

SUBJECT LEADER OVERVIEW



RE

SUBJECT LEADER

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SUBJECT LINK GOVERNOR

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	Same for all subjects
	From subject progression
	Specific to your subject
	Reception Lesson Format From Kapow

	From Kapow
	Change the name of the subject in text
	From DfE National Curriculum subject specific document
	Other Class Lesson Format From Kapow

WHAT THE NATIONAL CURRICULUM SAYS ABOUT RE

Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society.

Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these.

RE also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.

Spiritual, moral, social and cultural development

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims.

Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

Personal development and well-being

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

Community cohesion

RE makes an important contribution to a school's duty to promote community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination. Effective RE will promote community cohesion at 7 each of the four levels outlined in DCSF guidance.³

The school community – RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.

- **The community within which the school is located** – RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area.
- **The UK community** – a major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.
- **The global community** – RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

In summary, religious education for children and young people:

- **provokes challenging questions** about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- **encourages pupils to explore their own beliefs** (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives

- **enables pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society
- **teaches pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice
- **prompts pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

RE AT ALL SAINTS

INTENT

Christianity and Christian values underpin everything we do at All Saints Primary

The aim of our Religious Education curriculum is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and our behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development. Within Religious Education our school vision, 'Nurturing hearts, inspiring minds' is developed by allowing pupils to critically reflect upon, evaluate and apply their learning to their growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience. For example, asking challenging questions, looking for transformation, respecting views and opinions of others, celebrating differences and emphasising tolerance.

IMPLEMENTATION:

The scheme has the following three strands running through it:

- ✓ Substantive knowledge (conceptual and worldviews related).

✓ Disciplinary knowledge.

✓ Personal knowledge

These strands are interwoven across all units to create lessons that build children's conceptual knowledge and understanding of religion and worldviews (substantive knowledge) and use a range of disciplinary lenses. Children will also be equipped to explore and express their preconceptions, personal worldviews and positionality (personal knowledge) through varied and engaging learning experiences.

Children begin to develop their awareness of religion and worldviews in Key Stage 1, focusing on conceptual knowledge through the study of a limited range of religions and worldviews represented in the UK, including Christianity. This will support children in building knowledge they can refer to throughout their learning in Key Stage 2 while encountering a greater range of religions and worldviews and considering further the diverse nature of religious and non-religious lived experience.

Each unit includes overarching 'big questions' which will be revisited throughout Key Stage 1, lower Key Stage 2 and upper Key Stage 2, allowing children to apply the breadth and depth of their learning across various concepts. These 'big questions' are:

- Why are we here?
- Why do worldviews change?
 - What is religion?
- How can worldviews be expressed?
- How do worldviews affect our daily lives?
- How can we live together in harmony if we have different worldviews?

Lessons are designed to be varied, engaging and hands-on, allowing children to learn and record their thoughts, answers and ideas in various ways. In each lesson, children will participate in activities involving disciplinary and substantive concepts, developing their knowledge and understanding of diverse religions and worldviews

This curriculum emphasises the importance of diverse representations within and across religions and worldviews, focusing on real people's lived experiences of their beliefs.

IMPACT

The school aims to inspire children to live their lives by the Christian values.

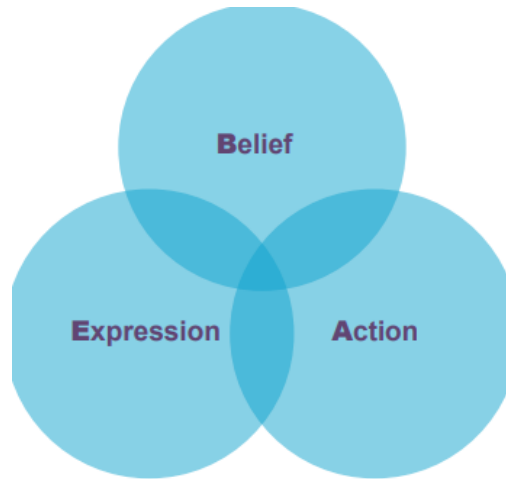
The children at All Saints Primary enjoying learning lots about other religions and why people choose, or choose not to follow a religion. Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world. R.E. acts as a hub,

therefore, between social aspects of learning, science and geography. Through R.E. our children are developing an understanding of other people's cultures and ways of life, so they can respect the differences they come across.

The expected impact is that children will:

- Know and understand religious concepts relating to beliefs, practices, community and belonging, and wisdom and guidance.
- Develop an understanding of the influence of organised and personal worldviews on individuals, communities, countries and globally.
- Understand some of the ways religions and worldviews are studied (disciplinary knowledge).
- Develop understanding of their relationship with the content studied, being able to talk about their assumptions and preconceptions (personal knowledge).
- Build secure vocabulary which allows them to talk confidently and fluently about their learning.
- Answer questions about worldviews through an enquiry-based approach including investigating, interpreting, evaluating, applying and expressing.
- Talk about the similarities and differences between their own and others beliefs with respect and open mindedness.
- Understand the lived experiences of religious and non-religious worldviews to be diverse within and between people and communities.
- Develop an understanding of the ways in which personal and organised worldviews may develop and change across time and place every half term. This is monitored by the subject leader, the senior leadership and the School Development Group.

STRANDS



Belief

What dos believe about God?

How does what a believes about God affect the decisions they make?

How might as understanding of science affect their beliefs and worldview?

Expression

How does a’s worldview influence the way they interpret religious texts?

Why do somes rarely visit a place of worship and others visit regularly?

Action

What is the best way for a to lead a good life?

How and why do many.....s try to help people?

How mights learn from the example of significant people who share/have shared their worldview?

CULTURAL CAPITAL

Cultural Capital is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.

We want our pupils' 'lights to shine' both today in their future by not only giving them the knowledge and skills they need but by also installing a set of values and beliefs which enable them to be happy and successful citizens whilst having a positive impact on the lives of others.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC – DEVELOPED IN ALL LESSONS)

Spiritual: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. **Emphasise our school's close links to our local churches and our wider community.**

Moral: Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social: Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the **'British values'** of democracy, the rule of law, liberty, respect and tolerance.

Cultural: Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

BRITISH VALUES (TO BE DEVELOPED IN ALL LESSONS)

The core British Values are:

- Democracy
- Rule of Law
- Mutual Respect
- Individual Liberty
- Tolerance

Our RE curriculum casts a light on global citizenship and the rule of law, including the role of democratic advocacy for change. Pupils also look at how different cultures live and work throughout the world.

RE CURRICULUM

DESIGN OF CURRICULUM

Our RE planning is based on Dorset Agreed Syllabus for Religious Education and we use Understanding Christianity to deliver the unique Christianity units. We use KAPOW and locally designed units for comparing and contrasting 'other' religions.

This agreed syllabus reflects the importance that Religious Studies has for children's and young people's understanding of the world in which we all live. Central to the syllabus's aim is the belief that excellent teaching of Religious Studies supports children and young people to have respect for themselves and others, whilst also supporting and developing a fundamental appreciation of the significance of belief(s) in people's lives.

The syllabus develops a 'worldviews' approach to the teaching of this subject, in a deliberate attempt to raise awareness of unconscious bias and discrimination, treating all worldviews, including religions, as of equal relevance and significance.

Progression and the cumulative retention of substantive knowledge & vocabulary are essential. We have ensured continuity in learning across the age phases. The syllabus adds discretion for those teaching children and young people with special educational needs, so that they can achieve similar outcomes via a bespoke route in line with school culture and curriculum intent.

DELIVERY OF CURRICULUM

RE lessons are held every week and are taught by the class teacher.

TRACKING PROGRESSION OF SKILLS AND KNOWLEDGE

The overview of skills and knowledge covered in each phase and strand and how these skills are developed in order to enable pupils to reach the end of key stage outcomes - outlined in the National curriculum - are listed in our **RE** Progression Document.

Within each key stage, knowledge is often introduced at the start of the key stage so that there is time for that knowledge to be revisited and applied in later years which is why knowledge accumulation may look heavier in some year groups than others. As we have joint classes, progression statements in Key stage 2 are shown for lower key stage 2 and upper key stage 2 only and not for individual year groups. Key concepts and knowledge are revisited in different contexts to ensure that pupils have a secure understanding by the end of each phase.

End of Key Stage 1: Progress ladder

This table outlines the skills required to achieve the end of Key Stage expectations and projects these back to what may be expected in Year 1. This may be helpful in assessing progress part way through the Key Stage. Each sentence stem needs to be applied to a particular task of knowledge content.

Lower KS1: Pupils working towards KS1 expectations will:	Upper KS1: Pupils securely achieving KS1 expectations will:
Retell... Explore and discuss... Recall and name... Find out meaning of... Recognise important...	Retell and suggest meanings for... Explore and discuss... Recall and name different... Find out meanings of... Recognise and appreciate similarities between...
Recall, name and talk about	Retell, recognise and find meanings
Ask and respond to questions about... Explore questions about...	Ask and respond to questions about... Identify effect of... Explore questions about... Express their own ideas...
Ask and explore	Explore and respond sensitively
Notice and recount... Respond with answers... Find out about...	Notice and recount similarities... Respond sensitively... Find out about... Begin to express their ideas and opinions... Find out about... Respond with ideas...
Explore and find out	Begin to express ideas and opinions

End of Key Stage 2: Progress ladder

<p>Lower KS2: Pupils working towards KS2 expectations will:</p>	<p>Upper KS2: Pupils securely achieving KS2 expectations will:</p>
<p>Describe and understand links between... Respond thoughtfully...</p> <p>Discover more about... Reflect on the importance of... Explore and describe... Understand different...</p>	<p>Describe and understand links between... Respond thoughtfully to a range of...</p> <p>Discover more about...</p> <p>Reflect on the meaning of...</p> <p>Explore and describe a range of... Understand different perspectives about...</p>
<p>Describe, discover and respond thoughtfully</p>	<p>Reflect and make connections between different ideas</p>
<p>Observe and understand varied examples of... Observe and consider...</p> <p>Explain the importance of...</p> <p>Discuss different views... Apply ideas of their own...</p>	<p>Observe and understand varied examples of... Observe and consider different...</p> <p>Explain the meaning of...</p> <p>Discuss and present thoughtfully different views...</p> <p>Apply ideas of their own in different forms... Explore, contrast and compare...</p>
<p>Observe and suggest reasons</p>	<p>Consider, compare and contrast</p>
<p>Understand... Suggest reasons for...</p> <p>Discuss their own and others' ideas... Respond thoughtfully to...</p>	<p>Understand...</p> <p>Suggest reasons for...</p> <p>Discuss and apply their own and others' ideas...</p> <p>Respond clearly with ideas about... Consider and apply ideas about...</p>
<p>Suggest reasons and respond thoughtfully</p>	<p>Offer ideas and clear responses</p>

ENRICHMENT

When possible, and after taking into consideration expense, time constraints and impact on learning, enrichment activities such as trips, outdoor work and visitors are encouraged in RE.

LOCAL AWARENESS

In all aspects of the curriculum we take every opportunity to help pupils to connect with their immediate surroundings and develop a global perspective by making connections between their everyday lives and the world around them.

CROSS CURRICULAR LINKS

Links to other learning will be made wherever possible, providing they help the pupils with their understanding and are in no way tenuous. Guided reading texts are regularly selected to further underpin learning.

HOW WE ASSESS

Class teachers assess each pupil against each objective in every subject 5 times each year (at the end of Autumn Term 2, Spring Term 1, Spring Term 2, Summer Term 1 and Summer Term 2).

Assessment is putting a pupil at ARE, WT or Below (and in some cases GD) against each objective.

This has been agreed by all teachers and is not seen as too onerous of time consuming). This has been fully supported by the Staff Welfare Representative and the Welfare Governor who have both liaised with teachers.

HOW WE MODERATE

Subject leaders are given at least half a day per term to monitor and moderate their subject.

Moderation takes the form of:

- Drop in
- Book Scrutiny
- Pupil Voice
- Data analysis
- Link Governor visits
- Observation
- Teacher Chat

Every Staff Meeting also has an agenda item where Subject Leaders can pass on any issues / points / questions / requests / advice to teachers.

Subject leaders can also request moderation time in staff meetings.

Class Teachers assess every pupil against each objective in every subject at the end of every term.

Headteacher / Deputy Head and Subject Governor monitors subjects each year

SUBJECT LEADER CPD

Subject Leaders have taken part in curriculum sharing with other local schools.

In additions, Subject Leaders are to complete at least one subject specific CPD course with National College every year.

RESOURCES

Understanding Christianity resources are available online through our school login. With Kapow being new to the school, Class Teacher are asked to speak to Subject Leaders about any additional resources which may be required (any that may have been missed when Subject Leaders were balancing the curriculum).

Each weekly Staff Meeting has an agenda item where Class Teacher and Subject Leaders have an additional opportunity to request and additional resources,

RECORDING OF LEARNING

KS1 pupils use a floor book as a record of class learning in RE.

KS2 pupils have a folder in which they keep a record of their RE folders as well as their floor books.

RECENT FEEDBACK GIVEN TO STAFF

SUBJECT ACTION PLAN 2024/25

KNOWLEDGE AND SKILLS

Baha'i

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
God	What do Bahá'is believe about God? God as unknowable How are God's attributes reflected in nature?	The Importance of Obligatory Prayer and Daily Worship - acts of devotion Fasting	What is important in Community Life? What happens at a 19 Day Feast?
Life after Death	What do Bahá'i writings say about the purpose of life? What do Bahá'is believe about life after death?	Symbols: The Ringstone Symbol; the 'Greatest Name'; the Nine-pointed Star	How do Bahá'is serve their community and Mankind? Progressive Revelation – what is it?
Key figures	Life of Bahá'u'lláh 'Abdu'l-Bahá as Exemplar	Declaration of Faith' Individual Responsibility Individual Responsibility to seek truth	Concept of Unity of Religions – how is this explained and put into practice?
Equality	Unity and Equality of men & women, races and religions What is special about the Bahá'i Administrative system? Bahá'i Marriage Laws	Importance of education for girls	Why are community projects important? What is a 'Youth Year of Service'?
Special Times	Holy Days - Commemorations Celebrations:	Ascension of Bahá'u'lláh, Martyrdom of The Báb, Bahá'u'lláh's Birthday, Naw-Rúz (New Year), Ridvan Festival	How are local traditions valued in a global outlook? Engagement with wider society
Places	Where do Bahá'is meet? Homes Houses of Worship (Temples)	Visit Houses of Worship Pilgrimage - The Holy Land	

Buddhism

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
There is no Creator God	Source: Dharmapada 393-4	Lotus flower	Belonging to the Sangha (Different types of Sangha)
Buddhahood	The life and teachings of Siddhartha Gautama, the Buddha	Dharma	Developing compassion for self and others
	The 3 Universal Truths: Anicca, Dukka, Anatta	Buddhist shrines	Being mindful
Karma, Samsara, Moksha	The 4 Noble Truths	Monks (Bhikkus) Nuns (Bhikkhunis)	The Middle Way
Nirvana	The 8-fold Path: Right... Understanding, Speech, Intention, Action, Livelihood, Effort, Concentration, Mindfulness	Bodhisattvas e.g. Avalokiteshvara	Groups within Buddhism
Attachment is the cause of suffering.	6 Perfections	Wheel 3 turnings of the wheel Theravada, Mahayana, Vajrayana	
Sangha		Mantras Mandalas	
3 Refuges		Meditation	

Christianity

KS1

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>One Creator God who continues to create</p> <p>Loving relationship with God</p> <p>Incarnation: Jesus is the incarnation of God (God in human form)</p>	<p>Source: Genesis 1-2:4 The Creation Story</p> <p>Christians to be stewards of God's creation</p> <p>Psalms 8 and 100</p> <p>Harvest Festival /The Lord's Prayer/Hymns</p> <p>Sunday, a day of rest and worship Prayer, Bible reading, etc</p> <p>Worship</p> <p>Christmas: Advent and Christmas Day Nativity story Celebrations</p> <p>Jesus as a gift from God</p> <p>Jesus as the incarnation of God Luke 2:1-20 Matthew 1:18-2:12</p> <p>Jesus in the Temple as a boy Luke 2</p> <p>Jesus shows people what God is like because he is God in human form (God's Son)</p>	<p>The church</p> <p>Leaders of worship e.g. vicar, priest, minister, lay-people</p> <p>Christian contributions to conservation/charities that look after the natural world or people who do this motivated by their Christian beliefs.</p> <p>Advent calendars, wreaths, candles</p> <p>Symbolism of the Nativity story</p> <p>Christmas services in churches</p> <p>Christmas traditions compared to Christian Christmas celebrations and meaning</p> <p>Symbolism in churches at Christmas and Easter</p>	<p>Global citizenship and inter-connectedness e.g. fair-trade (looking after people as part of the natural world) e.g. OXFAM/ Christian Aid</p> <p>Global Christian community (Church)</p> <p>As well as believing God created the world and everything in it, Christians also believe that people are creators and have creativity given to them by God. They continue to be created and to grow</p> <p>Giving and receiving in the home and community</p> <p>Christingle</p>

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Salvation</p> <p>Gospel</p>	<p>The Easter Events: Palm Sunday to Easter Sunday</p> <p>Redemption Salvation Sacrifice Resurrection Hope New life Relationship with God</p> <p>Good news that people can be in a relationship with God because Jesus shows them how</p> <p>Christians try to follow Jesus' example and teaching e.g. Zacchaeus Luke 19:1-9</p> <p>The 2 Great Commandments: Love God, Love your neighbour as yourself Mark 12:29-31</p> <p>Parables e.g. Lost sheep Luke 15:1-7 Lost coin Luke 15:8-10</p> <p>Good Samaritan Luke 10:25-37</p> <p>Healing stories e.g. Jesus heals a paralysed man Luke 5:17-26</p> <p>Jesus helped the crowd e.g. feeding the 5,000 Luke 9:10-17</p>	<p>Palm Sunday, palm crosses, services in churches Last Supper, symbolism of bread, wine Good Friday services and music (Hot cross buns, crucifixes in churches and in Christians' lives and homes) Easter Sunday (Easter eggs, services, music, empty crosses in churches and in Christians' lives and homes)</p> <p>The Lord's Prayer</p> <p>The Bible, how is it used in worship and for guidance Why and how is it important? Who wrote it? Is it true?</p>	<p>Holy Communion, Eucharist Prayer Saying sorry, asking forgiveness Starting afresh</p> <p>Being part of a Christian community, local and global Putting the 2 Great Commandments into action in Christians' everyday lives Examples of Christian charities as well as individual acts of kindness How do Christians follow Jesus' teaching and example?</p>

Christianity KS2

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
Creation and Fall	Genesis 1-2:4 and 2:15-25 Creation Story and of Adam and Eve Genesis 3 to explain the Christian understanding of 'the Fall' and the need for people to reclaim the loving relationship with God he wants them to have	Honouring Sunday as a day of rest and worship Sunday services of worship in different settings and churches The significance of church buildings to many Christians	Rites of passage: baptism (infant and adult), naming, confirmation, marriage, funeral Many Christians believe that God continues to be creative. Some would say God continues to re-create and re-form. Many Christians believe they share this creativity enabling them to grow in faith, wisdom and service.
Loving relationship with God (Covenant)	Psalms 8 and 100 Psalm 139:13-16 The relationship with God is made possible by Jesus' incarnation	Prayer, private and public Why might Christians pray? e.g. thanks, forgiveness, confession, help and guidance, praise	
Incarnation	Jesus' incarnation Emmanuel, fulfilment of prophecy Jesus' baptism by John the Baptist John 1 Luke 1 and 2 Hebrews 1:1-3 Jesus shows Christians how they can have the relationship with God he wants them to have. Teaches them by his example and his teaching and parables The 10 Commandments Exodus 20:1-17 The 2 Great Commandments Mark 12:28-33 Sermon on the Mount Matthew 5	Christmas The Annunciation The Nativity story Virgin birth an symbolism of aspects of the story Christmas celebrations in churches, Christian communities (maybe globally), and in the home Christmas traditions: which are Christian and which not? Baptism Eucharist	The Lord's Prayer Why is Christmas meaningful to Christians? Case studies of people, famous and otherwise, who have been/are motivated by their Christian beliefs and faith to work for good in the world. Christian aid organisations and charities Becoming a Christian monk or nun, commitment, lifestyle, meaning

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
One Creator God who continues to create	Source: Genesis 1-2:4 The Creation Story Christians to be stewards of God's creation	The church Leaders of worship e.g. vicar, priest, minister, lay-people	Global citizenship and inter-connectedness e.g. fair-trade (looking after people as part of the natural world) e.g. OXFAM/ Christian Aid
Loving relationship with God	Psalms 8 and 100 Harvest Festival /The Lord's Prayer/Hymns Sunday, a day of rest and worship Prayer, Bible reading, etc Worship	Christian contributions to conservation/charities that look after the natural world or people who do this motivated by their Christian beliefs.	Global Christian community (Church) As well as believing God created the world and everything in it, Christians also believe that people are creators and have creativity given to them by God. They continue to be created and to grow

Humanism

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
Human reason	The Golden Rule: Treat others as we ourselves would like to be treated	Celebrate this life rather here and now Live full and happy lives and help others to do the same	Good relationships
Freewill	No sacred texts but consider human knowledge and reason	Ceremonies marking rites of passage e.g. birth, marriage, death	Darwin Day Caring for others, animals and the environment
Science Need evidence for beliefs	Charles Darwin's Theory of Evolution by Natural Selection.	No worship but reflection, awe and wonder about the world. Art, drama, music 'an attitude to life'	Groups within Humanism Non-Religious Pastoral Support Network
There is no God	How did the universe begin? Big Bang Theory explained by humanists. Amsterdam Declaration 2022	World Humanist Congress	Humanist Climate Action Uganda Humanist Schools Trust

Islam

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
Creator God Tawhid (monotheism)	The Qur'an How is the Qur'an treated in the Mosque and the home?	Muhammad: Life and example Mosque Imam	Muslim Aid organisations Faith into action zakah The Ummah (global Muslim Community)
Relationship with God	The Shahadah: There is no God but Allah and Muhammad (pbuh) is his messenger	Worship and prayer Prayer and worship in the Mosque and the home.	Rites of Passage e.g. Birth, naming Marriage Funeral
Prophets Muhammad	99 names/attributes of Allah Creation story	Facing Makkah Friday Prayers	Groups within Islam
Prophethood	5 greatest prophets - Nuh (Noah), Ibrahim (Abraham), Musa (Moses), Isa (Jesus), Muhammad	Madrassas	Halal
Worship Akhirah (life after death)	The 5 Pillars Shahadah Prayer Sawm during Ramadan Hajj Zakah	Eid-ul-Fitr Eid-ul-Adha	

Judaism

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
One creator God	The Torah	Shabbat practices and symbolism at home and in the synagogue	Family and Community
Relationship with God	Genesis 1-2 Abraham, Sarah, Isaac	Prayer, Menorah, Star of David Mezuzah, Music, Worship Tallit, kippah etc	Environment Shabbat
Covenant (started with Abraham, still exists today and was exemplified during the Exodus from Egypt)	The Shema (Deuteronomy 6:4-9) The Exodus from Egypt: Moses, plagues, escape, journey to freedom, relationship with God The 10 Commandments (Exodus 20) 613 Mitzvot	Synagogue: Torah, Ark, Yad, Bimah, Ner Tamid Kashrut (food laws) Rites of Passage e.g. Brit Milah	Synagogue Keeping kosher Shavuot Groups within Judaism: Orthodox and Reform
Prophets	Passover (Pesach) in the home and Synagogue Seder Meal and its symbolism	Pidyon Haben (Redeeming the first born son)	
Torah Talmud	Rosh Hashannah and Yom Kippur Sukkot	Bar/Bat Mitzvah Marriage Funeral and sitting shiva	

Hinduism

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
Brahman is the ultimate reality and is everywhere and in everything	Upanishads Vedas Krishna's teaching from the Bhagavad Gita Ramayana	Worship at home and at the Mandir Arti Puja Murtis The Trimurti: Brahma- Creator Vishnu- Preserver Shiva- Destroyer	Showing love and respect to others and being committed to dhama, austerity, purity, compassion and truthfulness can bring happiness Vegetarianism
Karma	Stories of e.g.Rama and Sita, Hanuman, Ganesh		Ahimsa Ghandi's example
Samsara			Groups within Hinduism
Moksha	Rites of Passage e.g. Birth, marriage, death	Om-(Aum) The most sacred sound	
Dharma	Pilgrimage to Varanasi (the River Ganges)	Meditation	
Bhakti	Diwali	Yogas (paths or practices)	
Ahimsa (non-violence)	Holi	Yoga	

Sikhi

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Creator God who is everywhere and in everything</p> <p>Sewa</p> <p>Everyone is equal to God</p> <p>Karma</p> <p>Samsara</p> <p>Moksha</p>	<p>Guru Granth Sahib and rituals associated with it at the Gurdwara</p> <p>Diwan (poetry)</p> <p>The Gurus</p> <p>Mool Mantar (statement of belief at beginning of the Guru Granth Sahib)</p> <p>Baisakhi, community, flagpole etc</p> <p>Divali</p> <p>Rites of Passage e.g. birth, marriage, death</p> <p>Pilgrimage to the Golden Temple at Amritsar</p>	<p>The Gurdwara</p> <p>Worship in the Gurdwara</p> <p>Music, Ragis, Bhangra, prayer, sharing Karah Parshad</p> <p>Joining the Khalsa</p> <p>Amrit Ceremony</p> <p>The 5 K's</p> <p>Kesh</p> <p>Kangaha,</p> <p>Kirpan,</p> <p>Kara,</p> <p>Kachera</p>	<p>Honour God by treating living things with respect and kindness</p> <p>The Langar</p> <p>Groups within Sikhism</p>

Curriculum

Key

<p>Understanding Christianity</p>	<p>KAPOW</p>	<p>Other</p>
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EYFS

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>SPECIAL STORIES</p> <p>What can we learn from stories?</p>	<p>UC</p> <p>Incarnation</p> <p>Why do Christians perform Nativity plays at Christmas?</p>	<p>SPECIAL PEOPLE</p> <p>What makes people special?</p>	<p>UC</p> <p>Salvation</p> <p>Why do Christians put a cross in an Easter Garden?</p>	<p>SPECIAL PLACES</p> <p>What makes places special to different people?</p>	<p>UC</p> <p>Creation</p> <p>Why is the word God so important to Christians?</p>

KS1 (Year 1 & Year 2)

	Autumn 1	Autumn 2
Cycle A	UNDERSTANDING CHRISTIANITY God What do Christians believe God is like?	UNDERSTANDING CHRISTIANITY Gospel What is the good news Jesus brings?
	2023/24	
	Spring 1	Spring 2
	MUSLIM What are the key beliefs of Islam?	UNDERSTANDING CHRISTIANITY Salvation Why does Easter matter to Christians?
	2025/26	
	2027/28	
	Summer 1	Summer 2
	HUMANISM What are the key beliefs of Humanism?	KAPOW Muslim / Christian / Humanism How do we know that new babies are special?

	Autumn 1	Autumn 2
Cycle B	UNDERSTANDING CHRISTIANITY	UNDERSTANDING CHRISTIANITY
	Creation Who made the world?	Incarnation Why does Christmas matter to Christians?
	Spring 1	Spring 2
	HINDUISM	JUDAISM
	What are the key beliefs of Hinduism?	What are the key beliefs of Judaism?
	Summer 1	Summer 2
KAPOW	KAPOW	
Christian / Judaism / Hindu How did the world begin?	Christian / Judaism / Hindu What do candles mean to people?	
2024/25		
2026/27		
2028/29		

KS1

What are the key beliefs of _____?

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Belief	Expression	Expression	Belief	Expression
What are the key beliefs?	What are the symbols of the religion?	What is the place of worship?	What is the history of the religion?	What are the key celebrations and festivals?
Where in the world?	What does God look like?	Religious books / texts / scripts	Stories	
Geography	Art		English: Reading	

Lower KS2 (Year 3 & Year 4)

	Autumn 1	Autumn 2
<p>Cycle A</p> <p>2023/24</p> <p>2025/26</p> <p>2027/28</p>	<p>UNDERSTANDING CHRISTIANITY</p> <p>Creation / Fall</p> <p>What do Christians learn from the creation story?</p>	<p>UNDERSTANDING CHRISTIANITY</p> <p>Incarnation / God</p> <p>What is Trinity?</p>
	Spring 1	Spring 2
	<p>BUDDHISM</p> <p>What would a Buddhist do?</p>	<p>UNDERSTANDING CHRISTIANITY</p> <p>Salvation</p> <p>Why do Christians call the day Jesus dies Good Friday?</p>
	Summer 1	Summer 2
	<p>MUSLIM</p> <p>What would a Muslim do?</p>	<p>KAPOW</p> <p>Jewish, Muslim, Christian, Hindu</p> <p>Are scriptures central to religion?</p>

	Autumn 1	Autumn 2
Cycle B	<p>UNDERSTANDING CHRISTIANITY</p> <p>Gospel</p> <p>What is it like to follow God?</p>	<p>SIKHISM</p> <p>What would a Sikh do?</p>
2024/25	Spring 1	Spring 2
2026/27	<p>UNDERSTANDING CHRISTIANITY</p> <p>Gospel</p> <p>Was kind of world did Jesus want?</p>	<p>UNDERSTANDING CHRISTIANITY</p> <p>Kingdom of God</p> <p>When Jesus left, what was the impact of Pentacost?</p>
2028/29	Summer 1	Summer 2
	<p>BAHA'I</p> <p>What would a Baha'I do?</p>	<p>KAPOW</p> <p>Are all religions equal?</p> <p>Bahá'í, Sikh, Hindu,</p>

KS2

What would a _____ do?

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Belief	Belief	Expression	Expression	Action	Action Belief
Fact Sheet	Do we have key stories? What is the meaning behind some / one of them?	What is the significance and meaning of key celebrations and festivals?	The meaning of art, dress and customs?	What are the rules / laws / commandments / commitments?	What happens if we do wrong? Compare and contrast with Christianity
Origins					
Age					
God(s)					
Key Beliefs					
Symbols					
Place of Worship					
Books / scripts					
Etc.					

	Autumn 1	Autumn 2
Cycle A	UNDERSTANDING CHRISTIANITY Gospel	UNDERSTANDING CHRISTIANITY Incarnation
2023/24	What would Jesus do?	Was Jesus the Messiah?
2025/26	Spring 1	Spring 2
2027/28	KAPOW Why are some places in the world significant to believers? Muslim, Christian, Jewish	UNDERSTANDING CHRISTIANITY Core What did Jesus do to save human beings?
	Summer 1	Summer 2
	KAPOW What happens when we die? Part 1 Jewish, Christian, Muslim Humanist	KAPOW What happens when we die? Part 2 Hindu, Buddhism

	Autumn 1	Autumn 2
Cycle B	UNDERSTANDING CHRISTIANITY Creation / Fall Creation and Science; conflict or complimentary?	UNDERSTANDING CHRISTIANITY Incarnation How can following God bring freedom and justice?
	2024/25	2024/25
	Spring 1	Spring 2
2026/27	KAPOW Why is it better to be there in person? Muslim, Hindu, Buddhist	UNDERSTANDING CHRISTIANITY God What does it mean if God is Holy and Loving?
	2028/29	2028/29
	Summer 1	Summer 2
	KAPOW Why is there suffering? (Part 1) Muslim, Christian, Zoroastrianist	KAPOW Why is there suffering? (Part 2) Shinto, Buddhist, Sikh Humanist