

## Let Your Light Shine as a Theologian

### Religious Education Curriculum Learning Sequence and Intent

<b>Intent</b>	The intent of our RE curriculum is to deliver a curriculum that is accessible to all and that will maximise the outcomes for every child so that they know more, remember more, and understand more. As a result of this, they will become independent and responsible members of a society who understand and explore big questions about life, to find out what people believe and what difference this makes to how they live so that they can make sense of religion, reflecting on their own ideas and ways of living. We provide our children with opportunities for them to learn about and from religions and worldviews in local, national, and global contexts, to discover, explore and consider different answers to these questions. They will be equipped with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. Our children are encouraged to develop an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews. School has identified key intentions that drive our RE curriculum.
<b>What does enrichment look like in this subject?</b>	Religious Education learning will be enriched through visits, visitors, and activities that go beyond the planned RE curriculum. Teachers will plan opportunities and experiences that may not fit into the National Curriculum but are outside its boundaries to further enhance the joy and wonder our pupils experience from RE. Visits and residential trips, where pupils experience different locations, landscapes and cultures and social and economic diversity are used to develop not only their theological understanding but also enhance their cultural capital and support the acquisition of SMSC values.
<b>Curriculum design/ implementation</b>	<p><b>CURRICULUM DESIGN</b></p> <ol style="list-style-type: none"> <li>We have designed a curriculum subject with appropriate subject knowledge, skills and understanding as set out in the Shropshire Agreed Syllabus which develops learning and results in the acquisition of knowledge so that children can reach and exceed their potential to learn more, understand more and remember more.</li> <li>We have built a curriculum subject that ensures children recognise and celebrate cultural diversity. To design a curriculum subject which results in children understanding what it means to be a British Citizen or, someone from another country who lives in Britain.</li> <li>We want to develop an awareness and tolerance of living in a multi-cultural society and being mutually respectful towards the beliefs of others.</li> </ol> <p><b>IMPLEMENTATION</b></p> <p>Newhampton follows the Shropshire Agreed Syllabus and uses AS schemes of work alongside the Understanding Christianity resource.</p> <p>Teaching: RE is taught in a blocks within a term to ensure coverage and depth in a sequential manner. During each Key Stage pupils are taught knowledge, skills, and understanding through learning about Christians, Muslims, Hindus, Jewish and Humanist people through key questions. Each unit of work identifies prior learning and shows how this is built upon.</p> <p>Resources: Children gain a deeper understanding of the religion studied through the use of high-quality resources/artefacts and people.</p> <p><b>PLANNING and TEACHING</b></p> <p><b>RE teaching and learning enables pupils to:</b></p> <ul style="list-style-type: none"> <li>• <b>Make sense of a range of religious and non-religious beliefs</b></li> <li>• <b>Understand the impact and significance of religious and non-religious beliefs</b></li> <li>• <b>Make connections between religious and non-religious beliefs, concepts, practices and ideas studied</b></li> </ul> <p>We use a range of teaching and learning styles, including activities such as discussion, role-play, religious stories, games, circle-time, problem-solving activities, use of artefacts and outdoor learning. At Newhampton, children are informed about a variety of religious festivals that take place throughout the year to demonstrate how people with different religious beliefs live and worship alongside each other.</p>
<b>Impact</b>	<p>Children will make at least good progress from their last point of statutory assessment or from their starting point in Nursery.</p> <p>This will be measured by the: Progress from a child's starting point or from the last point of statutory assessment. Attainment at each point of statutory assessment.</p> <ul style="list-style-type: none"> <li>• Children demonstrate a positive attitude towards people of any religion and show an understanding of cultural beliefs different to their own.</li> <li>• They demonstrate respectful behaviour to all and this is transferable outside of school in the wider community and beyond.</li> <li>• Children learn about important people from the past and the present who have been or are positive role models and who are of a different race or religion.</li> </ul>
<b>Additional Information &amp; Cultural Capital</b>	<p><b>Making sense of beliefs</b></p> <p>-Identify, describe, explain and analyse beliefs and concepts in the context of living religions and non-religious worldviews, using appropriate vocabulary</p> <ul style="list-style-type: none"> <li>• explain how and why these beliefs are understood in different ways, by individuals and within communities</li> <li>• recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation</li> </ul> <p><b>Understanding the impact</b></p> <p>-examine and explain how and why people express their beliefs in diverse ways</p> <ul style="list-style-type: none"> <li>• recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world</li> <li>• appreciate and appraise the significance of different ways of life and ways of expressing meaning</li> </ul>

### **Making Connections**

-evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses

- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

At Newhampton, we recognise that this involves equipping children with the 'essential knowledge that they need to be educated citizens. It introduces them to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement' – National Curriculum.

Cultural Capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to be successful in society, their career and the world of work.

Cultural Capital allows children, no matter what their starting point in life, to have the desire to aspire to great things and achieve social mobility. It provides children with life experiences, foundations for success and the ability to achieve goals without the need for financial capital or wealth.

Cultural capital is fostered and nurtured in the following areas, embedded within our whole curriculum:

- Personal Development
- Social Development
- Physical Development
- Spiritual Development
- Moral Development
- Providing our children with an engaging, broad and balanced curriculum, which is carefully adapted and catered to the needs of our children.
- A variety of extra-curricular activities that will improve engagement, self-esteem and mental and physical well-being.
- Carefully planning a variety of experiences for children to take part in during their time at Newhampton.
- School trips linked to curriculum topics to promote a love of learning and engagement.
- Teaching children key life-skills that they can continue to use throughout Secondary School and further.
- Educating children on different cultures and ways of life and celebrating differences.
- Providing our children with the knowledge of the variety of occupations they can aspire to be through trips, speakers and research.

#### **Personal**

- Careers talks- visitors
- Learning about finance
- PSHE and RSE
- Developing growth mindset, metacognition and resilience through PSHE, PE and Worship
- Transition support
- Developing confidence – public speaking, house captains, end of term services, taking part in assembly
- Developing self- esteem – sports ambassadors, school council, librarians, play leaders, assembly assistants, performances, children having responsibilities in classes.
- Mental health focus
- Pastoral support within school
- House system
- Peer support – house days/ sports days and buddy reading

#### **Social**

- PSHE
- Volunteering, charities (Children in Need, Red Nose, NSPCC, foodbank)
- Student voice – school council, Worship
- Choir
- Taking part in performances
- Sports ambassadors training – supporting at Sports day
- Teaching of internet safety

#### **Physical**

- PE curriculum

- Daily mile
  - Healthy Eating and school meals and healthy snacks
  - Anti – bullying awareness and Odd Socks day
  - PSHE – smoking, drugs, alcohol education
  - DT – food preparation and Science – nutrition
  - Well- being activities
  - Celebration of sporting achievements
  - Role models visiting school
  - Cycling proficiency
  - Forest school activities- outdoor learning built into curriculum
  - Arthog residential (physical activities)
- Spiritual**
- RE
  - Acts of worship/reflection
  - Support for expression of other faiths
  - Inter faith and faith speakers in school
  - Visits to religious buildings and centres
  - Displays in school
  - School links with other schools locally, nationally and internationally
  - Reflection areas
- Moral**
- RE
  - Supporting charities
  - Visits talks from organisations
  - School behaviour policy and rewards
- Cultural**
- Broad and balanced curriculum – Arts subjects
  - Themed days – Diwali day and Chinese New Year
  - House days
  - Trips and visits
  - Focus on other languages through the curriculum (French) and cultures (Topic)
  - World Book day
  - Choir – Shropshire Sings

Year R	1	2	3	4	5	6
Context for learning KEY QUESTIONS	<b>F4 Being Special</b>  Where do we belong?	<b>GOD</b>  Why is the word God so important to Christians?	<b>F5 What places are special and why?</b>	<b>F4 Being Special: Where do we belong?</b>	<b>GOD</b>  Why is the word God so important to Christians?	<b>F5 What places are special and why?</b>
	<b>INCARNATION</b> Why do Christians perform Nativity plays at Christmas	<b>SALVATION</b> Why do Christians put three crosses in an Easter Garden?	<b>F6 What times/stories are special and why?</b>	<b>INCARNATION</b> Why do Christians perform nativity plays at Christmas?	<b>SALVATION</b> Why do Christians put three crosses in an Easter Garden?	<b>F6 What times/stories are special and why?</b>
<b>Prior Learning</b>	<p><b>EYFS children will be know that:</b></p> <ul style="list-style-type: none"> <li>•The word God is a name.</li> <li>• Christians believe God is the creator of the universe.</li> <li>• Christians believe God made our wonderful world and so we should look after it. 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.</li> </ul> <p><b>Year 1 children will know that:</b></p> <ul style="list-style-type: none"> <li>• God created the universe.</li> <li>• The Earth and everything in it are important to God.</li> <li>• God has a unique relationship with human beings as their Creator and Sustainer. <ul style="list-style-type: none"> <li>• Humans should care for the world because it belongs to God. Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</li> </ul> </li> <li>• The Bible points out that his birth showed he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).</li> <li>• Christians celebrate Jesus’ birth, and Advent for Christians is a time for getting ready for Jesus’ coming.</li> </ul> <p><b>EYFS children will be able to:</b></p> <ul style="list-style-type: none"> <li>•Show interest in the lives of people who are familiar to them. •Remember and talk about significant events in their own experience.</li> <li>•Recognise and describe special times or events for family or friends. <ul style="list-style-type: none"> <li>•Know some of the things that make them unique, and talk about some of the similarities and differences in relation to friends or family.</li> </ul> </li> <li>•Enjoy joining in with family customs and routines.</li> </ul> <p><b>Year 1 children will know that:</b></p> <ul style="list-style-type: none"> <li>• God created the universe.</li> <li>• The Earth and everything in it are important to God.</li> <li>• God has a unique relationship with human beings as their Creator and Sustainer.</li> <li>• Humans should care for the world because it belongs</li> </ul>			<p><b>EYFS children will be know that:</b></p> <ul style="list-style-type: none"> <li>•The word God is a name.</li> <li>• Christians believe God is the creator of the universe.</li> <li>• Christians believe God made our wonderful world and so we should look after it. 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.</li> </ul> <p><b>Year 1 children will know that:</b></p> <ul style="list-style-type: none"> <li>• God created the universe.</li> <li>• The Earth and everything in it are important to God.</li> <li>• God has a unique relationship with human beings as their Creator and Sustainer. <ul style="list-style-type: none"> <li>• Humans should care for the world because it belongs to God. Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</li> </ul> </li> <li>• The Bible points out that his birth showed he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).</li> <li>• Christians celebrate Jesus’ birth, and Advent for Christians is a time for getting ready for Jesus’ coming.</li> </ul> <p><b>EYFS children will be able to:</b></p> <ul style="list-style-type: none"> <li>•Show interest in the lives of people who are familiar to them. •Remember and talk about significant events in their own experience.</li> <li>•Recognise and describe special times or events for family or friends. <ul style="list-style-type: none"> <li>•Know some of the things that make them unique, and talk about some of the similarities and differences in relation to friends or family.</li> </ul> </li> <li>•Enjoy joining in with family customs and routines.</li> </ul> <p><b>Year 1 children will know that:</b></p> <ul style="list-style-type: none"> <li>• God created the universe.</li> <li>• The Earth and everything in it are important to God.</li> <li>• God has a unique relationship with human beings as their Creator and Sustainer.</li> <li>• Humans should care for the world because it belongs</li> </ul>		
<b>Future Learning</b>						

Year 1/2	4	5	6	7	8	9
Context for learning KEY QUESTIONS	<b>CREATION</b> 1:2 Who made the world? CORE	1:7 Who is Jewish and how do they live?	1:6 Who is Muslim and how do they live?	<b>GOSPEL</b> 1:4 What is the good news Jesus brings?	<b>CREATION</b> 1:2 Who made the world? DIGGING DEEPER	1:9 How should we care for the world and others and why does it matter? (C and NR)
	<b>INCARNATION</b> 1.3 Why does Christmas matter to Christians? DIGGING DEEPER	<b>SALVATION</b> 1:2 Why does Easter matter to Christians? DIGGING DEEPER	1:8 What makes some places sacred to believers? (C, M)	<b>INCARNATION</b> 1.3 Why does Christmas matter to Christians? CORE	<b>SALVATION</b> 1:2 Why does Easter matter to Christians?	1:10 What does it mean to belong to a Christian community? (C and NR)
<b>Prior Learning</b>	<p><b>Year 1 children will know that:</b></p> <ul style="list-style-type: none"> <li>The word God is a name. God made our world and we should look after it. Christians believe God came to Earth in human form as Jesus. Christians remember Jesus at Easter.</li> </ul> <p><b>Year 2 children will know that:</b></p> <ul style="list-style-type: none"> <li>God created the universe.</li> <li>That the creation story is the beginning of the Bible. Christians believe that Jesus is God and that he was born as a baby in Bethlehem. Christians believe that Jesus rose again.</li> </ul> <p><b>Year 1 children will know that:</b></p> <ul style="list-style-type: none"> <li>Christians believe that Jesus is God born as a baby.</li> <li>The nativity story comes from the Bible.</li> <li>Jesus was born in a stable.</li> <li>Christians sing songs in Church at Christmas.</li> <li>Christians send Christmas cards and presents at Christmas.</li> </ul> <p><b>Year 2 children will know that:</b></p> <ul style="list-style-type: none"> <li>Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</li> <li>The Bible points out that his birth showed that he was extraordinary and that he came to bring good news</li> <li>Christians celebrate Jesus' birth at Christmas.</li> </ul> <p><b>Year 1 children will be able to:</b></p> <ul style="list-style-type: none"> <li>recall simply what happens when a baby is welcomed into a religion other than Christianity.</li> <li>Recognise that some religious people have places which have special meaning for them.</li> <li>Talk about the things that are special and valued in a place of worship.</li> <li>Recognise that for Christians, Muslims or Jews, these special things link to beliefs about God.</li> </ul> <p><b>Year 2 children will be able to:</b></p> <ul style="list-style-type: none"> <li>re-tell simply some stories used in Jewish celebrations and give examples of how they remind Jews about what God is like.</li> <li>Give examples of how Jewish people celebrate special times.</li> </ul>			<p><b>Year 1 children will know that:</b></p> <ul style="list-style-type: none"> <li>The word God is a name. God made our world and we should look after it. Christians believe God came to Earth in human form as Jesus. Christians remember Jesus at Easter.</li> </ul> <p><b>Year 2 children will know that:</b></p> <ul style="list-style-type: none"> <li>God created the universe.</li> <li>That the creation story is the beginning of the Bible. Christians believe that Jesus is God and that he was born as a baby in Bethlehem. Christians believe that Jesus rose again.</li> </ul> <p><b>Year 1 children will know that:</b></p> <ul style="list-style-type: none"> <li>Christians believe that Jesus is God born as a baby.</li> <li>The nativity story comes from the Bible.</li> <li>Jesus was born in a stable.</li> <li>Christians sing songs in Church at Christmas.</li> <li>Christians send Christmas cards and presents at Christmas.</li> </ul> <p><b>Year 2 children will know that:</b></p> <ul style="list-style-type: none"> <li>Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</li> <li>The Bible points out that his birth showed that he was extraordinary and that he came to bring good news</li> <li>Christians celebrate Jesus' birth at Christmas.</li> </ul>		

Years 3/4	4	5	6	7	8	9
Context for learning KEY QUESTIONS	<b>Gospel</b> 2a.4 What kind of world did Jesus want? CORE	<b>L2.9</b> How do festivals and worship show what matters to a Muslim?	<b>KINGDOM OF GOD</b> 2a.6 When Jesus left what was the impact of Pentecost? CORE	<b>CREATION</b> 2a.1 What do Christians learn from the Creation Story? DIGGING DEEPER	<b>L2.10</b> How do festivals and family life show what matters to Jewish people?	<b>LD BE</b> How do people express their faith through the arts? (Spirited arts focus)
	<b>INCARNATION</b> 2a.3 What is The Trinity? DIGGING DEEPER	<b>SALVATION</b> Why do Christians call the day Jesus died Good Friday? DIGGING DEEPER	<b>L2.12</b> How and why do people try and make the world a better place? (C,M,NR)	<b>INCARNATION</b> 2a.3 What is The Trinity? DIGGING DEEPER	<b>SALVATION</b> Why do Christians call the day Jesus died Good Friday? CORE	<b>PEOPLE OF GOD</b> 2a.1 What is it like to follow God? CORE
<b>Prior Learning</b>	<b>Year 2 children will be able to:</b> <ul style="list-style-type: none"> <li>talk about similarities and differences between themselves and others.</li> <li>begin to know and explore their own cultures and learn about places and objects that matter in different cultures and beliefs.</li> </ul> <b>Years 3 and 4 children will be able to:</b> <ul style="list-style-type: none"> <li>understand who is a Christian and how they live.</li> <li>understand about God, the bible, the people and the land.</li> <li>care for the world and why it matters and what it means to belong to a faith community.</li> </ul>			<b>Year 2 children will be able to:</b> <ul style="list-style-type: none"> <li>talk about similarities and differences between themselves and others.</li> <li>They begin to know and explore their own cultures and learn about places and objects that matter in different cultures and beliefs.</li> </ul> <b>Years 3 and 4 children will be able to:</b> <ul style="list-style-type: none"> <li>understand who is Jewish and how they live.</li> <li>Understand about God, the Torah, the people and the land.</li> <li>How we should care for the world and why it matters and what it means to belong to a faith community.</li> </ul> <b>Year 2 children will be able to:</b> <ul style="list-style-type: none"> <li>talk about similarities and differences between themselves and others.</li> <li>begin to know and explore their own cultures and learn about places and objects that matter in different cultures and beliefs.</li> </ul> <b>Years 3 and 4 children will be able to:</b> <ul style="list-style-type: none"> <li>understand who is a Christian and how they live.</li> <li>Understand about God, the bible, the people and the land and care for the world and why it matters and what it means to belong to a faith community.</li> </ul>		

Years 5/6	4	5	6	7	8	9
Context for learning KEY QUESTIONS	<b>CREATION</b> 2b.2 Creation and Science: conflicting or complementary? CORE	<b>U2.8</b> What does it mean to be a Muslim in Britain today?	<b>LD BE</b> How do people express their faith through the arts? (Spirited arts focus)	<b>PEOPLE OF GOD</b> 2b.3 How can following God bring freedom and justice? CORE	<b>U2.9</b> Why is the Torah so important to Jewish people?	<b>LD BE</b> How do people express their faith through the arts? (Spirited arts focus)
	<b>INCARNATION</b> 2b.4 Was Jesus the Messiah? DIGGING DEEPER	<b>SALVATION</b> 2b.6 What did Jesus do to save human beings? DIGGING DEEPER	<b>U2.12</b> How does faith help people when life gets hard?	<b>U2.11</b> Why do some people believe in God and some people not? (C, NR)	<b>SALVATION</b> 2b.6 What difference does the resurrection make for Christians? CORE	<b>KINGDOM OF GOD</b> 2b.8 What kind of King is Jesus? CORE
<b>Prior Learning</b>	<ul style="list-style-type: none"> <li>That Jews and Christians believe that God created the world.</li> <li>That Genesis 1:1-2:3 is book in the Old Testament of the Bible.</li> <li>That Genesis contains the Creation story.</li> <li>That Creation is a part of the 'big story' of the Bible and on our frieze</li> </ul> <p>The good news is not just about setting an example for good behaviour and challenging bad behaviour:</p> <ul style="list-style-type: none"> <li>it is that Jesus offers a way to heal the damage done by human sin.</li> </ul>			<ul style="list-style-type: none"> <li>That Jews and Christians believe that God created the world.</li> <li>That Genesis 1:1-2:3 is book in the Old Testament of the Bible.</li> <li>That Genesis contains the Creation story.</li> <li>That Creation is a part of the 'big story' of the Bible and on our frieze</li> </ul> <ul style="list-style-type: none"> <li>Jesus came to earth to save all people.</li> <li>Jesus wanted people to serve others especially those who are in need and vulnerable.</li> </ul>		

	<ul style="list-style-type: none"> <li>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.</li> <li>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</li> </ul> <ul style="list-style-type: none"> <li>Where Salvation fits into the ‘Big Frieze’ timeline.</li> <li>The Gospels give accounts of Jesus’ death and resurrection.</li> <li>Belief in Jesus’ resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.</li> <li>This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).</li> </ul>	<ul style="list-style-type: none"> <li>Jesus has many names such as: Messiah, Son, King and Saviour.</li> <li>Christians believe that incarnation happened so that people could enter heaven.</li> </ul> <p>The good news is not just about setting an example for good behaviour and challenging bad behaviour:</p> <ul style="list-style-type: none"> <li>it is that Jesus offers a way to heal the damage done by human sin.</li> <li>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.</li> <li>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</li> </ul> <ul style="list-style-type: none"> <li>Where Salvation fits into the ‘Big Frieze’ timeline.</li> <li>The Gospels give accounts of Jesus’ death and resurrection.</li> <li>Belief in Jesus’ resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.</li> <li>This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).</li> </ul>
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### Religious Education Skills Ladder

	End of EYFS	End of Key stage 1	End of Lower Key Stage 2	End of Upper Key Stage 2
<b>New Key Vocabulary</b>	Creation, God, pray, worship, Christian, belonging, school values, celebrate, festival, Harvest, incarnation, Nativity, Christmas, Salvation Bible, Easter, Lent, Jesus	Forgiveness, Creator, universe, gospel, charity, faith, community, parables, Holy week, Easter Sunday Crucifixion, Resurrection, Baptism, Old Testament, New Testament <i>(Faiths, special places, books and stories to fit curriculum)</i>	Trinity, Good Friday, The Fall, sin, reconciliation, symbols, Eucharist/communion, courageous advocates, Laws, Holy Spirit, Pentecost, Good Friday, Last Supper, <i>(Faiths, beliefs, celebrations, key figures and festivals to fit curriculum)</i>	Omnipotent , Eternal Proverb, Messiah Prophecy, Prophet, Kingdom of God, holy, creationist, evolution, justice, respect, saviour, humanist <i>(Comparisons of faiths and world views to fit curriculum)</i>
<b>Explore ~ know about and understand text, beliefs and context</b>	Listen to religious stories and talk about their meaning.  Recognise some religious words and symbols	Explore religious stories and teachings  Identify features of different religious texts (e.g. parables, historical, poetry)  Retell religious stories and recognise a link with a concept (e.g. Incarnation, Salvation, nature of God)  Give clear accounts of what the religious texts	Explore the origins of texts and understand where they fit onto a timeline  Make clear links with religious text and the concepts studied  Explore a wider variety of forms of religious literature found in a range of sacred books and identify characteristics of each genre	Outline the timeline of the ‘big story’ of the Bible, explaining the place within it of the core concepts studied  Explain connections between key theological terms and religious texts  Suggest meanings for religious texts and compare their ideas both within the class and also with ways in which people of faith

		might mean to believers	Discuss and offer opinions on what texts might mean to believers	interpret those texts
<b>Relate ~ identify how actions of believers are impacted by beliefs</b>	<p>Know about some religious festivals</p> <p>Know about how some people express their beliefs (e.g. what happens in church)</p> <p>Begin to understand what is important to some people of faith</p>	<p>Understand how people from different faiths worship and be able to identify key symbolic actions and language used within worship</p> <p>Recognise how people of faith celebrate key festivals</p> <p>Explore and recognise features of religious life and practices including ways that people of faith celebrate key milestones in a person's life</p> <p>Begin to compare the features of different religions and beliefs – recognising differences and similarities between faiths</p> <p>Identify ways in which religious texts impact how believers live</p>	<p>Make clear links between religious text, beliefs and practices (e.g. The Last Supper, salvation and Communion)</p> <p>Identify the main characteristics of an act of worship and discuss about the importance of worship for believers</p> <p>Show understanding of the ways of belonging to religions and what these involve (e.g. baptism, 5Ks)</p> <p>Show an understanding of how religious beliefs ideas and feelings can be expressed in a variety of forms (e.g. symbols and art work representing the Trinity)</p> <p>Investigate some features of key religious festivals and celebrations and identify similarities and difference in how different faiths recognise key times</p>	<p>Understand and explain the connection between religious text and what people of faith believe, how they behave in their own lives, in their faith communities and the view they have of the wider world</p> <p>Identify the influences on, and distinguish between different viewpoints within the same religious or non-religious viewpoint (e.g. the range of beliefs about the creation of the world amongst Christians)</p> <p>Observe and interpret a wide range of ways in which a view point or belief can be expressed</p> <p>Understand the challenges a person may face when living out their faith in today's world</p>
<b>Apply ~ understand and reflect upon how the learning can relate to our own lives and the world around us</b>	<p>Show interest in the world around them and ask questions about what they see and experience</p> <p>Begin to express their own opinions and thoughts about the religious material studied</p> <p>Begin to understand what is important to themselves</p>	<p>Reflect on examples of how believers live and consider how this impacts the world that we share</p> <p>Reflect on examples of how believers live and consider what we can learn from that for our own lives</p> <p>Consider, through discussion, whether particular religious text have anything to say on how we should live</p>	<p>Raise questions about issues that cause people to wonder and to have faith. Consider how the concept studied might make a difference to how we think and live</p> <p>Raise questions about issues that cause people to wonder and to have faith. Consider how the concept studied might make a difference to the wider world around us</p> <p>Make links with religious teachings and what we see in the world around us (e.g. laws, legal system, acts of kindness and courageous advocacy)</p> <p>Ask questions about the significant</p>	<p>Make links between beliefs and actions. Understand how these can have an impact locally, nationally and internationally</p> <p>Explore how beliefs can impact on the big issues of the day e.g. the environment, poverty, injustice</p> <p>Explain how the concepts studied have challenged or inspired our own thinking and actions</p> <p>Be able to present thoughtfully and with respect their own and others' views. Considering how these views have been formed</p>



			experiences of key figures from religions studied and suggest ways that we may learn from their lives	
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