand deeper meanings of Easter, Christmas, Pentecost. Link religious festivals to key Christian practices e.g. Holy Communion to the Crucifixion and Last Supper. Understand what Pentecost is and its meaning for Christians including the Holy Trinity. Express what is important to Christians and how this links to key events from the Bible.		Key outcomes: Know about the 5 pillars of Islam. Know how Hindus worship. What are Atheist and Agnostic beliefs? Know and understand the beliefs of both Hindus and Muslims and how they are similar and different. Express opinions on why different religions have different opinions on what God(s) look like. Express a personal opinion on God using personal experience and links to prior learning.		Key outcomes: Know some of the key architectural features of religious buildings and label them. Be able to articulate the value of having a sacred space for worship and how these are similar across religions. Debate the tension between building expensive places of worship, commissioning expensive works of art and the need to serve those in poverty/need. View some 'amazing' religious buildings from different faith backgrounds (Cathedrals, Mosques etc).	
Religious story to study: I have a dream – Martin Luther King Jr. Dr Hany El Bana (Islamic Relief)		Religious story to study: Easter Christmas		Religious story to study: God's good earth?		Religious story to study: Taught by Hazel at the Church	

Religious Education

Year 5



The Ascension

Easter



On Maundy Thursday, Jesus sat down with his disciples to have the Last Supper. At the Last Supper, Jesus gave his disciples bread and wine. During the meal Jesus told his disciples that he knew that one of them would betray him. Later that evening, he was arrested by Roman soldiers and sentenced to death. Judas, one of Jesus's disciples had betrayed him for 30 pieces of silver.

On Good Friday, Jesus Christ was executed by crucifixion. He was forced to carry a wooden cross and wear a crown of thorns on his way to be crucified. His body was nailed to the cross and he died alongside two thieves also sentenced to death.

His body was taken down from the cross, and buried in a cave. The tomb was guarded and an enormous stone was put over the entrance, so that no-one could steal the body.

On the following Sunday, some women visited the grave and found that the stone had been moved, and that the tomb was empty. Jesus himself was seen that day, and for days afterwards by many people. His followers realised that God had raised Jesus from the dead.

For the next 40 days, Jesus remained on Earth and visited his disciples. He told them to make new disciples, by baptising them in the name of he Father, Son and Holy Spirit and teaching them to live their lives in accordance with God's teachings. On the 40th day after his crucifixion, Jesus ascended to Heaven. This is called the ascension.

Vocabulary

resurrection

Being brought back to life from being dead.

ascension

Rising from the Earth to Heaven.

Communion

A type of Christian worship where bread and wine are shared in memory of the Last Supper.

Pentecost

the Christian festival celebrating the descent of the Holy Spirit on the disciples of Jesus after his Ascension, held on the seventh Sunday after Easter.

Holy Trinity

the three persons of the Christian Godhead; Father, Son, and Holy Spirit.






The Pentecostal Dove

Religious Education

Year 5



The Nativity

-  Take Care
-  Be Challenged
-  Be Engaged
-  Work Together
-  Integrity

Around 2,000 years ago a young woman from the town of Nazareth named Mary was visited by an angel named Gabriel. Gabriel told Mary that she would have a son named Jesus and that he would be the Son of God. At this time, Mary was engaged to her soon-to-be husband Joseph. The angel Gabriel visited Joseph and told him that Mary would have a son named Jesus who would save the people from their sins.

Mary and Joseph had to travel to Bethlehem because of an order from the Roman emperor that a census of all people, be taken in their hometown. After traveling on a donkey for several days, Mary and Joseph arrived in Bethlehem and were told that there were no places to stay. The inns were full. Seeing that Mary was pregnant, an owner of an inn told Joseph that they could stay in his stable.

Mary and Joseph settled down on the hay in a stable with animals sleeping. That night, Jesus was born in the stable and placed in a manger.

During this time, an angel appeared to shepherds who were watching their flocks in the fields near Bethlehem. The angel told them the good news of the birth of the Jesus. The shepherds went to find baby Jesus.

After some time, three wise men saw the brilliant star in that sky that rested over where Jesus was born. The three wise men travelled from a distant eastern country to find the new king. During the wise men's trip, Herod the king of Judah met with the wise men and told them to come back and let him know where the baby king was so that he could go worship him as well. The wise men continued to Bethlehem and found Jesus right where the star pointed. They knelt and worshipped the Saviour and gave him gifts of gold, frankincense, and myrrh. They then travelled back home a different way knowing that King Herod was not intending to worship Jesus but that he planned to kill the baby.

Vocabulary

Nativity

The story in the Christian Bible that tells of Jesus's birth.

Advent

A time in the liturgical calendar that leads up to Christmas.

Liturgical

A word used to describe a type of worship or service. E.g. A Christmas Liturgy would be a way of celebrating and worshipping the birth of Jesus Christ.

Advent Wreath

The advent wreath is used in churches to count down the days towards Christmas.

Liturgical Colours

The church uses specific colours to show the type of worship.

Purple – Preparation/Penance
Red – Sacrifice
Pink – Anticipation
Green – Hope and Growth
White/Gold – Joy and purity



R.E Learning Ladder – Year Six

Knowledge and Understanding		Expressing Ideas		Mission and Response	
<ul style="list-style-type: none"> Say what religions teach about some of the big questions of life, using different sources and arguments to explain the reasons for diversity within and between them Say what different practices and ways of life followers of religions have developed, explaining how beliefs have had different effects on individuals, communities and societies 		<ul style="list-style-type: none"> Use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers Consider the challenges of belonging to a religion today with reference to our own and other people's views on human nature and society, supporting those views with reasons and examples Use reasoning and examples to express insights into our own and others' views on questions about the meaning and purpose of life and the search for truth Use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues, focusing on things that are important to us. 		<ul style="list-style-type: none"> Represent the impact of religious stories on our own points of view through a variety of different mediums (songs, poetry, artwork, drama etc.). Create responses to religious texts that have a direct impact on our school life and community (raising money for charity or raising awareness of issues that are important to us). 	
Wisdom and Authority	Religion, worldwide views, family and community	Beliefs in action around the world	Beliefs in action around the world (Possible visit to the Holocaust museum)		
<p>Enquiry Question: <i>"What can we learn by reflecting on words of wisdom from different religions?"</i></p>	<p>Enquiry Question: <i>"What contributions to religions make to local life?"</i></p>	<p>Enquiry Question: <i>"How do religions and beliefs responds to issues of human rights, fairness, social justice and environmental issues."</i></p>	<p>Enquiry Question: <i>"What was the Kindertransport? Who resisted and rescued? How can we be upstanders today?"</i></p>		
<p>Key outcomes: Compare and contrast two key texts from different religions and explain the similarities and difference between them.</p> <p>Express why religions revere and cherish chosen texts that you by giving clear religious reasons based on their knowledge of the religion.</p>	<p>Key outcomes: Use local and National data to establish and articulate a picture of what the religious context of our local area looks like and how this compares Nationally and globally.</p> <p>Explain how communities are important and how they can find similarities to live together in the same locality.</p> <p>Identify examples of tolerance within religious texts and how these can be used to alleviate potential disagreements between different beliefs in community life.</p>	<p>Key outcomes: Know and name the religious organisations that are working globally to respond to global issues.</p> <p>Express ideas about areas in which organisations can do more and work together more effectively linking commonalities in religious practice.</p> <p>Explore how each religions' beliefs on charity impact these global organisations.</p> <p>Express opinions on the effectiveness of how charities operate.</p>	<p>Key outcomes: Know and understand what life was like for Jewish people before the Second World War in Germany and what life was like during the war.</p> <p>Express opinions on whether incidents of extreme hatred should always be remembered and what we can learn from reminding ourselves of religious hatred and persecution.</p> <p>Understand the importance of telling the stories of survivors and the persecuted, rather than focussing on the hatred of the oppressors.</p>		
<p>Religious story to study:</p>	<p>Religious area to study: Tolerance and Respect for all faiths Taught at Church by Hazel.</p>	<p>Religious area to study: God's Good Earth?</p>	<p>Religious story to study:</p>		

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