

## RELIGIOUS EDUCATION

‘We may all have different religions, different languages, different coloured skin but we all belong to one human race’ – Kofi Annan

‘All religions lead to the same God and all deserve the same respect’ - Paulo Coelho

CONCEPTS	SKILLS	VOCBULARY	SPIRALS
Religion God / Deity Faith Belief Belonging Ritual Sacred / sanctity Doctrine Worship Prayer Celebration Interpretation Orthodoxy Fundamentalism Holy Book Creation Spirituality Good and Evil Wonder Morality	Critical Thinking Questioning Comparing Contrasting Research	Theology Spiritual Hindu / Hinduism Humanism Buddhism / Buddhist Islam / Muslim Christianity / Christian Catholic / Protestant / Anglican Judaism / Jewish Sikhism / Sikh Rite Ritual Worship Faith Belief Special Prayer Fasting Charity Pilgrimage Spiritual Holy Monotheism / polytheism Philosophy Ethics	Rites of Passage Places of Worship Religious Texts Festivals The Natural World Special People Acts of faith

**KS1**

Drip feed festivals when relevant to the time of the year. Be aware of the festivals and celebrations with timings that change annually.

Term	Year 1		Year 2	
Autumn	<p><b><u>Theme Title : Who I am &amp; Belonging</u></b></p> <p><b><u>Key Concept: What does it mean to be me?</u></b>  <b><u>Supporting Questions</u></b></p> <ul style="list-style-type: none"> <li>I wonder, what makes me, me?</li> <li>Who am I important to?</li> <li>What do religions say about what people are like and what they should be like?</li> <li>What do you think the perfect person would be like? Is it possible to be perfect?</li> </ul> <p><b><u>Key Concept: How important are the groups people belong to?</u></b>  <b><u>Supporting Questions</u></b></p> <ul style="list-style-type: none"> <li>What groups do I belong to and how do they make me feel?</li> <li>What does belonging to a group mean to the group members; why is belonging to the group important to them? What do they gain from this?</li> <li>What does belonging to a religion mean to religious people; why is belonging to the religion important to them? What do they gain from this?</li> <li>How do people show they belong to a religion?</li> <li>I wonder, how do the groups we belong to make a difference to who we are?</li> </ul>	<p><b><u>Relevant Festivals for Autumn Term</u></b></p> <p>Sukkot  Harvest Festival  Rosh Hashanah  Yom Kippur  Ganesh Chaturthi  Eid-Al- Hada  Diwali  Sangha Day  Advent  Hanukkah  Christmas</p>	<p><b><u>Theme Title: Important People</u></b></p> <p><b><u>Key Concept: What makes some people so important?</u></b>  <b><u>Supporting Questions</u></b></p> <ul style="list-style-type: none"> <li>I wonder, who is most important to me and why?</li> <li>Who are the really important people in the religions and what makes them so important?</li> <li>Who are the important people in the different religious communities and what do they do?</li> <li>How can other people influence us?</li> <li>How do important people influence the way we behave?</li> </ul>	<p><b><u>Relevant Festivals for Autumn Term</u></b></p> <p>Sukkot  Harvest Festival  Rosh Hashanah  Yom Kippur  Ganesh Chaturthi  Eid-Al- Hada  Diwali  Sangha Day  Advent  Hanukkah  Christmas</p>
Spring	<p><b><u>Theme Title: Special things</u></b></p> <p><b><u>Key Concept: What makes some things sacred to some groups of people?</u></b>  <b><u>Supporting Questions</u></b></p> <ul style="list-style-type: none"> <li>Do you have a special object? What makes it special? How does it make you feel?</li> <li>What objects are Important or sacred in the religions and why?</li> <li>How do religious people use them and treat them?</li> <li>What beliefs are expressed in the objects?</li> <li>What is it about special things that makes them so important to people?</li> <li>I wonder, why is it important to show respect and care for things that are important to people?</li> </ul>	<p><b><u>Relevant Festivals for Spring Term</u></b></p> <p>Epiphany  New Years  Pongal  World Religion Day  Chinese New Year  Candlemas  Mawlid- ah- Nabih  Tu B'Shevat  Valentines Day  Shrove Tuesday &amp; Ash  Wednesday  Lent  Holi  Passover  Easter</p>	<p><b><u>Theme Title: Important Places</u></b></p> <p><b><u>Key Concept: Why are some places so important?</u></b>  <b><u>Supporting Questions</u></b></p> <ul style="list-style-type: none"> <li>Do you have a special place that means a lot to you?</li> <li>How do you feel when you are in your special place?</li> <li>Which buildings in our local area are important – what makes them important??</li> <li>What buildings are important in some religions? Why? What happens there?</li> <li>What are the main features of these places of worship?</li> <li>I wonder, what do people gain from being together in a shared important place?</li> </ul>	<p><b><u>Relevant Festivals for Spring Term</u></b></p> <p>Epiphany  New Years  Pongal  World Religion Day  Chinese New Year  Candlemas  Mawlid- ah- Nabih  Tu B'Shevat  Valentines Day  Shrove Tuesday &amp; Ash  Wednesday  Lent  Holi  Passover  Easter</p>

<p><b>Summer</b></p>	<p><b>Theme title: The Natural World</b></p> <p><b>Key Concept: Why is it important to look after our world?</b></p> <p><b>Supporting Questions</b></p> <ul style="list-style-type: none"> <li>• What do you find 'wonder-full' in the natural world? Why? Is it important to protect it for your children and their children? How can we do this?</li> <li>• What do religious stories say about how the world began?</li> <li>• What do creation stories teach some religious people about looking after the world?</li> <li>• How do the religions celebrate and show thanks for the world?</li> <li>• What other explanations are there for how the world began?</li> <li>• I wonder, how should we live together to look after each other and animals?</li> </ul>	<p><b>Relevant Festivals for Summer</b></p> <p><b>Term</b></p> <p>Vesakha (Buddha Day) Ascension Day Lailat al Mi'raj Ramadan Eid</p>	<p><b>Theme Title: Sacred Books</b></p> <p><b>Key Concept: What makes some stories so important to different people?</b></p> <p><b>Supporting Questions</b></p> <ul style="list-style-type: none"> <li>• What stories are special to you? What makes them special?</li> <li>• What stories are important to some religious people and why?</li> <li>• What message or teaching might these stories have for religious people?</li> <li>• Are all stories true in the same way?</li> <li>• I wonder, what can we learn from stories? How might they influence how we behave?</li> </ul>	<p><b>Relevant Festivals for Summer</b></p> <p><b>Term</b></p> <p>Vesakha (Buddha Day) Ascension Day Lailat al Mi'raj Ramadan Eid</p>
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KS2				
Term	Year 3	Year 4	Year 5	Year 6
<p><b>Autumn</b></p>	<p><b>Theme Title: Celebrations</b></p> <p><b>Key Concept: What do our celebrations show about what we think is important in life?</b></p> <p><b>Supporting Questions</b></p> <ul style="list-style-type: none"> <li>• What things do we celebrate? Why? How do we celebrate?</li> <li>• How do celebrations show what is important in our lives?</li> <li>• Why do we usually celebrate with other people and not just on our own?</li> <li>• What are some of the main festivals in the religions?</li> <li>• How do festivals express important beliefs and events in each religion?</li> <li>• What value do religious festivals have in the lives of individuals and communities?</li> <li>• What are the similarities and differences between secular and religious celebrations?</li> <li>• What makes something worth celebrating?</li> </ul>	<p><b>Theme Title: Symbolism</b></p> <p><b>Key Concept: How do religions express their beliefs about god?</b></p> <p><b>Supporting Questions</b></p> <ul style="list-style-type: none"> <li>• What does our school badge or motto say about us?</li> <li>• What is important to me and how can I express my deeply held feelings and beliefs?</li> <li>• What is the difference between a sign and a symbol? What symbols are important to you?</li> <li>• What do some religions believe about God?</li> <li>• How do they express these beliefs through art, language, rituals and symbols?</li> <li>• How do symbols and language express deep ideas, beliefs and feelings?</li> </ul>	<p><b>Theme Title: Diversity</b></p> <p><b>Key Concept: Why don't all members of a religious or non-religious community believe and live in the same ways?</b></p> <p><b>Supporting Questions</b></p> <ul style="list-style-type: none"> <li>• How am I similar to and different from other people around me? Why can't we all be the same?</li> <li>• Does it matter that people have views, beliefs and religions that differ from my own? Why?</li> <li>• What is a 'worldview' and where do we get our worldview from?</li> <li>• What different views, beliefs and traditions are there within religions and non-religious groups?</li> <li>• What can we learn about the different beliefs within the religions from their worship, prayer and ritual?</li> <li>• What holds communities together?</li> <li>• How might differences enhance the life of a community?</li> </ul>	<p><b>Theme Title: Ethics</b></p> <p><b>Key Concept: What do the religious and non-religious worldviews teach about 'the good life'?</b></p> <p><b>Supporting Questions</b></p> <ul style="list-style-type: none"> <li>• Who and what influences how I live my life? How important is my behaviour?</li> <li>• What is my personal code of conduct? What are my most important values in life?</li> <li>• What do the different religious and non-religious teachings say about how we should live our lives? Do they have anything in common?</li> <li>• How do different religious and non-religious groups decide what is right and wrong?</li> <li>• How relevant or helpful in modern life are religious teachings about how we should live?</li> <li>• How can humans live well together?</li> </ul>

	<ul style="list-style-type: none"> <li>• What can we learn from this about what people think is really important in life?</li> </ul>			
<b>Spring</b>	<p><b><u>Theme Title: Worship</u></b></p> <p><b><u>Key Concept: How and why do people worship?</u></b></p> <p><b><u>Supporting Questions</u></b></p> <ul style="list-style-type: none"> <li>• What is most important to me in my life? (Things, people, ideas, feelings, beliefs)</li> <li>• How do I express my feelings and beliefs about what I think is important in my life?</li> <li>• What do religious people do in their worship? Why do they do this?</li> <li>• Why are beliefs and attitudes important?</li> <li>• How does worship express different beliefs about God, humans and the world?</li> <li>• What do believers gain from worshipping on their own (privately) and with other people (in the home or place of worship)?</li> <li>• How does worship influence their lives?</li> <li>• How do we show what is most important in our lives and how might this</li> </ul>	<p><b><u>Theme Title: Religion in the community</u></b></p> <p><b><u>Key Concept: What holds communities together?</u></b></p> <p><b><u>Supporting Questions</u></b></p> <ul style="list-style-type: none"> <li>• What is it like to belong to our class? Our school? What responsibilities do different people in the school have?</li> <li>• How can belonging to a religion influence the lives of the faith communities?</li> <li>• How do religious communities live out their beliefs and actions in the wider world?</li> <li>• What beliefs do the different religions share in common and how are they different?</li> <li>• What does it mean to be a Christian, a Hindu or a Muslim religion important in the community? Why/why not?</li> <li>• How does being part of a community influence people's actions, choices and behaviour?</li> <li>• How can different people and groups live together in communities (local, national, global)?</li> </ul>	<p><b><u>Theme Title: Pilgrimage</u></b></p> <p><b><u>Key Concept: Why is pilgrimage important to some religious communities?</u></b></p> <p><b><u>Supporting Questions</u></b></p> <ul style="list-style-type: none"> <li>• What is the most important or meaningful journey that I have been on? What happened? What was memorable about it? What influence has it had on me?</li> <li>• What is pilgrimage and why do people choose to go on pilgrimage?</li> <li>• What happens on different pilgrimages and how do they influence the pilgrims?</li> <li>• What challenges can the pilgrims face and how do they overcome these</li> <li>• What value does pilgrimage have in the lives of believers?</li> <li>• How might pilgrims be different after having completed their pilgrimage?</li> <li>• How does going on pilgrimage not only express beliefs, but also strengthen them for the pilgrims and even their communities?</li> <li>• Is there a purpose to life and how can we find out? What helps give meaning and purpose to life?</li> </ul>	<p><b><u>Theme Title: Founders and Prophets / Roots</u></b></p> <p><b><u>Key Concept: How did the religions and world views begin?</u></b></p> <p><b><u>Supporting Questions</u></b></p> <ul style="list-style-type: none"> <li>• What does it mean to admire someone? What sort of people do I admire?</li> <li>• What qualities do we look for in leaders?</li> <li>• What are the origins of the religions and why are the 'founders' so significant? How do devotees show their devotion to these figures?</li> <li>• How do the lives, teachings and example of the key religious figures in the different religions influence individuals and faith communities today?</li> <li>• Are these figures good roles models for us today? Why?</li> <li>• Who are some of the key figures in the development of Humanism? What were their key ideas?</li> <li>• How important is it for us to have good role models to base our lives on?</li> </ul>

	influence how we live and affect other people?			
<b>Summer</b>	<p><b><u>Theme Title: Sacred Texts</u></b></p> <p><b><u>Key Concept: Why are sacred texts and holy books so important?</u></b></p> <p><b><u>Supporting Questions</u></b></p> <ul style="list-style-type: none"> <li>• What is your favourite book or story? What are books for and how do we use them?</li> <li>• How do stories help us understand how we should behave/live our lives?</li> <li>• What is a sacred text? What sacred texts are important in the religions? How did they come into existence?</li> <li>• What beliefs about God are expressed in the sacred texts?</li> <li>• What do different sacred texts say about what it means to be a person?</li> <li>• What rules for living are found in different sacred texts?</li> <li>• How might religious people interpret their sacred texts differently?</li> <li>• How might non-religious people interpret sacred texts? How do they know what their rules for living are?</li> <li>• Do people need to believe in God in order to be good?</li> </ul>	<p><b><u>Theme Title: Religious Buildings</u></b></p> <p><b><u>Key Concept: Are places of worship really needed?</u></b></p> <p><b><u>Supporting Questions</u></b></p> <ul style="list-style-type: none"> <li>• What different kinds of buildings are there in the local communities? What are they for?</li> <li>• How do the features of these buildings help them to fulfil their purpose?</li> <li>• What are the places of worship in the religions called and how are they used?</li> <li>• What features are found in the different places of worship and what are they used for?</li> <li>• What role do places of worship play in the lives of the individuals and faith communities?</li> <li>• How do these places help believers feel closer to God and understand life better?</li> <li>• What are the differences between private and collective worship? How might believers benefit from each? Do they need to have a public place of worship?</li> <li>• Why is it important for people to have public buildings in the community? Why not just have homes?</li> <li>• How important is it for people to have somewhere to go to be on their own? Why?</li> </ul>	<p><b><u>Theme Title: Creation and Environment</u></b></p> <p><b><u>Key Concept: How does what we believe influence the way we should treat the world?</u></b></p> <p><b><u>Supporting Questions</u></b></p> <ul style="list-style-type: none"> <li>• What do I think caused the universe?</li> <li>• Does the universe have a purpose or is it just there?</li> <li>• What do different religions, non-religious groups and scientific views say about how the universe and life came about?</li> <li>• How do religious /non-religious beliefs and scientific teachings influence people's treatment of the world?</li> <li>• Do people have a responsibility to care for the world? Why, and what is this?</li> <li>• If you were to create a new world, what would it look like? What would you leave out and why?</li> <li>• How important is human life? Why? Is human life more important than all other life? Why/Why not?</li> <li>• How can humanity work together to improve the natural world? What is stopping us?</li> </ul>	<p><b><u>Theme Title: Rites of Passage</u></b></p> <p><b><u>Key Concept: Why do religious and non-religious groups celebrate important moments in life?</u></b></p> <p><b><u>Supporting Questions</u></b></p> <ul style="list-style-type: none"> <li>• What might the key milestones be in my life and why are they important?</li> <li>• What/who do I have a commitment to and how do I show this?</li> <li>• What rites of passage do people observe in religious and non-religious traditions?</li> <li>• What beliefs about life and commitment are expressed in the rites of passage?</li> <li>• Why do many people want to involve others in important moments in their lives?</li> <li>• What can we learn about our own values and commitments from the values, commitments and attitudes of others?</li> <li>• What benefits and challenges can commitment bring to our lives?</li> </ul>

## Progression through the Learning Process

Learning Process Progression KS1-UKS2		KS1	LKS2	UKS2
Pupil experience	Identify	Pupils recognise what is significant to them in their immediate experience and recognise some basic concepts used to express this	Peoples learn to identify what is most important to them in terms of people places celebrations and beliefs	Pupils identify their own responses to some of the big questions that life can throw at us
	Explore	Pupils learn how to find out about other people’s experience and feelings in a way that is sensitive and appropriate and to relate their own experience and that of others to the general concepts being developed	Pupils learn to ask thoughtful and searching questions about their own views about what is important to them and why	Pupils ask thoughtful and searching questions about their own responses to some of the ultimate questions raised through the material studied
	Contextualise	Pupils learn to see their own experience in the light of their own background and compare this sensitively with the experience of other pupils in the class	Pupils compare and contrast their own views with those of others in the class	Pupils compare and contrast their own response with those of others in the class
	Reflect	Pupils learn to think about their experience and the feelings related and to see how these affect themselves and others	Pupils think about how these different ‘values’ affect their own and other peoples’ lives	Pupils consider why these are different responses to ultimate questions
	Investigate	Pupils learn about related experiences and concepts within the religions explored	Pupils learn how to inquire into what do religions and traditions hold to be most important and how these are expressed personally and in the community	Pupils learn how to enquire into the religious and non-religious beliefs, practises and concepts and to explore what they reveal about different responses to ultimate questions
Religious/world view context				

Learning Process Progression  
KS1-UKS2

Religious/worldview context

Universal Human Experience

	KS 1	LKS 2	UKS 2
Contextualise	Pupils learn to see the religious experience in the context of the beliefs and practises of the religion being explored and the feelings that arise from them for believers	Pupils relate religious beliefs to the practises, lifestyles and attitudes of the religions explored learning to identify differences and similarities between religions	Pupils relate religious beliefs and concepts to the practises, lifestyles and attitudes of the religions and beliefs explored and the differences and similarities between religions
Reflect	Pupils learn to think about the religious experience and concepts and their significance to the believers and to see how these make a difference to how they live	Pupils learn to consider what is important to religious people through their exploration of religious beliefs concepts and practises and how these compare with their own	Pupils consider how the religious and non-religious beliefs concepts and lifestyles relate to responses to ultimate questions
Respond	Pupils learn how to express sensitively and in a variety of ways their own views about the religious experiences and concepts	Pupils explain their responses to the beliefs and practises giving reasons for their views	Pupils consider the extent to which the religious beliefs and concepts express a reasonable response to the ultimate questions
Synthesise	Pupils learn to identify similarities and differences between their own experience and the religious beliefs practises and concepts they have explored	Pupils think about what the beliefs and practises show about what is important to human beings	Pupils relate to the religious beliefs concepts and practises that they have explored to their own experience and views, and consider their own beliefs, values and way of living in the light of these
Reflect	Pupils learn to think about what they can take from their learning about the religions to help them understand their own experience feelings and beliefs	Pupils reflect on what they have learned about what people and communities see as of great importance in life	Pupils reflect on what they have learned and what these might suggest about common human values, responsibilities and experience
Apply	Pupils relate the religious experience, beliefs and concepts they have explored to their own lives and think about how their	Pupils consider how their views on what is important in life may have developed through their study of these religions and world	Pupils consider how their understanding of the world may have developed through their exploration of the religions and

own ideas have developed

views

worldviews

## Age-related Expectations

Pupils will be 'emerging', 'achieving' or 'exceeding' or similar judgements according to school policy. This is for summative assessment, taking an overview of a pupil's work and achievement over time and where appropriate specific assessment tasks/tests.

KS1

1. Pupils can retell stories from different religions and traditions and explain what they think it teaches people.
2. They recognise some religious phenomena and can say what religion these are from and say something about their meaning.
3. They can recognise that religions share things in common and have real differences.
4. They can talk about what is important to themselves and others and give a reason why.
5. Pupils ask appropriate questions about the religions they explore and can give a good reason for their own and other people's beliefs and opinions.

LKS2

1. Pupils describe beliefs and teachings from Christianity and two other religions and show how these influence how people live and behave.
2. They recognise and can describe symbols and rituals from Christianity and two other religions and say something about what these mean for people.
3. They recognise different religions and can compare different beliefs and teachings about God, the world and humanity from Christianity and two or three other religions studied.
4. They recognise who and what inspires themselves and others and say something about how this affects their behaviour.
5. They ask questions about religion and belief that help them find out more about Christianity and two or three different beliefs and practices, comparing these with their own ideas.

UKS2

1. Pupils describe similarities and differences of belief and practice within and between Christianity and two or three different religions and show how these influence the lives of individuals and communities.
2. They use correct vocabulary to suggest meanings for different ways in which people show their religious beliefs.
3. They raise questions about beliefs, values and how people live their lives and are able to research what different religions and a non-religious view say about important beliefs, ideas and issues, including the sources of authority such as sacred texts and key figures.
4. They recognise different sources of inspiration and influence on people's lives and can discuss the positive and negative impact these might have on individuals and communities.
5. They can discuss the impact of religion on individuals and communities and support their views with good reasons linked to evidence and examples