



Yew Tree Primary School

RE CURRICULUM OVERVIEW

RESPONSIBILITY:

We are responsible for what we do – if it's to be, it's up to me! We are prepared, organised and recognise consequences of our actions on ourselves and others.

RESPECT:

We are respectful by treating others how we wish to be treated – using manners, being thoughtful, kind and celebrating diversity

COURAGE:

We are brave and we take chances. We develop resilience to keep going even when things are tough. We face our fears and we are not afraid to make mistakes.

AMBITION:

We believe we can achieve in anything that we put our mind to. We aim high, love learning, have a positive 'can do' attitude and aim to be the best!

PRIDE:













We are proud of who we are and where we are from. We believe in our abilities and celebrate our success. We are a family at Yew Tree!







Intent	Curriculum Aim	To offer a broad, balanced & inclusive curriculum which acts as a starting point to stimulate awe, wonder & curiosity and which encompasses 'Learning Without Limits' so that children are empowered and able to achieve their full potential.	What does this mean for Religious Education: <ul style="list-style-type: none"> RE at Yew Tree recognises the importance of teaching children to understand the world around them, equipping them with knowledge and skills to answer challenging questions and explore different religions, values and traditions that are followed in our multicultural- society. Our RE curriculum is designed to enable children to challenge prejudices, discrimination and stereotypes, in order to understand and respect others. Through RE we enable children to reflect on their uniqueness as human beings to share their feelings and emotions and appreciate the importance of forming positive relationships. Our goal is for our children to appreciate worldviews, locally, nationally and globally and for our children to be able to hold a balanced and well-informed conversation about religion, preparing them for adult life, employment and life long learning.
	Curriculum Objectives	<ul style="list-style-type: none"> To develop the child as a responsible and confident citizen who is prepared to live in an ever-changing and diverse world. To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn. To develop the child as a life-long learner who has a range of skills, which ensure a high level of achievement. 	



Yew Tree Primary School

RE Key Skills & Knowledge Overview

Term Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	TOPIC 1	TOPIC 2	TOPIC 3	TOPIC 4	TOPIC 5	TOPIC 6
YN	<p>Me and My Community Exploring Autumn</p> <div style="display: flex; justify-content: space-around;">   </div> <p style="text-align: center;"><u>Our Community</u></p> <p>Think about where they are from. Discuss physical features e.g. does it have a beach? Discuss what places they have been to- do they have any special places? Discuss what people they might meet, are they the same or different? Visit different parts of the community, including areas where some children will be very knowledgeable Encourage positive relationships with community members, inviting different community members into school, for example people who are from different cultural backgrounds or do different jobs, e.g. fire fighter. Make a display with the children showing all the people who make up the community of the setting.</p> <p style="text-align: center;"><u>Key Skills</u> Children talk about their home and community life and find out about other children's experiences.</p> <p style="text-align: center;">Shows interest in different occupations and ways of life.</p>	<p>Once Upon a Time Sparkle and Shine</p> <div style="display: flex; justify-content: space-around;">   </div> <p style="text-align: center;"><u>My senses</u></p> <p><i>Children to make sense of the world around them.</i></p> <p>Taking part in creative play, make believe, role-play, drama and dance. Children use their imagination in art, music, dance, imaginative play, role-play and stories that represent their own ideas thoughts and feelings. Children explore, observe and find out about objects and places that matter in different cultures and beliefs. They respond in a variety of ways to what they see, hear, smell, touch and taste. Children make and eat festival food and listen to religious music and songs. Children to learn about how to stay safe, discuss who can help them if they are in trouble or in danger.</p> <p style="text-align: center;"><u>Key Skills</u> Exploring religious artefacts, including those designed for small children such as soft toys.</p> <p>Explore and begin to understand religious songs/music (nursery rhymes).</p>	<p>Starry Night Winter Wonderland</p> <div style="display: flex; justify-content: space-around;">   </div> <p style="text-align: center;"><u>The Natural World</u></p> <p>Work on nature, growing and life cycles, including outdoor learning (e.g. forest school) Seizing opportunities to link with topical and local events, such as celebrations and festivals e.g. harvest festival & Diwali (the festival of new beginnings) or the birth of a new baby, weddings & the death of a pet.</p> <p style="text-align: center;"><u>Key Skills</u> Remembers and talks about significant events in their own experiences.</p>	<p>Dangerous Dinosaurs Puddles and Rainbows</p> <div style="display: flex; justify-content: space-around;">   </div> <p style="text-align: center;"><u>Friendships and Positive Relationships.</u></p> <p><i>NOTE: Complete alongside the healthy eating, being fit and healthy me section of this topic.</i></p> <p>Talk to children about the importance of being mentally healthy (in simple terms) as well as physically healthy. Discuss what they can do to make sure their mind is happy and 'healthy'. Discuss the importance of friendship and helping each other, understanding how to be part of a group and share fairly. Talk about how they and others show feelings being sensitive to others. Accepting that everyone is different by providing opportunities to share experiences and knowledge from different parts of their lives with each other. Help children learn positive attitudes and challenge negative attitudes and stereotypes, e.g. using puppets, persona dolls, stories and books (showing black heroes, disabled kings or families with same sex parents).</p>	<p>Sunshine and Flowers Reflection</p> <div style="display: flex; justify-content: space-around;">   </div> <p style="text-align: center;"><u>My Life and Belonging</u></p> <p><i>What is their shadow? Who does it belong to? What is special about them? What is special about others?</i></p> <p>Recognise and describe special times and events in their lives and the lives of friends and family. Provide ways of preserving memories of special events e.g. making a book, collecting photographs, tape recording, drawing and writing. Children answer 'who', 'how' and 'why' questions about their experiences. Children understand what makes them unique and can talk about some similarities and differences in relation to friends and family. Invite children and families with experience of living in other countries to bring photographs and objects from their home cultures, including those from family members living in different areas of the UK and abroad. Provide role-play areas with a variety of resources reflecting diversity. Share stories that reflect the diversity of children's experiences.</p> <p style="text-align: center;"><u>Key Skills</u></p>	<p>Big Wide World Splash</p> <div style="display: flex; justify-content: space-around;">   </div> <p style="text-align: center;"><u>Special Places</u></p> <p>Discuss where they live, what are the buildings like? How are the similar or different? Think about what buildings are special to them. Discuss special times and events for them and their families and what buildings they may have been in. Talk about how different places are special to different people, starting to talk about the different ways in which people believe and behave, encouraging children to start answering questions. Look at pictures of some places of worship and meet believers in class. Begin, in simple terms, to discuss festivals that may happen in that place of worship. Talk and listen to each other, hearing and discussing stories of all kinds, including religious and secular stories. Provide dress up time for children to act out scenes from stories, celebrations or festivals.</p> <p><i>NOTE: Special places: Church, Mosque, Gurdwara (You may just want to focus on one or two).</i></p> <p style="text-align: center;"><u>Key Skills</u> Children talk about their home</p>

		NOTE: Christmas would be discussed in this term as a stand-alone topic.		Ensure the use of modern photographs of parts of the world that are commonly stereotyped and misrepresented. Key Skills Meeting and recognising different cultures and beliefs in class. They talk about their own and others' behaviour and it's consequences and know that some behaviour is unacceptable	Listen to stories that reflect the diversity of children's experiences. Recognising some of the things that make them unique. Remembers and talks about significant events in their own experiences.	and community life and find out about other children's experiences. Recognising some of the things that make them unique.
Reception KS1 & KS2	TOPIC 1	TOPIC 2	TOPIC 3	TOPIC 4	TOPIC 5	TOPIC 6
YR	<p>Being Special: Where do we belong?</p> <p>Christians Hindus Muslims & Belonging Retell religious stories making connections with their experiences.</p> <p>Share and record occasions when things have happened that have made them feel special.</p> <p>Recall simply what happens at a Christian infant baptism and dedication.</p> <p>Recall simply what happens when a baby is welcome into a religion other than Christianity.</p>  <p>Key Skills Listen to enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions.</p> <p>To develop respect for their own cultures and beliefs, and those of other people.</p> <p>Begin to be introduced to some religious terminology.</p>	<p>What do Christians believe God is like?</p> <p>Christians & Incarnation Talk about people who are special to them and say what makes their family and friends special to them.</p> <p>Recall simply what happens at a traditional Christian festival (Christmas).</p> <p>Begin to recognise the word 'incarnation' as describing the belief that God came to earth as Jesus.</p> <p>Retell religious stories, making connections with their experiences.</p>  <p>Key Skills Begin to be introduced to some religious terminology.</p> <p>Talk about past and present events in their lives and the lives of family members or friends.</p> <p>Respond to significant experiences showing a range of feeling when appropriate.</p> <p>Understand and join in with family customs, routines and traditions. Discuss and share these with others in the class.</p>	<p>Why is the word God special to Christians?</p> <p>Christians & Creation Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.</p> <p>Retell stories, talking about what they say about the world, God and human beings.</p> <p>Think about the wonders of the natural world, expressing ideas and feelings.</p> <p>Say how and when Christians like to thank their creator.</p> <p>Talk about what people do to mess up the world and what the do to look after it.</p>  <p>Key Skills To develop their own narratives based on stories they hear from different communities.</p> <p>To answer who, how and why questions about their experiences.</p>	<p>Why is Easter Special for Christians?</p> <p>Christians & Salvation Recognise and retell stories connected with the celebration of Easter.</p> <p>Say why Easter is a special time for Christians.</p> <p>Recognise some symbols Christians use during Holy Week e.g. palm leaves, cross, eggs etc and make connections with signs of new life in nature.</p> <p>Talk about some ways Christians remember these stories at Easter.</p>  <p>Key Skills Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events.</p> <p>Listen to stories, songs from different traditions and respond with relevant comments, questions or actions.</p> <p>Be introduced to some religious terminology.</p>	<p>What places are special and why?</p> <p>Christians & Muslims Talk about somewhere that is special to them and say why.</p> <p>Recognise people have places which have special meaning for them.</p> <p>Talk about the things that are special and valued in a place of worship. Begin to recognise that for Christians and Muslims these special things link to beliefs about God.</p> <p>Get to know and use appropriate words to talk about their thoughts and feelings when visiting a place of worship.</p> <p>Express a personal response to the natural world.</p>  <p>Key Skills Respond to significant experiences showing a range of feeling when appropriate. Show sensitivity to others needs and feelings.</p> <p>Develop respect for their own cultures and beliefs, and those of other people.</p> <p>Form positive relationships</p>	<p>What stories are special and why?</p> <p>Christians, Hindus & Muslims Talk about some religious stories and recognise some religious words.</p> <p>Identify some of their own feelings in the stories they hear.</p> <p>Identify a sacred text e.g. Bible, Torah, Qur'an.</p> <p>Talk about some of the things these stories teach believers.</p>  <p>Key Skills To understand and join in with family customs, routines and traditions. To discuss and share these with others in the class.</p> <p>Strengthen the positive impressions children have of their own cultures and faiths, and those of others, by sharing and celebrating a range of practices</p> <p>To develop their own narratives based on stories they hear from different communities.</p>

Unit 1:4 Beginning to learn about Sikhs: Stories of the Sikh Gurus (Part A).

Sikhs, Guru, God & Sharing.

Retell stories of Guru Nanak, give examples of how the stories used in Sikh life and worship (e.g. does the story have a hidden message about what God is like or about how we should live?)

Give examples of how and why Sikhs retell the stories of Guru Nanak and other Guru's. Make links between Sikh ideas of God found in the stories and how people live.

Ask questions about Sikh stories using the questioning words 'Who? How? Why? Why? What if?'

Talk about what they think is good about the Sikh stories and the ideas they noticed inside the stories.

Give a good reason for their ideas about whether any of these things are good for them.



Key Skills

Recount outlines of some religious stories.

Recall features of religious, spiritual and moral stories and other forms of religious expression.

Identify what is of value and concern to them.

Unit 1:1 What do Christians believe God is like?

Christians

Identify what a Parable is.

Tell the story of the 'Lost Son' from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father.

Give clear, simple accounts of what the story means to Christians.

Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. saying sorry, by seeing God welcome them back, by forgiving others).

Give an example of how Christians put their beliefs into practise in worship (e.g. by saying sorry to God).

Think talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.



Key Skills

Recall features of religious, spiritual and moral stories and other forms of religious expression.

Recognise and name features of religions and beliefs.

Recognise features of religious life and practice.

Identify aspects of own experience and feelings.

UNIT 1.7 Beginning to learn about Islam: What can we learn from stories about the Prophet?

Muslims

Give examples of how stories about the Prophet show what Muslims believe about Muhammad.

Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for animals, treat people equally).

Give examples of how Muslims put their beliefs about prayer and about Allah into action (e.g. daily prayer, by using subha beads).

Think. Talk and ask questions about Muslims beliefs and ways of living.



Key Skills

Recall features of religious, spiritual and moral stories and other forms of religious expression.

Recognise religious words and some religious symbols.

Recognise features of religious life and practice.

Identify and question things they find interesting or puzzling.

UNIT 1.3 Who celebrates what? Celebrations that matter in Sandwell.

Christians, Sikhs, Muslims and Celebration

Recognise a special time pupils celebrate and explain simply what celebration means.

Identify and name at least three different religious festivals, giving facts about each one.

Identify a belief that connects to a festival (e.g. 'they do it because they believe...').

Give examples of the ways a festival makes a difference (e.g. to emotions or families).

Compare festival stories to own experiences.

Notice and suggest a meaning or some symbols used in the celebrations they learn about.

Talk about links between how people celebrate today and old stories.

Notice and find out similarities: special food, music, prayers or gifts.



Key Skills

Recognise symbols and other forms of religious expression.

Recount outlines of some religious stories.

Recognise features of religious life and practice.

UNIT 1.10 How and why are some books holy? What can we learn from sacred books and stories?

Sikhs, Muslims, Christians, Sacred and Wisdom

Identify a belief about God linked to what a holy book says.

Recognise that sacred texts contain stories that are special to many people and should be treated with respect.

Identify at least three symbols which people use to show their respect for their holy writings.

Recognise how different religions express their respect for their scriptures, using symbols and by doing what the scriptures say.

Give examples of 'hidden messages in faith stories or wise sayings.

Talk about what they like in the stories from the sacred texts they hear.

Think, talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people.

Suggest feelings and reactions of characters at key points in the faith stories and suggest meanings in the stories.



Key Skills

Recognise symbols and other forms of religious expression.

Recall features of religious, spiritual and moral stories and other forms of religious expression.

Recognise and name features of religions and beliefs.

UNIT 1.11 Questions that puzzle us. What can we learn from deep thinking?

Puzzling Questions

Identify a religious story that answers a big question, for example, Jesus healing the Lepers answers the question: is it wrong for people to be left out?

Identify two or more big questions about religions and beliefs and match them to possible answers.

Recognise that people's beliefs about God or life make a difference to what they do.

Give simple examples of 'hidden messages' in faith stories or wise sayings.

Talk about what they like in the stories from sacred texts that they hear.

Think, talk and ask good questions about messages within sacred texts and the values, behaviours and attitudes of people.

Ask and suggest answers to questions arising from their learning about religions.



Key Skills

Recall features of religious, spiritual and moral stories and other forms of religious expression.

Identify and question things they find interesting and puzzling in life.

UNIT 1.5 Beginning to learn about Sikhs: the Gurdwara – Why is there a kitchen (Part B)

Sikhs, Belonging, Community and Worship

Recognise the Sikh holy building, the Gurdwara, from local photos. Retell simply some of the things that happen in the Gurdwara.

Give examples of other community buildings where people share their lives.

Give examples of how Sikhs worship, pray, sing and share their lives at the Gurdwara.

Make simple links between Sikh ideas of God and service to others and the work of the Gurdwara.

Give an example of how some Sikh people might remember God in different ways (e.g. through worship at the Gurdwara/ through service).

Ask questions about Sikh worship using questioning words 'Who? How? Why? What if?'

Talk about what they think is good about the Sikh Gurdwara.

Give a good reason for their ideas about whether any of these things are good for them too.



Key Skills

Identify how religion and belief is expressed in different ways.

Identify some religious practices understanding that some are characteristic of more than one religion.

Respond sensitively to the experiences and feelings of others, including those with a faith.

UNIT 1.2 Why does Christmas matter to Christians?

Christians & Incarnation

Recognise that stories of Jesus's life come from the Gospels.

Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.

Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions and Christmas.

Think, talk and ask questions about Christmas for people who are Christians and for people who are not.

Decide what they personally have to be thankful for, giving a reason for their ideas.



Key Skills

Retell religious stories and identify some religious beliefs and teachings.

Suggest meanings in religious symbols, language and stories.

Identify possible meanings for symbols and other forms of religious expression.

Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.

UNIT 1.8 Beginning to learn about Islam: What do Muslims in Sandwell believe and how do they live?

Muslims

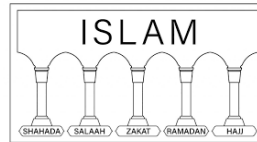
Recognise the words of the Shahadah and that it is very important for Muslims.

Identify some of the key Muslims beliefs expressed in the 5 Pillars of Islam.

Give examples of how Muslims use the Shahadah to show what matters to them.

Give examples of how Muslims put their beliefs about prayer and about Allah into action (e.g. daily prayer, fasting, Pilgrimage).

Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas. Make links to their own beliefs and personal experiences.



Key Skills

Identify how religion and belief is expressed in different ways.

Identify some religious practices understanding that some are characteristic of more than one religion.

Respond sensitively to the experiences and feelings of others, including those with a faith.

Ask questions about their own and others' feelings and experiences.

UNIT 1.6 Why does Easter matter to Christians?

Christians & Salvation

Recognise that Incarnation and Salvation are part of a big story of the Bible.

Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation.

Recognise that Jesus gives instructions about how to behave.

Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.

Think, talk and ask questions about whether the story of Easter only has something to do with Christians or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.



Key Skills

Retell religious stories and identify some religious beliefs and teachings.

Recognise that some questions about life are difficult to answer.

Ask questions about their own and others' feelings and experiences.

Identify possible meanings for symbols and other forms of religious expression.

UNIT 1.12 What is the 'good news' Christians believe Jesus brings?

Christians & Gospel

Tell stories from the Bible and recognise a link with the concept of 'Gospel' or good news.

Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.

Recognise that Jesus instructs people about how to behave.

Give two examples of ways in which Christians follow the teachings studied about forgiveness and peace and bringing good news to the friendless.

Give two examples of how Christians put these beliefs into practice in the church community and their own lives (e.g. charity, confession).

Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians or if there are things for anyone to learn about how to live, giving a good reason for their ideas.



Key Skills

Retell religious stories and identify some religious beliefs and teachings.

Suggest meanings in religious symbols, language and stories.

Identify how religion and belief is expressed in different ways.

Ask questions about their own and others' feelings and experiences.

UNIT 1.9 Holy Places: Where and how do people worship?

Christians Sikhs Muslims & Belonging

Recognise that there are special places where people go to worship and talk about what people do there.

Identify objects used in worship in two religions and give a simple account of how they are used.

Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.

Give examples of stories, objects, symbols and actions used in places of worship.

Think, talk and ask good questions about what happens in a place of worship.

Talk about what makes some places special to people and what the difference is between religious and non-religious special places.



Key Skills

Identify possible meanings for symbols and other forms of religious expression.

Identify how religion and belief is expressed in different ways.

Identify similarities and differences in features of religions and beliefs.

Identify some religious practices understanding that some are characteristic of more than one religion.

Realise that some questions that cause people to wonder are difficult to answer.

Unit 2.9 What is it like to be Jewish?

Jews, Family, Synagogue, Celebration and Torah

Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.

Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people, including a 'covenant' with '10 commandments'

Offer informed suggestions about the meaning of the Exodus story for Jews today.

Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals).

Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities.

Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future.

Make links with the value of remembrance, personal reflection, saying sorry, being forgiven, being grateful, seeking justice in the world today, including pupils own lives and giving good reasons for their ideas.



Key Skills

Describe some religious beliefs and teachings, and their importance.

Describe and suggest meanings for symbols and other forms of religious expression.

Make links between beliefs, stories and practices.

Identify the impacts of beliefs and practices on people's lives.

Unit 2.5 What is the 'Trinity' and why is it important for Christians?

Christians & Incarnation

Recognise what a 'Gospel' is and give an example of the kinds of stories it contains.

Offer suggestions about what texts about baptism and Trinity mean.

Give examples of what these texts mean to some Christians today.

Describe how Christians show their beliefs about God the Trinity in worship in different ways (e.g. in baptism and prayer) and in the way they live.

Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.



Key Skills

Investigate and connect features of religions and beliefs.

Ask significant questions about religions and beliefs.

Identify comparisons between religious symbols, language and stories and the beliefs or ideas that underlie them.

Compare their own and other people's ideas about questions that are difficult to answer.

Unit 2.11 Keeping the Pillars of Islam: How do Muslims beliefs make a difference to their way of living?

Muslims, Beliefs & Ways of living

Identify and describe the 5 Pillars of Islam and the beliefs they express.

Consider questions about what Muslims believe (e.g. is submission to Allah and generosity a good way to live?)

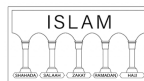
Make simple connection between beliefs about Allah and the 5 Pillars.

Describe how people show devotion to Islam.

Ask questions about why the Pillars are practiced by so many millions.

Express their own ideas about the meaning and value of rituals like these.

Give good reasons for their views about religion and ritual.



Key Skills

Describe some religious beliefs and teachings, and their importance.

Investigate and connect features of religions and beliefs.

Make links between beliefs, stories and practices.

Identify the impacts of beliefs and practices on people's lives.

Describe how some features of religions studied are used or exemplified in festivals and practices.

Unit 2.4 What is it like to be a Sikh in Sandwell?

Sikhs, Beliefs and ways of living

Identify and describe key Sikh beliefs and values including Waheguru and Sewa.

Explain examples of texts such as the Mool Mantar.

Consider questions about the belief that all humans are equal to God.

Make simple connections between sacred texts and practice, e.g. in provision of food and care for those 'left out'.

Describe how people show their Sikh identity in dress, behaviour and values.

Raise questions about what it means to live a good life and examine answers.

Make links between their own ideas and values and those held dear in Sikhi communities.

Give good reasons for their views about the importance of values such as equality, community, tradition and respect.



Key Skills

Identify the impacts of beliefs and practices on people's lives.

Describe how some features of religions studied are used or exemplified in festivals and practices.

Compare aspects of their own experiences and those of others, identifying what influences their lives

Unit 2.7 What kind of world did Jesus want?

Christians and Gospel

Identify texts that come from a Gospel, which tells the story of life and teaching of Jesus.

Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.

Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christians.

Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.

Make links between the importance of love in the Bible stories studied and life in the world today, giving good reasons for their ideas.



Key Skills

Make links between beliefs, stories and practices.

Compare their own and other people's ideas about questions that are difficult to answer.

Make links between values and commitments, including religious ones, and their own attitudes or behaviour.

Unit 2.1 What are the deeper meanings of Religious Festivals?

Choose 3: Christians, Muslims or Jews, Sikhs or Hindus & Celebration

Identify and describe how festivals from at least three religions are celebrated, using the right words.

Explain examples of texts and stories that lie behind the festivals in terms of the values and beliefs they show.

Consider questions about the belief that God is at work in human life and stories that show how this should be celebrated.

Make simple connections between sacred texts and the practice of religious festivals today.

Describe how people show devotion to God and commitment to key values in their festivals.

Identify similarities, differences and generalities in relation to the festivals they study.

Raise questions about what is worth celebrating and why, suggesting answers of their own with reasons.

Make links between different religions that all celebrate with triumph of goodness over evil.



Key Skills

Identify similarities and differences between religions and beliefs.

Compare their own and other people's ideas about questions that are difficult to answer.

Compare aspects of their own experiences and those of others, identifying what influences their lives.

Unit 2.3 What do Christians learn from the Bible's Creation Story?

Christians & Creation

Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.

Make clear links between Genesis 1 and what Christians believe God and Creation.

Recognise that the story of 'the fall' in Genesis 3 gives an explanation of why things go wrong in the world.

Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the earth)

Describe how and why Christians might pray to God.

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



Key Skills

Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions.

Suggest meanings for a range of forms of religious expression, using appropriate vocabulary.

Comment on connections between questions, beliefs, values and practices.

Unit 2.2 What is it like to be a Hindu in Britain today?

Hindus, Community, Worship and Celebration

Describe how Hindu's show their faith with their families in Britain today (e.g. home puja).

Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali).

Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain or between Britain and India).

Identify the terms dharma, Sanatana Dharma and Hinduism and say what they mean.

Make links between Hindu practices and the idea that Hinduism is a way of life (dharma)

Raise questions and suggest answers about what is good about being a Hindu in Britain today and whether taking part in family and community rituals is a good thing for society.



Key Skills

Gather, select, and organise ideas about religion and belief. Suggest answers to some questions raised by the study of religions and beliefs.

Suggest meanings for a range of forms of religious expression, using appropriate vocabulary.

Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms.

Describe the impact of beliefs and practices on individuals, groups and communities.

Unit 2.12 Why does Prophet Muhammad matter to Muslims?

Muslims, Prophet hood, Leaders and Beliefs

Identify and describe some stories and sayings of the Prophet, showing how they provide an example to live by.

Explain the meanings of examples of texts that Muslims use to understand Islam.

Consider questions about leadership and Islamic examples of answers.

Make simple connections between sacred texts and Muslim admiration for the Prophet.

Describe how Muslim people follow the example of the Prophet today.

Raise questions about why we often seem to like to follow a leader.

Express their own ideas about the meaning and value of different kinds of leadership.

Give good reasons for their views about leadership of the Prophet.



Key Skills

Describe the key beliefs and teachings.

Describe the impact of beliefs and practices on individuals, groups and communities.

Show understanding of the ways of belonging to religions and what these involve.

Ask questions about the significant experiences of key figures and suggest answers from own and others' experiences, including believers.

Unit 2.8 Why do Christians call the day Jesus died 'Good Friday'?

Christians and Salvation

Recognise the word 'Salvation' and that Christians believe Jesus came to 'save' or 'rescue' people e.g. by showing them how to live.

Offer informed suggestions about what the events of Holy Week mean to Christians say about the important of the events of Holy Week.

Make simple links between the Gospel accounts and how Christians mark the Easter event in their communities.

Describe how Christians show their beliefs about Jesus in worship in different ways.

Raise thoughtful questions and suggest some answer about why Christians call the day Jesus died 'Good Friday' giving good reasons for their suggestions.



Key Skills

Ask questions about the significant experiences of key figures and suggest answers from own and others' experiences, including believers.

Describe the impact of beliefs and practices on individuals, groups and communities.

Ask questions about puzzling aspects of life and experiences and suggest answers.

Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.

Unit 2.10 For Christians what was the impact of Pentecost?

Kingdom of God & Christians

Make clear links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on earth.

Offer informed suggestions about what the events of Pentecost in Acts 2 might mean.

Give examples of what Pentecost means to some Christians now.

Make simple links between the descriptions of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God and how Christians live now.

Describe how Christians show their beliefs about the Holy Spirit in worship.

Make links between ideas about the Kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.



Key Skills

Suggest answers to some questions raised by the study of religions and beliefs.

Suggest meanings for a range of forms of religious expression, using appropriate vocabulary.

Comment on connections between questions, beliefs, values and practices.

Describe the impact of beliefs and practices on individuals, groups and communities.

Unit 2.6 Values: What matters most?

Christians, Humanists and ways of living

Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist).

Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen' and Humanist saying 'people can be good with out God', and exist without a designer.

Make clear connections between Christian and Humanist ideas about being good and how people live.

Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering differing points of view.

Raise important questions and suggest answers about how and why people should be good.

Make connections between the values studied and their own lives and their importance in the world today, giving good reasons for their views.



Key Skills

Suggest meanings for a range of forms of religious expression, using appropriate vocabulary.

Describe similarities and differences within and between religions and beliefs.

Show how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language.

Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied.

Unit 2.1 What does it mean if Christians believe that God is loving and holy?

Christians

Identify some different types of biblical texts, using technical terms accurately.

Explain connections between biblical texts and Christian ideas of God, using theological terms.

Make clear connections between Bible texts studied and what Christians believe about God, for example, through how cathedrals are designed.

Show how Christians put their beliefs into practice in worship.

Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.

Possible visit to a Church



Key Skills

Suggest lines of enquiry to address questions raised by the study of religions and beliefs.

Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence.

Explain how selected features of religious life and practice make a difference to the lives of individuals and communities.

Make informed responses to people's values and commitments (including religious ones) in the light of their learning.

Unit 2.5 Hindu, Jewish and Islamic Prayer – What? Where? How? When? Why?

Hindus, Jews, Muslim & Prayer

Explain beliefs about prayer from Judaism and Islam.

Describe examples of texts that explain and influence Jews and Muslim prayer.

Make clear connections between beliefs about God and the practice of prayer.

Explain differences between the ways Jews and Muslims pray.

Raise questions about prayer and God and explore varied answers.

Explain the importance of prayer to Muslims, Jewish people and those who do not pray or pray in different ways.

Give good reasons for their views about prayer and its value in different communities.



Key Skills

Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities.

Recognise and explain diversity within religious expression, using appropriate concepts.

Explain how some forms of religious expression, are used differently by individuals and communities.

Explain connections between questions, beliefs, values and practices in different belief systems.

Explain how and why differences in belief are expressed.

Unit 2.8 How do Christians decide how to live? What would Jesus do?

Christians & Gospel

Identify features of Gospel texts (e.g. teachings, parable, narrative).

Taking account of the context, suggest meanings of Gospel texts studied and compare their own ideas with ways in which Christians interpret Biblical texts.

Make clear connections between Gospel texts, Jesus' 'good news' and how Christians live in the Christian community and in their individual lives.

Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and issues, problems and opportunities in the world today including their own lives.

Articulate their own response to the issues studied, recognising different points of view.



Key Skills

Recognise and explain the impact of beliefs and ultimate questions on individuals and communities.

Explain how selected features of religious life and practice make a difference to the lives of individuals and communities.

Make informed responses to questions of identity and experience in the light of their learning.

Make informed responses to questions of meaning and purpose in the light of their learning.

Make informed responses to people's values and commitments (including religious ones) in the light of their learning.

Unit 2.9 What will make Sandwell a more respectful community?

Christians, Muslims, Sikhs, Hindus, Non-Religious, Respect Cohesion & Difference

Explain beliefs about the value of religious and cultural diversity in their local community.

Describe examples of texts that explain why honouring all humans is important.

Make clear connections between belief in the 'Golden Rule' and the needs of a mixed community.

Give examples of the impact of inter faith working in our community.

Raise questions about how we can be a more tolerant and respectful community, suggesting answers.

Explain the importance of tolerance, respect and liberty for all in making a community that is harmonious.

Give good reasons for their views about harmony in our communities.



Key Skills

Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities.

Recognise and explain diversity within religious expression, using appropriate concepts.

Explain connections between questions, beliefs, values and practices in different belief systems.

Recognise and explain the impact of beliefs and ultimate questions on individuals and communities.

Explain how and why differences in belief are expressed. Make informed responses to people's values and commitments.

Unit 2.2 An enquiry into visiting a place of worship

Christians, Muslims, Sikhs & Hindus

Explain beliefs about holy buildings and God's presence from different religions.

Describe examples of texts that explain worship and sacred space.

Make clear connections between belief about God and places of practices of worship.

Explain differences between what happens in different places of worship.

Raise questions about the value and impact of worship and the significance of 'holy space'.

Describe clear connections between beliefs about God and how people worship.

Express their own response to the idea that the Earth is a 'holy place' we all share.



Key Skills

Suggest lines of enquiry to address questions raised by the study of religions and beliefs.

Recognise and explain diversity within religious expression, using appropriate concepts.

Explain how some forms of religious expression, are used differently by individuals and communities.

Explain connections between questions, beliefs, values and practices in different belief systems.

Explain how and why differences in belief are expressed.

Unit 2.10 Can religions help to build a fairer world?

Christians, Muslims & Justice

Explain beliefs and teachings about justice from Christian and Muslim texts.

Compare their ideas about justice and fairness with those studied in Islam and Christianity.

Make clear connections between belief about justice from sacred texts and the actions of a modern religiously based charity.

Describe examples of the impact of charitable work in the world today.

Explain some difference between the two charities.

Raise questions about charity, justice and the impact of religion, suggesting answers.

Explain the importance of the idea that God loves justice and is just to Muslims and Christians.



Key Skills

Express their own ideas. Identify the influences on, and distinguish between, different viewpoints within religions and beliefs.

Interpret religions and beliefs from different perspectives.

Interpret the significance and impact of different forms of religious and spiritual expression.

Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.

Make informed responses to people's values and commitments in the light of their learning They will use different techniques to reflect deeply.

Unit 2.11 Why do Hindus want to be good?

Hindus, Moksha, Karma, Dharma & Samsara

Identify and explain Hindu beliefs e.g. dharma, karma, samsara, moksha using technical terms accurately.

Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha etc.

Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live.

Connect Hindu ideas about the stages of life (4 ashramas) with the ideas of how to live well (karma) and with beliefs about reincarnation (dharma, moksha).

Give evidence and examples to show how Hindus put their beliefs into practice in different ways.

Make connections between Hindu beliefs studied (e.g. karma and dharma) and explain how and why they are important to Hindus.

Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.



Key Skills

Compare the different ways in which people of faith communities express their faith.

Identify the influences on, and distinguish between, different viewpoints within religions and beliefs.

Interpret the significance and impact of different forms of religious and spiritual expression.

Use religious and philosophical terminology and concepts to explain religions, beliefs and systems

Unit 2.6 What can we learn from religion about temptation?

Christians, Muslims, Creation, Temptation, Fall & Reconciliation

Explain Muslim and Christian beliefs about temptation, sin and forgiveness.

Compare their ideas about temptation with those studied.

Make clear connections between belief about God and moral choices.

Give examples of the impact of ritual in life.

Explain the difference between Christian and Muslim ideas.

Express their own response to Muslim and Christian teaching about temptation.

Give good reasons for their views about moral choices and forgiveness.



Key Skills

Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied.

Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world.

Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.

Make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply.

Unit 2.4 What do Christians believe Jesus did to 'save people?'

Christians & Salvation

Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit in.

Explain what Christians mean when they say that Jesus's death was a sacrifice.

Make clear connections between the Christian beliefs in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.

Show how Christians put their beliefs into practice in different ways.

Weigh up the value and impact of ideas of sacrifice in their own lives and in the world today.

Articulate their own responses to the idea of sacrifice, recognising different points of view.



Key Skills

Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems.

Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.

Unit 2.3 Can religions help people when times get hard?

Christians Hindus Muslims & Non-Religious

Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life.

Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences.

Make clear connections between what people believe about God and how they respond to challenges in life (e.g. bereavement, suffering).

Give examples of ways in which beliefs about resurrection/ judgement/ heaven/ karma/ reincarnation make a difference to how someone lives.

Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these.

Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.



Key Skills

Identify the influences on, and distinguish between, different viewpoints within religions and beliefs.

Interpret religions and beliefs from different perspectives.

Interpret the significance and impact of different forms of religious and spiritual expression.

Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.

Unit 2.12 What impact do people's beliefs have on their lives? (transition)

Christians, Sikhs, Muslims and Spirituality

Explain some ways beliefs are shown in creative expression.

Compare their ideas about religious expression with the examples they study.

Make clear connections between beliefs and different forms of expression.

Give examples of the impact of beliefs on art, architecture and music.

Raise questions about how they might express their own spiritual ideas.

Describe clear connections between beliefs and art / architecture / music.



Key Skills

Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.

Interpret the significance and impact of different forms of religious and spiritual expression.

Compare the different ways in which people of faith communities express their faith.

