



RE Curriculum

RE Curriculum Statement



Intent – What do we want for our children as Theologians?

At Crossdale we believe that it is fundamentally important to give our young pupils opportunities to discover more about the multi-cultural society that we are so fortunate to be a part of. Through Religious Education, we aim to give our children the tools to create and be a part of a community of mutual respect, tolerance and acceptance of other beliefs and customs, as well as an awareness of the different lifestyles that many of our community members with religious and non-religious views of the world may lead. We encourage the children to think about their impact on the world around them with our school code of conduct, The Crossdale Way, which has British Values at its heart, and blends seamlessly with the ideals taught and explored in Religious Education at our school.

At Crossdale, we aim to:

- Promote pupil's spiritual, cultural, social and moral development
- Build a knowledge and understanding about different faiths globally
- Understand that RE lessons are a structured, safe place to explore and express opinion as well as a time for reflection
- Encourage pupils to engage in discussion, dialogue and debate which enables them to make their reasoning clear
- Enrich the RE curriculum with faith visits and visitors to school
- Allow for timely, sensitive, and child-friendly responses to be made to local, national or global events of a religious, moral or philosophical nature (where appropriate)

Implementation – How will we carry out our vision?

We will implement our vision by looking through a 'theological lens'. As theologians, children will be taught to use the language and terminology of RE and different faiths and to reflect on their knowledge and understanding of faiths through three strands; **loving, believing and thinking**.

Living:

Show knowledge and understanding of...

- Core concepts; being able to **identify** that different people have different beliefs and **describe** and **explain** the differences between beliefs and religion.
- Connections between religious practice and content; **describe** and **identify** the ways festivals **compare** and how belief traditions vary in different areas around the world.
- The way beliefs impact individuals; **identify** ways beliefs impact daily life, **make connections** between beliefs and show **understanding** that a range of beliefs affect individuals.
- The way community can impact religious practice; **describe** ways people practise their beliefs as a community and **explain** the importance of community within their traditions

Believing:

- Engaging with key beliefs through analysis of texts; **retell** a story and be able to **explain** what it means.
- Making connections between beliefs; **recognise a link** between a story and a belief and be able to **identify** and **explain** connections.

Thinking:

- Articulating how and whether things make sense; be able to **ask questions** about the world around them and **identify** and **analyse** different ways in which people think about the world.
- Showing awareness of different approaches; make connections, understand and begin to explain the distinctions between believing and knowing.

- Showing evidence; Use **reasons and evidence** to support personal opinion and begin to **analyse** the strengths and weaknesses of evidence.

Planning:

- All planning should be collated with a 'Crossdale Unit Overview' and is taken from the Equals Trust wide resource from Bron Surgy which comprehensively covers The Agreed Syllabus for RE in Nottinghamshire 2015-20.
- **Skills, knowledge and vocabulary** are clearly identified, and lesson planning is supported by the use of key theological questions with opportunities for spaced retrieval practice.
- The theological lenses for each lesson, **living, thinking and believing**, should be identified on the 'Crossdale Unit Overview.'
- All planning and resources should be uploaded onto All Staff at the start of every half term.
- Clear vocabulary, skills and knowledge are detailed and in line with the **'Thinking like a Theologian; what, where, when'** document.
- Work is recorded in books for each lesson taught and a reflection sheet (KS2) or summary sheet (KS1) is included for those units taught through Base Assembly times.
- Enrichment opportunities to promote SMSC and British Values are carefully planned and detailed on planning overviews.

Inclusion:

All children have access to the same curriculum entitlement. Support is given in order to ensure that any barriers to learning such as EAL or SEND are overcome meaning that all children can take part fully in all lessons.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

Impact – How will we assess what the children know, remember and understand?

Teachers will monitor the impact of their teaching using:

- AFL during lessons
- **Spaced retrieval** activities embedded into planning and practise (reflection sheets, class discussions & written work)

The Subject Leaders monitor the way their subject is taught throughout the school by looking at the intent, implementation and impact using:

- Planning scrutiny & book dips to evaluate the impact of what is known & remembered?
- Pupil Interviews/Learning Walks; assess impact of spaced retrieval, what is known & remembered?
- External & internal moderation within Equals Trust Groups for QA & to share best practise.
- SIL & Governor visits to monitor provisions and provide clear next steps.
- Planning and delivering CPD

The Subject Leaders also have responsibility for resources; storage & management. All of the monitoring information is used by the Subject Leaders to ensure our provision and pupil outcomes are the very best they can be. Any next steps to move the subject and the children's learning forward are fed into the Subject Leader's monitoring and action plans, which form part of the whole school improvement plan.

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- Governor monitoring visits, the Head Teacher reports & the School Development Plan

Elements of our RE Curriculum

Knowledge and Understanding

Develop a knowledge and understanding of different faiths

Substantive Knowledge

(The who, what, when, how of RE)

Specific Vocabulary

(The language and terminology of RE and different faiths)

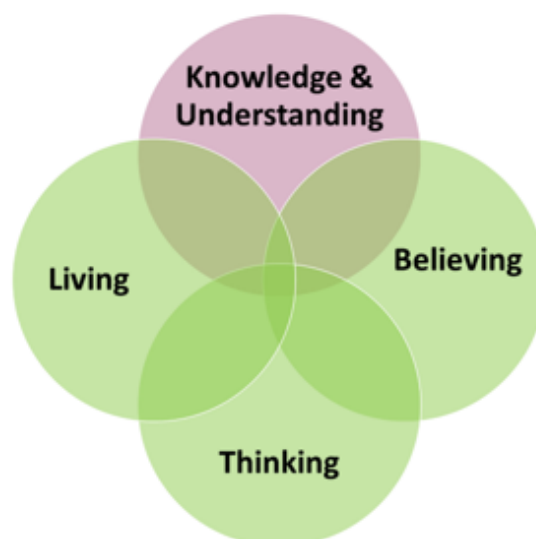
Disciplinary Components

Believing

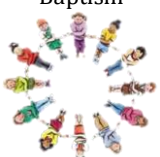



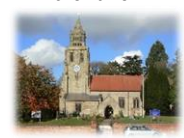








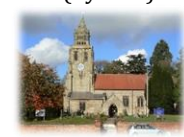









Thinking






















Living

These elements do not stand as isolated parts; it is important to understand that people believe, think and live in different ways based on any religious beliefs or non-religious personal beliefs they hold. Having a substantive knowledge of each religion helps to develop this understanding.



RE Overview

	Autumn Term		Spring Term		Summer Term	
Number refer to RE for All; Nottinghamshire agreed syllabus 2021-26						
EYFS	We're Special – Caring, Belonging & Baptism 	Special Times – Celebrations 	Special Stories from the Bible 	Jesus' Miracles – A Special Person 	A Special Place – at a church 	Jesus' Stories – a special person 
Year 1	Celebrations; Hanukah, Diwali, 1.1 	Celebrations; Eid, Christmas. 1.1 	Jesus and his Miracles 1.3, 1.5 		Visiting a Church 1.4 (Cycle A) 	Visiting a synagogue 1.4 (Cycle B) 
Year 2		Jewish Celebrations and stories 1.5, 1.8 	Jesus and his stories 1.3, 1.5 		Visiting a Church 1.4 (Cycle A) 	Visiting a synagogue 1.4 (Cycle B) 
Year 1/2 Base Ass. (Assembly overview sheet)	Belonging 1.2, 1.7 			Easter 1 & 2 1.1 	The Torah and Jewish Stories & From Creation to Shabbat 1.5, 1.6, 1.8 	Jesus' Friends and Followers 1.5 
Year 3		Signs, Symbols and Parables 2.4 	Brave People in the Bible 2.4 			
Year 4		Detectives – investigating Jesus 2.1, 2.4 	Miraculous Escapes 2.4 			

<p>Year 3 / 4 Base Ass. (reflection sheet per unit)</p>	<p>Hindu Worship and Family Celebrations 2.5, 2.8</p> 	<p>Light & Dark (in Christian & Hindu religions) 2.8, 2.10</p>  <p>Christmas 2.1</p> 	<p>Jewish Celebrations and family life 2.5, 2.15, 2.16</p> 	<p>Easter 3 & 4 2.1</p>  <p>Amazing Roller Coaster Rides in the Bible 2.4</p> 	<p>Caring and Praying 2.2</p> 	<p>Visiting a Mosque & Mohammed, Mosques and Prayers 2.2, 2.3, 2.4</p> 
<p>Year 5</p>		<p>What's important; Exploring Values 2.13, 2.9</p> 	<p>Muslim Families & celebrations & Exploring Muslim beliefs 2.2, 2.4, 2.5, 2.11</p> 	<p>Pilgrimages and Time Travelling 2.6</p> 		<p>Expressing Faith through the Arts 2.7</p> 
<p>Year 6</p>		<p>Making a Difference in the World 2.9, 2.12, 2.15</p> 	<p>Investigating Religions and Respect Further 2.3, 2.9, 2.11, 2.11, 2.13</p> 			<p>Journey through Life 2.5</p> 
<p>Year 5 / 6 Base Ass. (reflection sheet per unit)</p>	<p>Exploring the Old Testament 2.4, 2.13</p> 	<p>Exploring the new Testament 2.4, 2.10, 2.13</p>  <p>Christmas 5 & 6 2.1</p> 		<p>Easter 5 & 6 2.1, 2.9</p> 	<p>Investigating Religions and Harmony, Near and Far</p> 	<p>Beautiful World, Wonderful God? 2.1, 2.15</p> 
<p>Visits & visitors *Biannual visits</p>	<p>Faith Leader visit (Christianity)</p> <p>Faith Leader Visit (Rabi)</p> <p>Faith Workshop where possible.</p>	<p>Faith Leader visit (Christianity)</p> <p>Faith Leaders Visit (Hindu temple priest)</p> <p>Faith Workshop where possible.</p>	<p>Faith Leader visit (Christianity)</p> <p>Faith Leader Visit (Imam)</p>	<p>Faith Leader visit (Christianity)</p> <p>Year 1 & 2 visit the local church</p> <p>*Year 5 visit Southwell Minster</p>	<p>Faith Leader visit (Christianity)</p> <p>Faith Leader Visit (Rabi)</p> <p>Year R visit the local church</p>	<p>Faith Leader visit (Christianity)</p> <p>Faith Leader Visit (Imam)</p> <p>*Year 1 & 2 visit the local synagogue *Year 3 & 4 visit the local mosque</p>

Thinking like a theologian; As theologians, children will be taught to use the language and terminology of RE and different faiths and to reflect on their knowledge and understanding of faiths through three strands; **loving, believing and thinking.** *Key knowledge is identified for each unit in the resource file labelled ‘unit knowledge’.*

Vocabulary and lens strand progression

EYFS	Across the EYFS children should be taught to:					
	22-36:					
	Shows affection and concern for people who are special to them.					
	May form a special friendship with another child.					
	Can express their own feelings such as sad, happy, cross, scared, worried. Has a sense of own immediate family and relations.					
	Aware of own feelings, and knows that some actions and words can hurt others' feelings.					
	Beginning to understand 'why' and 'how' questions.					
	Questions why things happen and gives explanations. Asks e.g. who, what, when, how Shows interest in the lives of people who are familiar to them.					
	Remembers and talks about significant events in their own experience.					
	Recognises and describes special times or events for family or friends.					
Shows interest in different occupations and ways of life.						
Knows some of the things that make them unique,and can talk about some of the similarities and differences in relation to friends or family.						
40-60+						
Listens and responds to ideas expressed by others in conversation or discussion Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Enjoys joining in with family customs and routines.						
ELG						
Personal, Social and Emotional Development (Self-Confidence and Self-Awareness)						
Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.						
Personal, Social and Emotional Development (Managing Feelings and Behaviour) Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.						
Personal, Social and Emotional Development (Making Relationships) Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.						
Understanding the World (People and Communities) Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.						
Understanding the World (The World) Children know about similarities and differences in relation to places and objects.						
Autumn 1Autumn 2Spring 1Spring 2Summer 1Summer 2Theological lens; thinking, living, believing.						
BelongingFamily, care, special. Christian, Baptism, Christening, Muslim, Sikh, Hindu, Jewish						
CelebrationsCelebration, Harvest, Sukkot, Sukkah, Diwali, Eid, Christmas						
Special stories from the BibleBook, bible, story, care, light, shine, darkness, candle, God, creation, Christian, Ark, forgiveness, sling, shepherd						
Jesus' miraclesMiracle, blindfold, heal, wedding, paralysed, disciple, EasterPalm Sunday, easter, celebrate, Last Supper, palm leaves, jealous, arrest, crucifixion, resurrection, rose, risen						
A special place – a churchBuilding, place, town, village, visit, church, special, lost, found, . Aisle, pews/chairs, symbols of the cross, icons of Jesus, font ,wall hangings, carvings, stained glass Candles, Jesus light, special						
Jesus' storiesStory, bible, Jesus, lost, prodigal, wise, foolish, Samaritan, forgiveness, forgiven						
Characteristics of Effective Learning						
Having their own ideasThinking of ideasFinding ways to solve problemsFinding new ways to do things						
Making linksMaking links and noticing patterns in their experienceMaking predictionsTesting their ideas						
Developing ideas of grouping, sequences, cause and effect						
Choosing ways to do thingsPlanning, making decisions about how to approach a task, solve problems and reach goalsChecking how well their activities are goingChanging strategy as neededReviewing how well the approach worked						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Theological lens; thinking, living, believing.
Year 1		Celebrations & Christmas Celebration, Harvest, Sukkot, Sukkah, Diwali, Eid, Christmas, Similar, different, special, celebration, Hindu, Hinduism, Diwali, gifts, artefacts, Rama, Sita, Mehndi, rangoli, Indian, Christmas, gifts, peace, happiness, security, hope, joy, Blessed, travel, magi, shepherd, nativity, angel, God's gift	Jesus and his Miracles Jesus, Christian, Christianity, miracle, healer, paralysed, thankfulness, Palm, celebration, procession, cross, resurrection		Visiting a Church Christian, church, special, wedding, celebration, worship, bible, ceremony, vestments, font, pulpit, altar, lectern, choir stall, cross, candle, statue, steeple, tower, bell, artefact, eucharist, sermon	Visiting a Synagogue Synagogue, Torah Scroll, Bimah, service, Ark, Ten commandments, Ner Tamid, Menorah, Hanukkah, prayer shawl, reverence, Orthodox, reform, rabbi, kippah, sacred, Simchat Torah	THINKING T1. Articulating how and whether things make sense; be able to ask questions about the world around them. T2. Showing awareness of different approaches to understanding the world; be able to make connections between using their senses and what they know about the world around them. T3. Showing evidence of the process of reasoning; use reasons to support personal opinions about religions/beliefs. LIVING L1. Showing understanding of core concepts relating to the human/social scientific study of religion and belief; Be able to identify that different people have different beliefs about the world around them. L2. Showing understanding of connection between religious practice and content; Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world. L3. Showing understanding of the way in which beliefs impact on the individual; Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer (e.g. prayer, diet, etc.). L4. Showing understanding of the way in which community can impact on religious practice; Be able to describe at least two ways in which people express/practise their beliefs as a community e.g. festivals. Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage
Year 2		Jewish Celebrations and Stories Moses, Abraham, Sarah, Jew, Judaism, dilemma, Israelites, miracle, Pharaoh, situation, right, wrong, decision, Hannukah, dreidel, God, Jewish, mighty, littlest, sling, reason, obedience, God, Jewish, mighty, littlest, sling, reason, obedience	Jesus and his Stories Jew, Samaritan, parable, dowry, prodigal, forgiveness, reconciliation, Christian, Christianity, Palm Sunday, cross, resurrection, palm leaf, desertion, last supper, betray		Visiting a Church Christian, church, special, wedding, celebration, worship, bible, ceremony, vestments, font, pulpit, altar, lectern, choir stall, cross, candle, statue, steeple, tower, bell, artefact, eucharist, sermon	Visiting a Synagogue Synagogue, Torah Scroll, Bimah, service, Ark, Ten commandments, Ner Tamid, Menorah, Hanukkah, prayer shawl, reverence, Orthodox, reform, rabbi, kippah, sacred, Simchat Torah	
Year 1/2 Base Assemblies	Belonging Brother, sister, grandparents, aunts, uncles, cousins, parents, step family, foster carer, loving, patient kind, good, gentle, joyful, Christian, Jesus, baptise, baptism, church, font, religion, family, cross			Easter Jew, Samaritan, parable, dowry, prodigal, forgiveness, reconciliation, Christian, Christianity, Palm Sunday, cross, resurrection, palm leaf, desertion, last supper, betray	The Torah and Jewish Stories & From Creation to Shabbat Jew Judaism, scripture, Torah, scroll, artefact, yad, commandments, justify, excuse, testament, Special, Jew Jewish, Judaism, God peaceful, belief, environment, responsibility ark, rosary, candle, diva lamp, prayer mat,	Jesus' friends and followers Relationship, friendship, friends, trust, lonely, value, kind, unkind, fair, unfair, respected, accepted, disciples, resurrection, ascension, Holy Spirit, scared, brave	
							BELIEVING B1. Engaging with key beliefs/concepts through analysis of texts; Be able to use clear and simple language to retell a story (e.g. a parable from the New Testament, the story of the Prophet Muhammad and the spider, the story of Rama and Sita). B2. Making connections between beliefs/concepts within and between belief traditions; Recognise a link between a story and a belief/concept (e.g. the story of the Lost Son in the New Testament and beliefs about forgiveness).

					bible, praying, trust, Shabbat, challah, Kiddish, skull cap, Kippah, Sabbath, Havdalah, peace, blessing		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Theological lens; thinking, living, believing.
Year 3		Signs, Symbols and Parables Sign, symbol, symbolism, parable, hope, courage, peace, generosity, wisdom, honesty, trust, loyalty, friendship, compassion, justice, perseverance, thankfulness, joy, love, caring, humility, kingdom, outsider,	Brave People in the Bible Bible, brave, Abraham, obey, agreement, promise pact David, Hannah, Samuel, trust, obey, anointed, loyalty, patience				THINKING T1. Articulating how and whether things make sense; Be able to identify ways in which different people think about the world differently. T2. Showing awareness of different approaches to understanding the world; Be able to understand and begin to explain that there is a difference between believing and knowing. T3. Showing evidence of the process of reasoning; Be able to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief (e.g. that the world was created, that God exists). LIVING
Year 4		Detectives – Investigating Jesus Investigate, Judea, carpenter, timeline, childhood, chronological, birth, trust, character, acceptance, miracle, disciple, follower, Temple, synagogue, Pharisees, believe, tomb	Miraculous Escapes values/qualities, courage, determination, obedience, faith, compassion, Pesach, famine, Israelites, Pharaoh, plague, Exodus, commandments, Passover, faith, leaven (hametz), Seder, Kosher, Haroset, Karpas, Matzot, Kiddush, slavery, freedom				L1. Showing understanding of core concepts relating to the human/social scientific study of religion and belief; Be able to describe the difference between 'beliefs' and 'religion'. L2. Showing understanding of connection between religious practice and content; Be able to identify ways in which religious practices vary depending on geographic, social, and cultural context. L3. Showing understanding of the way in which beliefs impact on the individual; Be able to make connections between beliefs and the decisions an individual makes about how to live their life. L4. Showing understanding of the way in which community can impact on religious practice; Be able to explain at the importance of community within the religious/non-religious tradition studied. Be able to explain connections between religious beliefs and worship as a community in at least two belief traditions.
Year 3/4 Base Assemblies	Hindu Worship and Family Celebrations India, Hindu, Hinduism, Namaste, Brahman, Krishna, diety, image, worship, faith, Puja, Vishnu, Ganesh, Good, evil, Holi, Prahlad, Holika, Raksha Bandhan, Rakhi, Janmashtami, Krishna murti, wedding, Christian,	Light & Dark Light, dark, poverty, hunger, symbol, faith, Pentecost, Holy Spirit, symbolise, courage, Fruits of the Spirit, exuberance of life/also inner Peace serenity Patience and compassion Kindness Loyal faithfulness Purity and Humility Self -	Jewish Celebrations and Family Life Artefacts, Torah scroll + cover & yad, mezuzah, rabbi doll, tallit (prayer shawl), kippah, & menorah and/or hanukiah, Shabbat, Kosher, blessing, Sabbath, synagogue, Orthodox, bimah, Challah, Habdalah,	Easter Cross, crucifix, trial, crucifixion Amazing Roller Coaster Rides in the Bible Hope, advent, Christmas, Christian, shepherds, wise men, candle	Caring and Praying As-salaam' – 'Peace be with you'. Wa-alaikum as- salaam' – 'and peace be with you too', Shalom, spiritual, meditate, prayer, revelation, parable	Visiting a Mosque & Mohammed, Mosques and Prayers Mosque, honour, Allah, Salah, Salat, Makkah, Allah, Muhammad,	BELIEVING B1. Engaging with key beliefs/concepts through analysis of texts; Be able to explain what it means for a text/story to 'have authority' for a group of believers B2. Making connections between beliefs/concepts within and between belief traditions; Be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories, e.g. salvation and incarnation, tawhid and creation, dharma and moksha.

	Hindu, promise, sari, marriage	control peace, love, follower, persecutor, leader Hinduism, Diwali, Puja, Rangoli, incense, worshipper	Bar/Bat Mitzvah				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Theological lens; thinking, living, believing.
Year 5		What's important; exploring values Behaviour, principles, guidelines, choices, consequences, rules, moral, dilemma, character, Sikhism, Hinduism, Islam	Muslim families & celebrations & exploring Muslim beliefs Halal, Harah, religious, cultural, Kurta, Topi, Hijab, Qur'an. recitation, Mosque, Wudu, Salah, Adhan Qur'an, Muhammed, Jibrail, revelation, Allah, Ramadan, Arabic, Mosque Five Pillars, Faith - Prayer - Charity - Fast during Ramadan - Pilgrimage, Shahadah, Salat, Zakat, Sawm, Hajj, Eid ul-fitr, Eid ul-Adha, sacrifice	Pilgrimages & Time Travelling Sacred, holy, pilgrimage, lived, historical, companionship, spiritual, Hajj, ihram,		Expressing faith through the arts Worship, faith, express, Psalm, mystery play, Rangoli, life, beauty, purity, spiritual enlightenment, creation, calligraphy, scholar, Nasheeds,	THINKING: T1. Articulating how and whether things make sense; Be able to analyse different ways in which people think about the world and make connections between this and their beliefs. T2. Showing awareness of different approaches to understanding the world; Be able to explain the distinctions between 'belief', 'faith', 'opinion', 'truth' and 'knowledge'. T3. Showing evidence of the process of reasoning; Begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs. LIVING: L1. Showing understanding of core concepts relating to the human/social scientific study of religion and belief; Explain the reasons why some belief traditions are not comfortable with the term 'religion' and be able to identify what makes a non-religious worldview different from a religion. L2. Showing understanding of connection between religious practice and content; Be able to explain the impact that society/culture/geography can have on religious practices, e.g. by comparing the way in which a religious practice from one belief tradition varies in different areas of the world. L3. Showing understanding of the way in which beliefs impact on the individual; Be able to show understanding that an individual is affected by a range of beliefs, both religious and non-religious (e.g. that God made the world and that it is important to promote fundamental British values). L4. Showing understanding of the way in which community can impact on religious practice; Be able to identify a diverse range of ways in which community impacts on a believer's experience of a belief tradition (e.g. through festivals, rites of passage, communal worship, etc.). Be able to identify some of the ways in which the wider local/national community impacts on a believer's experience of a belief tradition (e.g. keeping the fast during Ramadan whilst sitting exams in school). BELIEVING: B1. Engaging with key beliefs/concepts
Year 6		Making a difference in the world Problem, solution, campaign, poverty, hunger, hatred, war & violence, cruelty to chn & others, lack of love, Lack of healthcare, poverty, inequality, pollution, disasters, injustice, lack of freedom, contribution, inspiration, service, sewa, tikkun olan, Zakah, charity, commandments, leper	Investigating religions and respect further Vicar, Minister, Pastor, denomination, Anglican, Catholica, Baptist, Trinity, icon, Orthodox, diversity, faith, symbolism, Kesh, Kachera, Kirpan, Kara, Kangha, Guru Nanak, Guru, Granth Sahib, Nishan Sahib, Khanda, Karah Prashad, Khalsa, Amrit, Festival of Vaisakhi (Baisakhi, Turban, Dharma, Karma, Puja, Mandir,			Journey through life Journey, celebration, Baptism, Samskar, sacred, bar/bar mitzvah, confirmation, commitment,	

Year 5/6 Base Assemblies	Exploring the Old Testament Bible, holy, respect, loving, worshipping, reconciliation, wisdom, guidance, inspiration, original, translation, Beatitude, testament,	Exploring the New Testament & Christams Testament, Gospels, Acts, Revelations, Letters, converted, disciples, beatitudes, commandment, prodigal, unconditional, restoration, parable Magi, Gold, frankincense, Myrrh, nativity, mission, rescuer, Messiah, saviour, scriptures, messenger		Easter Disciples, crucifixion, elation, resurrection, ascension, Pentecost, Sacrifice, Messiah	Investigating religions and harmony, near and far Church, chapel, faith, religious, faith, temple, Shrine, Puja, Mandir, Murtis, Prasad, arti, diva, murtis, Aarti, scripture, Moksha, Kesh, Kachera, Kirpan, Kara, Kangha, Gurdwara, Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism, social cohesion, harmony, tolerance	Beautiful world, wonderful world?	through analysis of texts; Be able to name at least three sources of authority (e.g. text, religious leader, tradition, etc.) for a group of believers and identify the beliefs/concepts they make reference to. B2. Making connections between beliefs/concepts within and between belief traditions; Be able to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories. Be able to identify how similar concepts, e.g. creation, are presented across different belief traditions with reference to authoritative texts/stories
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