

Religious Education (RE) Curriculum



Intent

At Huncote Primary School, we believe it is important for all pupils to learn from and about the variety of religions around them. The aim of RE is to enable children to acquire and develop their knowledge of religious and non-religious world views, help them to understand what this means for them and what impact this has to them personally. We teach Christianity and the other principal religions represented in Great Britain today with the idea that this will give pupils the ability to make informed and educated judgments about religious and moral issues, shaping pupils' lives and behaviour for the future.

Like all curriculum subjects, RE is taught from Reception to Year 6 and promotes social awareness and understanding for our children. Children are encouraged to ask questions about the world around them and to reflect on their own beliefs, values, and experiences.

British Values and our own key values (creativity, curiosity, respect, perseverance, resilience, ambition, and confidence) are promoted throughout learning, ensuring that children are aware of their rights and responsibilities as UK citizen.

Implementation

We use the Agreed Syllabus for Religious Education (2021-2026), developed by the Diocese of Leicester Board of education. The syllabus is a cyclic curriculum which allows learners to revisit religious and non-religious world views, embedding and building on previous learning each time and allowing learners to make connections and comparisons to their own lives and beliefs.

Using the Agreed Syllabus and our knowledge of our community, we have decided that the following religions will be taught across school.

Christianity, Islam, Judaism, Hinduism, Humanism

The Agreed Syllabus states that children are required to study the religious traditions of the following groups:

Reception: encounter Christianity and other faiths, as part of their growing sense of self, their own community, and their place within it.

Key Stage 1: Christians, Jews, and Muslims.

Key Stage 2: Christians, Jews, Hindus, Muslims, and Humanism.

A consideration of other religions and non-religious world views can occur at any key stage, as appropriate. There are no presumptions made of a child's or staff members religious backgrounds, beliefs or values and all religious values are valued. We believe this helps children to make sense of and make connections with religion.

Impact

Pupils at Huncote enjoy learning about other religions and why people choose or choose not to follow a religion. Through their learning children can make sense of a range of religions, understand the impact, and make connections for themselves. This in turn is allowing children to leave primary school being well equipped to begin their Key Stage 3 journey and understand and value the lives and beliefs of others.

Assessment

Assessment is ongoing throughout each religious and non-religious unit. Children start each unit by discussing or completing a KWL to show what prior knowledge they already have. Assessment for Learning is ongoing throughout lessons via verbal discussions, questioning, observations, and retrieval questions. This then supports identification of next steps and misconceptions are identified quickly. Assessment is recorded on foundation subject assessment sheets.

SEND in RE

Planning Inclusive Lessons

At Huncote we believe that the teaching of RE celebrates diversity within religious and non-religious world views and leads to discussions about equality, human rights, justice, and individuality which are encouraging for all learners. Many learners with SEND can have a 'spiky profile' meaning that their ability to sometimes express profound observations and insights about life can differ from their attainment in other areas of the curriculum. For example, because a learner struggles with written task does not necessarily mean they will struggle to engage with RE content.

As teachers we ensure that we take this into account whilst planning to not block a learner's access to a rich religious education which their peers are experiencing. By using a range of images, memes, videos, and sound clips we can give all learners an equal experience within the classroom which encourages all to share their own perceptions. Some learners with SEND will have their own experiences of belonging to a faith community or hold firm world views. Having knowledge to share raises a learner's self-esteem and offers an opportunity to develop communication and social interaction skills.

At Huncote we know that the use of visitors into the classroom as well as going out to visit places of worship can help to support learner's understanding, particularly if they have fixed views about religions or beliefs. The more abstract aspects of religion and non-religion world views can be better understood by seeing what real people do in their everyday lives. These engaging concrete experiences support the development of all learners including those with SEND.

Creating an Inclusive Environment

Our school values here at Huncote support respect for others and encourage diversity. These are promoted within our curriculum, through assemblies and are modelled by staff and children alike. Our classrooms are welcoming and convey our inclusive values. Working walls are used in each classroom to support learner's and include keywords from the religious or non-religious unit they are covering at the time.

Curriculum considerations

The Locally Agreed Syllabus determines that RE should be taught in schools without a religious designation, such as Huncote Primary. The syllabus we use is inclusive of traditions represented in our local community and opens practical opportunities for children to learn about different beliefs first-hand.

Strategies to Scaffold Learning

How can I support learners who struggle to access lessons because of literacy difficulties?

- Sentences starters and writing frames can be provided to give learners a structure for the writing.

- Personalised word mats on tables can be used to highlight key vocabulary from each religious or non-religious world view unit, along with punctuation expectation sand reminders.
- Talking through written activities with SEND learners before hand and/or allowing time to talk with a peer helps to verbalise ideas. The partner or adult could also jot down notes from the conversation to help the learning with SEND organise their ideas before they then write them down independently.
- Any reading materials/worksheets should be accessible to all learners – this may include having less content on one page to ensure content is not cluttered.

How can I support learners who struggle to access lessons because of mathematical difficulties?

- The use of visual aids, such as pie charts and bar graphs, can help to illustrate the numbers of people who belong to a particular religious or non-religious community rather than just in number form.
- Referring to the teachings of the Ten Commandments or the Five Pillars of Islam, can help learners connect practical rules with numbers.
- Active learning, such as holding an eight spoked wheel to symbolise the Noble Eightfold Path in Buddhism, can link maths with key teachings.
- Classroom timelines depicting key dates in the history of religions and non-religious world views can support learners who have difficulty in understanding chronology.

How can I support learners who struggle to retain vocabulary?

- The use of a tailor-made knowledge organiser, including key words with accompanying images can help with embedding specialist vocabulary.
- Prioritising a small number of the most important key words (referred to as 'sticky knowledge') for each religious and non-religious world view can help learners to focus on hearing these in different contexts.
- Key word games/sorting activities can help ground specialist vocabulary without the stress that some learners experience when carrying out written tasks.

How can I support learners who need additional time to develop conceptual understanding?

- Photographs and short video clips can be beneficial as they help learners to understand practises and locations which may be abstract to their own day-to-day experiences.
- Artefacts and other objects can be used to support learners (where appropriate) as handling these can bring learning to life in a way that simply reading about it may not.
- Examples of ideas being studied can help learners to make comparisons with similar concepts they already understand, helping them to identify how new ideas may be similar and different and helping to reduce the chance of misconceptions forming.

How can I support learners who struggle with attention?

- By providing the learner with a list of tasks to kick off as they are completed throughout the lesson will help provide a structure to what needs to be completed, and the learner will see their achievement.
- Consider where the learner is best seated in the classroom, for example are windows or a view out of the classroom going to be a distraction? Consider learning partners and those who work well with the learner.
- Consider a movement break or whether there are opportunities to assist the teacher with a task, thereby helping the learner focus on the lesson.

How can I support learners who struggle with change and transition?

- By using task which learners are confident and familiar with can help with the transition between different subjects/units of work. For example, the content may have changed but the familiarity with what needs to be achieved can foster confidence and build self-esteem in the individual.



- By representing resources in the same format each time allows learners to look back and use this as guidance for their new content. For example, a word bank is always in the top corner of resource.

Year group and Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	F4 Being Special: Where do we belong?	F2: Why do Christians perform Nativity plays at Christmas? Incarnation	F1: Why is the word 'God' so important to Christians? Creation	F3: Why do Christians put a cross in an Easter Garden? Salvation	F5: What places are special and why?	
F6: What times/stories are special and why?						
Year 1	1.2: Who do Christians say made the world? Harvest Creation	1.1: What do Christians believe God is like? God	1.7: Who is Jewish and how do they live? (double unit) Hanukkah		1.10 What does it mean to belong to a community? (C,J,NR)	1.9: How should we care for the world and for others, and why does it matter? C,J,NR
Year 2	1.6: Who is Muslim and how do they live? (part 1)	1.3: Why does Christmas matter to Christians? Incarnation	1.4: What is the 'good news' Christians believe Jesus brings? Gospel	1.5: Why does Easter matter to Christians? Salvation	1.6: Who is Muslim and how do they live? (part 2) Eid-ul-Fitr	1.8: What makes some places sacred to believers? (C,M)
Year 3	L2.1: What do Christians learn from the Creation story? Creation	L2.4: What kind of world did Jesus want? Christmas Gospel	L2.10: How do festivals and family life show what matters to Jewish people? Passover	L2.9: How do festivals and worship show what matters to a Muslim? Eid-ul-Fitr	L2.2: What is it like for someone to follow God? People of God	L2.12: How and why do people try to make the world a better place? (C,M,J,NR)
Year 4	L2.7: What do Hindus believe God is like? Diwali	L2.3: What is the 'Trinity' and why is it important for Christians? Christmas God	L2.8: What does it mean to be Hindu in Britain today?	L2.5: Why do Christians call the day Jesus died 'Good Friday'? Easter Salvation	L2.6: For Christians, when Jesus left, what was the impact of Pentecost? Kingdom of God	L2.11: How and why to people mark the significant events of life? (C,H, NR)
Year 5	U2.1: What does it mean if Christians believe God is holy and loving? God	U2.9: Why is the Torah so important to Jewish people? Yom Kippur	U2.4: Was Jesus the Messiah? Incarnation	U2.3: How can following God bring freedom and justice? People of God	U2.8 What does it mean to be a Muslim in Britain today? Eid-ul-Fitr	U2.11: Why do some people believe in God and some people not?
Year 6	U2.5: What would Jesus do? Gospel	U2.7: Why do Hindus want to be good? Diwali	U2.10 What matters most to humanists and Christians?	U2.6: What did Jesus do to save human beings? Easter Salvation	U2.2: Creation and science: conflicting or complementary? Creation	U2.12: How does faith help people when life gets hard?

“The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.”

Leicestershire Agreed Syllabus for RE 2021–2026

Reception

<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
F4 Being Special: Where do we belong?	F2: Why do Christians perform Nativity plays at Christmas? Incarnation	F1: Why is the word ‘God’ so important to Christians? Creation	F3: Why do Christians put a cross in an Easter Garden? Salvation	F5: What places are special and why?	
F6: What times/stories are special and why?					

Autumn 1

Starting with where we belong as the children are just beginning their journey at ‘big’ school and at Huncote so is an appropriate introduction. This unit begins with Christians, but also includes other religious/non-religious ways of being. It lays a foundation for the other topics in EYFS in addition to preparing the way for the in-depth study of Muslim life in Year 1 and Hindus in Year 3.

Sticky Knowledge

Children will know what is special to them and why. Children will learn the religious symbols for Christians, Hindus, and Muslims.

Autumn 2

Studying Christmas at Christmas is logical and helps with the chronological understanding of birth followed by death at Easter. It prepares children for the topic of **Incarnation** in Years 1 [1.3], 4 [L2.3] and 5 [U2.4].

Sticky Knowledge

Children will know the term incarnation (God came to earth as a human and as God) and who first visited Jesus in the stable and why.

Spring 1

Learning about the importance of God links with the topic of **Creation**. This unit lays the foundation so that children are ready to learn more about **Creation** in Years 1 [1.2], 3 [L2.1] and 6 [U2.2].

Sticky Knowledge

Children will know that Christians believe in God, and they will learn the story of Adam and Eve from the creation story in Genesis 1.

Spring 2

Studying and introducing the concept of **Salvation** at Easter chronologically follows the learning in Autumn 2 of birth followed by death. **Salvation** is built on in Years 2 [1.5], 4 [L2.5] and 6 [U2.6].

Sticky Knowledge

Children will know about Palm Sunday and Easter Day.

Summer

Looking at which places are special allows time to revisit and consolidate prior learning. This unit offers an opportunity for local trips.

Sticky Knowledge

Children will know about a mosque, the Qur'an and an Imaan and a church, the bible, and a vicar. and some of their key features

Ongoing

This unit is taught throughout the year alongside the other units, and alongside other festivals and celebrations which occur throughout the year, e.g. Chinese New Year, Diwali, Eid etc.

Sticky Knowledge

Children will know what stories are special to them and why and which stories are special to other faiths and why.

Year One

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1.2: Who do Christians say made the world? Harvest Creation	1.1: What do Christians believe God is like? God	1.7: Who is Jewish and how do they live? (double unit) Hanukkah		1.10 What does it mean to belong to a community? (C,J,NR)	1.9: How should we care for the world and for others, why does it matter? (C,J,NR)

Autumn 1

The **Creation** story was introduced in Reception [F1] and looking at the story again now builds on the foundations for when it is revisited in more depth in Year 3 [L2.1] and again in Year 6 [U2.2].

Sticky Knowledge

Children will know that Creation is the beginning story of the Big Story in the Bible and to be able to give a simple retell of the creation story.

Autumn 2

This unit builds on the importance of the word **God** which was first introduced in Reception. The unit introduces God as a father who shows forgiveness. This is the first strand of learning about the Trinity which is studied again in Year 4 [2.3] in more depth.

Sticky Knowledge

Children will be able to identify what a parable is and simply retell the parable of The Lost Son.

Spring 1 & 2

Previous encounters in Reception will have been part of the unit F6 *Which stories are special and why?* This is the first in-depth study of a faith and lifestyle and serves to compare/contrast with the Christianity units that have been taught. Studying this unit here lends itself to looking at Hanukkah and comparing it to Christmas; both are winter festivals, celebrated by retelling the story and giving gifts, special foods, and customs, and remembering **God** giving gifts for his people, sustaining the light in the Temple (Judaism). It also acts as a point of reference for the study of Muslims in Year 2 [1.6] as a compare/contrast unit of study.

Sticky Knowledge

Children will recognise the words of the Shema as a Jewish prayer and that the Torah is the Jewish Holy scroll. To simply re-tell some stories used in Jewish celebrations and to be able to give examples of how Jewish people celebrate special times.

Summer 1

Belonging builds on the first unit covered in Reception [F4] and prepares children for the topics covered in Years 2 [1.8], 3 [L2.12], 4 [L2.11], 5 [U2.11] & 6 [U2.12] and [U2.10] on belonging (or not) to a faith community and how this might help.

Sticky Knowledge

Children will know how the Arabic word for Allah, and that a cross is the symbol belonging to Christians.

Summer 2

Caring for others and the world can be linked to other topics, especially the environment and our school aims. It prepares the way for the units studied in Year 3 [L2.12] (making the world a better place), Year 5 [U2.11] (why do some people believe in God whereas others do not) and Year 6 [U2.10] (what Humanists believe).

Sticky Knowledge

Children will know who Mother Teresa was and what she did.

Year Two

<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
1.6: Who is Muslim and how do they live? (part 1)	1.3: Why does Christmas matter to Christians? Incarnation	1.4: What is the 'good news' Christians believe Jesus brings? Gospel	1.5: Why does Easter matter to Christians? Salvation	1.6: Who is Muslim and how do they live? (part 2) Eid-ul-Fitr	1.8: What makes some places sacred to believers? (C,M)

Autumn 1

This is the first part of the in-depth faith study into Muslims. This is the second in-depth study and serves to compare/contrast with the Jewish units covered in Year 1. This study also brings in the understanding of **God** for another faith.

Sticky Knowledge

Children will be able to recognise the words of the Shahadah and understand that it is very important to Muslims. To know that Muslims have one God (Allah).

Autumn 2

Here children need to understand that although the birth of Jesus is near to the beginning of the New Testament it is quite far into the 'big story'. It builds on what children have previously learnt in reception [F2] and Year 1.

Sticky Knowledge

Children will be able to give a clear, simple recount of Jesus' birth and recognise that Incarnation and Salvation are part of the Big Story in the Bible.

Spring 1

This unit introduces the term **Gospel** as good news. This builds on the unit covered in Year 1, which looks at forgiveness [1:1]. It also lays the foundation for topics covered in Years 3 [L2.4] & 6 [U2.5] where **Gospel** is a revisited theme. It is also helpful that it is studied in conjunction with the events of Easter and the link between **Gospel** and **Salvation**.

Sticky Knowledge

Children will recognise that Jesus gives instructions about how to behave.

Spring 2

Easter builds on the previous unit in this Year plus the coverage of Easter in Reception. This also serves as a foundation for units covered in Year 4 [L2.5] (Good Friday-Salvation), [L2.3 & L2.6] (Trinity, Kingdom) and Year 6 [U2.5].

Sticky Knowledge

Children will know the Easter story and will be able to order it and understand why Christians call Jesus the saviour.

Summer 1

This is part two of the in-depth study allowing children to study another faiths lifestyle. It provides the opportunity to introduce new concepts and vocabulary which will be extended in Years 3 [L2.9] and 5 [U2.8]. By revisiting the unit here, it allows children to make links to Eid-ul-Fitr and Ramadan which some children may be experiencing at home.

Sticky Knowledge

Children will be able to give examples of how stories about the Prophet show what Muslims believe about Muhammad.

Summer 2

This is a good opportunity to revisit special places that have been looked at during the last 3 years and to compare/contrast a Church, Synagogue, Mosque [F5, 1.10]. It opens the way for studying Hinduism in Year 3 [L2.7 & 2.8] and will remind children of what they have learnt so far before studying Judaism, Islam, and Christianity in more depth in Years 4, 5 and 6.

Sticky Knowledge

Children will know that Christians worship in a church, Muslims worship in a mosque and Jews worship in a synagogue.

Year Three

<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
L2.1: What do Christians learn from the Creation story. Creation	L2.4: What kind of world did Jesus want? Christmas Gospel	L2.10: How do festivals and family life show what matters to Jewish people? Passover	L2.9: How do festivals and worship show what matters to a Muslim? Eid-ul-Fitr	L2.2: What is it like for someone to follow God? People of God	L2.12: How and why do people try to make the world a better place? (C,M,J,NR)

Autumn 1

The **Creation** story was introduced in Reception [F1] then built on in Year 1 [1.2]. This focus on what Christians can learn from the story is needed for when it is investigated along with the theory of evolution in Year 6 [U2.2].

Sticky Knowledge

Children will be able to place concepts of God and Creation on a timeline of the Big Story and describe how Christians show their belief about God the Trinity in worship and in the way they live.

Autumn 2

The theme of taking care of others and the world was started in Year 1 [1.9]. It was built on in Year 2 [1.4] with the idea of Jesus bringing ‘good news’ and his hopes/wishes for the world. This unit will be needed to draw conclusions together later in the year [L2.12] where we look at making the world a better place. It will be added to in Year 5 [U2.4] when children will consider ‘was Jesus the Messiah’.

Sticky Knowledge

Children will be able to place the concepts of God and Creation on a timeline of the Bible’s Big Story and identify the difference between a Gospel and a letter.

Spring 1

This will recap on what was covered in Year 1, with the chance to expand on the Jewish faith. Studied at this time of year fits with Pesach (Passover) and will support the upcoming unit in Year 5 [U2.9] where the Torah is looked at in more depth.

Sticky Knowledge

Children will be able to make clear links between the story of Exodus and the Jewish beliefs about God and his relationship with Jewish people.

Spring 2

This unit will recap on what was covered in Year 2 [1.6]. It is preparing the children for looking at what it means to be a Muslim today in Year 5 [U2.8].

Sticky Knowledge

Children will be able to give examples of Ibadah in Islam and describe what they involve.

Summer 1

This unit builds on the topics that were first introduced in Reception (belonging), then belonging to a faith community in Year 1 [1:10]. It will be developed further in Year 4 [L2.11] when marking significant life events is considered and then in Year 5 [U2.11] when children consider why some people believe in God and why some do not.

Sticky Knowledge

Children will be able to explain who Noah and Abram were and what their covenant was with God.

Summer 2

Caring for others and the world can be linked to other areas in our curriculum, especially the environment and our school values. It was first looked at in Year 1 [1.9] and will be studied in more depth in Year 5 [U2.11] (why do some people believe in God whereas others do not) and Year 6 [U2.10] (what Humanists believe).

Sticky Knowledge

Children will know how each religious group tries to make the world a better place e.g. Christians – the golden rule, Muslims – 2.5% of earning to charity.

Year Four

<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
L2.7: What do Hindus believe God is like? Diwali	L2.3: What is the 'Trinity' and why is it important for Christians? Christmas God	L2.8: What does it mean to be Hindu in Britain today?	L2.5: Why do Christians call the day Jesus died 'Good Friday'? Easter Salvation	L2.6: For Christians, when Jesus left, what was the impact of Pentecost? Kingdom of God	L2.11: How and why to people mark the significant events of life? (C,H, NR)

Autumn 1

This is part one of an in-depth study which can be compared in retrospect with Christianity (Reception), Judaism (Year 1) and Muslim (Year 2) and what are people of these faiths' beliefs about their God. This is necessary before being studied in more depth in Year 6 [U2.7]. Studying the first part of the unit here allows natural connections to be made with Diwali celebrations that may be happening locally and at home for some children.

Sticky Knowledge

Children will be able to name at least 2 Hindu deities and say how they help Hindus describe God. To make clear links between some stories and what Hindus believe in God.

Autumn 2

God as a father was introduced in Year 1 [1.1] now God is understood as being a **Trinity**. Studying this unit here links with Christmas and builds with **Incarnation** knowledge from Year 2 [1.3] ready for further discussion in Year 5 [U2.4]. The idea of 'three in one' will be built upon here for Christianity and makes for links with the previous half-terms Hindu Trimurti study.

Sticky Knowledge

Children will be able to describe how Christians show their beliefs about God the Trinity in worship and the way they live.

Spring 1

Part two of this in-depth study follows on from children learning during [L2.3] and allows for comparison between religions.

Sticky Knowledge

Children will be able to identify some different ways in which Hindus show their faith and to identify the terms Dharma, Sanatan Dharma and Hinduism and say what they mean.

Spring 2

The idea of **salvation** at Easter time was first introduced in Reception [F3], then again in Year 2 [1.5]. It is covered here in more depth and is then explored once more in Year 6 [U2.5] in the unit what would Jesus do?

Sticky Knowledge

Children will be able to order Creation and Fall, Incarnation, Gospel, and Salvation within a timeline of the Bible's Big Story.

Summer 1

This unit builds on what has already been learnt about the **Trinity**. Reminder of how this is different to the **Incarnation**.

Sticky Knowledge

Children will know the Trinity is.

Summer 2

Special places looked at in Reception [F5] may have sparked the idea of significant events being celebrated in places of worship and again in Year 2 [1.8]. Belonging to a faith community in Year 1 [1.10] and what it is like to follow God in Year 3 [L2.2] all share this common theme. It will be concluded in Year 6 [U2.12] when looking at how faith helps when life is hard.

Sticky Knowledge

Children will know about and be able to give examples of the following significant milestones in life for a Christian and Jew: marriage, baptism, bar/bat mitzvah.

Year Five

<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
U2.1: What does it mean if Christians believe God is holy and loving? People of God	U2.9: Why is the Torah so important to Jewish people? Yom Kippur	U2.4: Was Jesus the Messiah? Incarnation	U2.3: How can following God bring freedom and justice? Easter People of God	U2.8 What does it mean to be a Muslim in Britain today? Eid-ul-Fitr	U2.11: Why do some people believe in God and some people not?

Autumn 1

This unit recaps the theme **People of God** which was initially introduced in Year 3 [L2.2] and will be further built upon in [U2.3].

Sticky Knowledge

Children will know how Christians worship god, for example through singing hymns and be able to give examples of why this is important to Christians.

Autumn 2

Judaism was first introduced as an in-depth study in Year 1 [1.7] and then looked at through festivals and family life in Year 3 [L2.10]. Looking at the Torah now allows for deeper understanding of Yom Kippur.

Sticky Knowledge

Children will be able to make clear connections between Jewish beliefs about the Torah and how Jews use, and treat is and to able to identify and explain Jewish beliefs about God.

Spring 1

Beginning with stories in Reception, the message of forgiveness, love, kindness, and concern for others has been woven throughout the syllabus. Year 1 [1.9] (caring for others), Year 2 [1.4] (Jesus' good news), Year 3 [L2.12] (making the world a better place), Year 3 [L2.4] (what kind of world did Jesus want) all lead up to this unit which in turn prepares the ground for studying how faith can help when life gets hard in Year 6 [U2.12].

Sticky Knowledge

Children will be able to explain the place of Incarnation and Messiah within the Big Story of the Bible, identifying Gospel and prophecy texts, using technical terms.

Spring 2

This is the final **People of God** unit met and is taught here following the U2.1 unit taught at the beginning of the year to deepen children's understanding.

Sticky Knowledge

Children will know the 7 different elements of the Big Story and will be able to put these in chronological order.

Summer 1

This was first introduced as an in-depth study in Year 2 [1.6], then the impact of festivals and worship were studied in Year 4 [2.9]. This unit gives an opportunity for children to consider the 5 pillars of Islam and the Qur'an and how that fits within a modern Britain.

Sticky Knowledge

Children will be able to identify and explain Muslim beliefs about God, the Prophet, and the Holy Qur'an. To be able to give evidence and examples to show how Muslims put their beliefs into practice in different ways.

Summer 2

This is a good opportunity to revisit the themes from all faiths studied what it means to belong to a faith community in Year 1 and what it means to follow God in Year 3. This is important understanding in preparation for the units on Humanism and creation vs science in Year 6 [U2.10, U2.2].

Sticky Knowledge

Children will be able to define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs and to give examples of reasons why people do or do not believe in God.

Year Six

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
U2.5: What would Jesus do? Gospel	U2.7: Why do Hindus want to be good? Diwali	U2.10 What matters most to humanists and Christians?	U2.6: What did Jesus do to save human beings? Easter Salvation	U2.2: Creation and science: conflicting or complementary? Creation	U2.12: How does faith help people when life gets hard?

Autumn 1

This is the last visit to the theme **Gospel** and builds on the previous units.

Sticky Knowledge

Children will be able to explain connections between biblical texts and Christian ideas of God using theological terms.

Autumn 2

This unit builds on work covered in Year 1 [1.9] and Year 3 [L2.12] in looking after the world and each other. It revisits the work on Hinduism in Year 4 [L2.7 & L2.8] and builds on the vocabulary already taught. Studying this unit here allows for further study and comparison in festivals such as Diwali and Christmas.

Sticky Knowledge

Children will be able to identify and define Hindu beliefs, e.g. Dharma, Karma, Atman, Samsara, Moksha – using technical terms accurately. Be able to make clear connections between Hindu beliefs about Dharma, Karma, Atman, Samsara, Moksha, and ways in which Hindu live. Be able to give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about Dharma, Karma, Atman, Samsara, Moksha

Spring 1

This is the first time Humanism has been introduced. This marks the beginning of a year in RE where children demonstrate critical thinking, compare/contrast between faiths and theories and realise that there is a whole spectrum of viewpoints even within the same faith.

Sticky Knowledge

Children will know the Golden Rule of Humanism and how this helps them to make decisions to live their lives.

Spring 2

Caring for the world (Year 1) [1.9] and making the world a better place (Year 3) [L2.12] act as a foundation for this unit, along with the units on good news in Years 2 [1.4] and 3 [L2.4]. Studying this unit here allows for natural connections in knowledge to be made to Easter and **salvation** too.

Sticky Knowledge

Children will be able to outline the timeline of the Big Story of the Bible, explaining how Incarnation and Salvation fit in and explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.

Summer 1

The **creation** story was first introduced as a story in Reception, then looked at in more detail in Years 1 and 3. It will also have been touched on in other years in a less direct way (why God is important to Christians, why should we look after the world).

Sticky Knowledge

Children will be able to identify and explain what religious and non-religious people believe about God and to be able to give examples/reasons of why people do/do not believe in God.

Summer 2

This is a good opportunity to revisit all the general themes that have been covered though KS1 & 2. Is it true for all faiths? What about non-believers? This gives children an opportunity to form their own ideas based on the rich diet they have been offered. This will stand them in good stead as they move to KS3.

Sticky Knowledge

Children will know that not everyone follows a religion, they will think about the importance of the religious studies they have completed so far and what this means to them.

Key Vocabulary	EYFS	KS1	LKS2	UKS2
Christianity	Christians, believe, Jesus, baptism, special, God, Christmas, Mary, Joseph, shepherds, angel, star, manger, Easter, palm, Good Friday, donkey, disciples, Holy, church, Vicar, cross,	<i>Previous vocab, plus....</i> Harvest, Genesis, prayer, forgiving, prodigal, worship, loving, Father, parable, Jonah, community, faith, psalm, Mother Teresa, stewardship, advent, secular, birth, Matthew, fishermen, peace, forgiveness, Apostles, saviour, resurrection, eternal life, Jerusalem, creation, Adam, Eve, Hosanna, Bible	<i>Previous vocab, plus....</i> Catholic, big story, sin, Fall, temptation, clergy, Galilee, Samaritan, Gospel, Evangelist, prophets, Abram, Noah, Old Testament, Abraham, covenant, righteous, Trinity, messiah, Holy spirit, scripture, salvation, crucifixion, Palm Sunday, Pentecost, tongues, marriage	<i>Previous vocab, plus....</i> Omnipresent, omniscient, omnipotent, eternal, incarnation, Immanuel, Micah, theological, prophecy, Isaiah, People of God, Children of Israel, Moses, exodus, slavery, pharaoh, Luke, Mark, leprosy, Christ-like, parables, commandments, biblical
Hinduism	Hindus, believe, special, Diwali, Mandir		<i>Previous vocab, plus....</i> Brahman, deity, namaste, Shiva, Aum, Lakshmi, Vishnu, Brahma, Puja, shrine, Rama, Sita, Dharma, Ramayana	<i>Previous vocab, plus....</i> Samsara, reincarnation, Atman, karma, Moksha, Ahimsa
Islam	Muslims, believe, Mosque, special, Eid	<i>Previous vocab, plus....</i> community, Muhammad, Allah, Arabic, Shahadah, Zakat, Islam, Sawm, Salah, Prophet, Ibadah, worship, sacred, minaret, Iman, Qur'an	<i>Previous vocab, plus....</i> Fasting, Tawhid,	<i>Previous vocab, plus....</i> Submission, Ramadan, Hajj, pilgrimage,
Judaism	Jewish, believe, special, synagogue	<i>Previous vocab, plus....</i> Torah, Mezuzah, Shabbat, Shema, God, Hanukah, dreidel, Star of David, community, Sukkot, Egypt, worship	<i>Previous vocab, plus....</i> Freedom, Yom Kippur, Orthodox, Pesach (Passover), Rosh Hashanah, Tikkun Olam, Bar Mitzvah, Bat Mitzvah	<i>Previous vocab, plus....</i> Sefer Torah, secular, kosher, kashrut
Humanism	Non-religious, believe	<i>Previous vocab, plus....</i> Humanist, community	<i>Previous vocab, plus....</i> Golden Rule	<i>Previous vocab, plus....</i> Theist, atheist, psychology, psychologist, evidence, agnostic, philosophy, theologian, moral, worldview, values, science, theory, interpretation, literal