

EYFS

EYFS	Autumn 1	Autumn 2	Spring 1
Lead Enquiry Question (Composite Outcome) Component Questions (components to be explored throughout the unit)	Being Special: Where do we belong? CQ1: What makes us feel special? What makes many Christians believe they are special to God? CQ2: Why do many Christians believe that children are special to God? CQ3: Where do you belong? How do you know you belong? What groups do religious people belong to? CQ4: How do we show people they are welcome? How are babies welcomed into the Christian family? CQ5: How are some babies welcomed in the Muslim tradition? CQ6: How do Hindu brothers and sisters show their love for each other at a festival?	INCARNATION: Why is Christmas special for Christians? CQ1: What special stories about Jesus are in the Bible? CQ2: Why do Christians perform Nativity Plays at Christmas? CQ3: Why do Christians celebrate Jesus' birthday? CQ4: What special things do Christians do at Christmas to share God's love? CQ5: What makes every single person unique and precious? CQ6: How does the Christmas story tell Christians they are precious to God?	What times/stories are special and why? CQ1: What is your favourite story? CQ2: What do you like about it, and why? CQ3: What stories do you know about Jesus? CQ4: What do you think Jesus was (is) like? CQ5: Do you know any Bible stories? CQ6: What stories do you know that are special to Christians (or other faiths)? CQ6: Who are the stories about? CQ7: What happens in the story? CQ8: Does the story tell you about God? CQ9: What do you learn? CQ10: What stories do you know that tell you how you should behave towards other people? CQ11: What are the similarities and differences between different people's special stories?
Tier 3 Vocabulary	Christian Religious Muslim Tradition Hindu Festival	Nativity Bible Christmas God Jesus Christian	Jesus Bible Christians Faith God
Assessment Checkpoint: Through low stake questioning, role play and exploratory play. Declarative Knowledge: Making Sense of Beliefs	Children who are secure will be able to: CQ1: Making Sense of Beliefs	Children who are secure will be able to: Making Sense of Beliefs ✓ begin to recognise the word 'incarnation' as describing the	Children who are secure will be able to: Making Sense of Beliefs ✓ Talk about some religious stories.

RE Enquiry Questions and Assessment Checkpoints

<p>Procedural Knowledge: Making Connections</p> <p>Conditional Knowledge: Understand the impact:</p>	<ul style="list-style-type: none"> ✓ talk about some Christian beliefs about how people are special to God. <p>Making connections:</p> <ul style="list-style-type: none"> ✓ talk about their ideas about how they are special. ✓ share occasions when they have felt special. <p>CQ2: Making Sense of Beliefs</p> <ul style="list-style-type: none"> ✓ re-tell the story of Jesus blessing the children ✓ Pupils can listen to a religious story ✓ talk sensibly about the plot of a religious story and ask good questions about it too. <p>Making connections:</p> <ul style="list-style-type: none"> ✓ talk about their ideas and feelings about a religious story linked to their personal experiences. ✓ talk about and show how key characters within a religious story would feel. <p>CQ3: Making Sense of Beliefs</p> <ul style="list-style-type: none"> ✓ recognise symbols or badges which show belonging, including religious ones. (Specifically - <i>Know three different religious groups and the main symbol associated with each</i>) <p>Making connections:</p> <ul style="list-style-type: none"> ✓ say which groups they belong to. ✓ talk about groups they and others belong to. <p>CQ4: Making connections:</p>	<p>belief that God came to Earth as Jesus.</p> <ul style="list-style-type: none"> ✓ retell religious stories. <p>Making Connections:</p> <ul style="list-style-type: none"> ✓ talk about people who are special to them ✓ say what makes their family and friends special to them ✓ retell religious stories, making connections with personal experiences. <p>Understand the Impact</p> <ul style="list-style-type: none"> ✓ recall simply what happens at a traditional Christian festival (Christmas) 	<ul style="list-style-type: none"> ✓ Recognise some religious words, e.g. about God. ✓ Identify a sacred text e.g. Bible, Torah <p>Making Connections</p> <ul style="list-style-type: none"> ✓ Identify some of their own feelings in the stories they hear. <p>Understanding the Impact</p> <ul style="list-style-type: none"> ✓ Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.
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RE Enquiry Questions and Assessment Checkpoints

	<ul style="list-style-type: none"> ✓ talk about how babies are welcomed ✓ show respect for the way that my family and other families welcome babies <p>Understand the impact:</p> <ul style="list-style-type: none"> ✓ talk simply about what happens at a traditional infant baptism. <p>CQ5:</p> <p>Understand the impact:</p> <ul style="list-style-type: none"> ✓ talk about how babies are welcomed in the Muslim tradition <p>Making connections: -</p> <ul style="list-style-type: none"> ✓ show respect for the way that their family and other families welcome babies. ✓ choose some sensible words to say to welcome a new baby <p>CQ6:</p> <p>Making Sense of Beliefs</p> <ul style="list-style-type: none"> ✓ ask questions about religious artefacts <p>Making connections:</p> <ul style="list-style-type: none"> ✓ talk about my feelings and how others feel about Raksha Bandhan and feeling special <p>Understand the impact:</p> <ul style="list-style-type: none"> ✓ explore and find out about objects that matter in Hinduism ✓ talk about what happens at Raksha Bandhan and why (Making Connections) 		
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Links to EARLY LEARNING OUTCOMES AND GOALS

Communication and language

- Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions.
- They use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Children answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources.
- They talk about how they and others show feelings.
- They develop their own narratives in relation to stories they hear from different communities.

Personal, social and emotional development

- Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect.
- They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously.
- They talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable.
- Children think and talk about issues of right and wrong and why these questions matter.
- They respond to significant experiences showing a range of feelings when appropriate.
- They have a developing awareness of their own needs, views and feelings and can be sensitive to those of others.
- Children have a developing respect for their own cultures and beliefs, and those of other people.
- They show sensitivity to others' needs and feelings, and form positive relationships.

Understanding the world

- Children talk about similarities and differences between themselves and others, among families, communities and traditions.
- They begin to know about their own cultures and beliefs and those of other people.
- They explore, observe and find out about places and objects that matter in different cultures and beliefs.

Expressive arts and design

- Children use their imaginations in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings.
- They respond in a variety of ways to what they see, hear, smell, touch and taste.

Literacy

- Children are given access to a wide range of books, poems and other written materials to ignite their interest

Mathematics

- Children recognise, create and describe some patterns, sorting and ordering objects simply.

RE Enquiry Questions and Assessment Checkpoints

	Spring 2	Summer 1	Summer 2
Lead Enquiry Question (Composite Outcome)	SALVATION: Why do Christians put a cross in an Easter Garden?	GOD/ CREATION: Why is the word 'God' so important to Christians?	What places are special and why?
Component Questions (components to be explored throughout the unit)	<p>CQ1: What happens at the end of winter and the beginning of spring?</p> <p>CQ2: How do 'dead' plants and trees come alive again?</p> <p>CQ3: What do Christians believe happened to Jesus?</p> <p>CQ4: Why do Christians think this is such an important story?</p> <p>CQ5: What do Christians do at Easter?</p> <p>CQ6: Why do we have Easter eggs?</p>	<p>CQ1: What does the word 'God' mean?</p> <p>CQ2: Which people believe in God?</p> <p>CQ3: Which people believe that God created everything?</p> <p>CQ4: What is amazing about the world?</p> <p>CQ5: What do Christians say about God as creator?</p> <p>CQ6: What do Christians and other people (including non-religious) think about the world and how we should treat it?</p>	<p>CQ1 : Where do you feel safe? Why?</p> <p>CQ2: Where do you feel happy? Why?</p> <p>CQ3: Where is special to me?</p> <p>*CQ4: Where is a special place for believers to go?</p> <p>*CQ5: Where is a special place for believers to go?</p> <p>CQ6: What makes this place special?</p> <p>*Children can explore different places of worship over 2 weeks or explore places one week and choose the one they liked in the second week – why did they like that place?</p>
Tier 3 Vocabulary	Easter Christian Salvation Believe	God Creation Created Non-religious Religious Creator	Believers Church Chapel Synagogue Temple Mosque
<p>Assessment Checkpoint Declarative Knowledge: Making Sense of Beliefs</p> <p>Procedural Knowledge: Making Connections</p> <p>Conditional Knowledge: Understand the impact:</p>	<p>Children who are secure will be able to:</p> <p>Making Sense of Beliefs</p> <ul style="list-style-type: none"> ✓ Recognise and retell stories connected with celebration of Easter. ✓ Say why Easter is a special time for Christians. 	<p>Children who are secure will be able to:</p> <p>Making Sense of Beliefs</p> <ul style="list-style-type: none"> ✓ Retell stories, talking about what they say about the world, God, human beings. <p>Making Connections</p>	<p>Children who are secure will be able to:</p> <p>Making Sense of Beliefs</p> <ul style="list-style-type: none"> ✓ Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God. <p>Making Connections</p>

RE Enquiry Questions and Assessment Checkpoints

	<p>Making Connections</p> <ul style="list-style-type: none"> ✓ Talk about ideas of new life in nature. ✓ (Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and) make connections with signs of new life in nature. <p>Understanding the Impact</p> <ul style="list-style-type: none"> ✓ Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc. ✓ Talk about some ways Christians remember these stories at Easter. 	<ul style="list-style-type: none"> ✓ Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world. ✓ Think about the wonders of the natural world, expressing ideas and feelings. ✓ Talk about what people do to mess up the world and what they do to look after it. <p>Understanding the Impact</p> <ul style="list-style-type: none"> ✓ Say how and when Christians like to thank their Creator 	<ul style="list-style-type: none"> ✓ Talk about somewhere that is special to themselves, saying why. ✓ Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. ✓ Express a personal response to the natural world. <p>Understanding the Impact</p> <ul style="list-style-type: none"> ✓ Recognise that some religious people have places which have special meaning for them. ✓ Talk about the things that are special and valued in a place of worship
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Year One

Year 1	Autumn 1	Autumn 2	Spring 1
Lead Enquiry Question (Composite Outcome)	Who Made the World? Harvest	What does it mean to belong to a faith community?	GOD: What do Christians believe God is Like?
Component Questions (components to be explored throughout the unit) Declarative Knowledge: Making Sense of Beliefs Procedural Knowledge: Making Connections Conditional Knowledge: Understand the impact:	CQ1: What does the story tell us God is like? CQ2: If God made the world, how should people live? CQ3: Who do Christians believe made the world? CQ4: How does Harvest Festival make Christians thankful? CQ5: What might Christians ask their Creator? CQ6: What are you thankful for?	CQ1: Do we all belong to something? CQ2: How do Christians/Muslims/Jewish people show they belong? CQ3: Is every person valuable? CQ4: How do Christians welcome a new baby? How do Muslims welcome a new baby? CQ5: How do some people show they belong to one another? CQ:6 What matters about being in a community?	CQ1: What groups do you belong to (in and outside of school)? CQ2: What symbols of Christianity can you remember? CQ3: How do faith communities show that loving others is important (Muslims, Christians, and Jews)? CQ4: What special ceremonies are had by people when a baby is born? CQ5: What do people do to show others that they love each other? CQ6: What is special about belonging to a community?
Tier 3 Vocabulary	Harvest Festival Christian Creator	Christian Muslim Jewish Faith Community	Community Faith Muslim Christian Jews Ceremonies
Assessment Checkpoint Declarative Knowledge: Making Sense of Beliefs Procedural Knowledge: Making Connections	Children who are secure will be able to: Make sense of beliefs: <ul style="list-style-type: none"> ✓ retell the story of creation from Genesis 1:1–2:3 simply ✓ recognise that 'Creation' is the beginning of the 'big story' of the Bible 	Children who are secure will be able to: CQ1: Make connections: <ul style="list-style-type: none"> ✓ Say a group or community that they belong to ✓ talk about what is special and important about belonging to 	Children who are secure will be able to: Make Sense of Beliefs <ul style="list-style-type: none"> ✓ Identify what a parable is. ✓ Tell the story of the Lost Son from the Bible simply and recognise a link with the

RE Enquiry Questions and Assessment Checkpoints

<p>Conditional Knowledge: Understand the impact:</p>	<ul style="list-style-type: none"> ✓ say what the story tells Christians about God, Creation and the world <p>Understand the impact:</p> <ul style="list-style-type: none"> ✓ give at least one example of what Christians do to say 'thank you' to God for Creation. <p>Make connections:</p> <ul style="list-style-type: none"> ✓ think, talk and ask questions about living in an amazing world. ✓ give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in 	<p>a group that is important to them.</p> <p>CQ2: Make connections:</p> <ul style="list-style-type: none"> ✓ show that I know that people belong to different communities (religious and non-religious) ✓ recognise symbols of belonging for Christians ✓ recognise symbols of belonging for Jews or Muslims ✓ think about why symbols of belonging matter to believers <p>CQ3: Make sense of belief:</p> <ul style="list-style-type: none"> ✓ give an example of how a person might show they love people ✓ say what Jesus says about loving other people ✓ say what a religious leader from Judaism or Islam says about loving other people <p>CQ4: Understand the impact:</p> <ul style="list-style-type: none"> ✓ say what happens at a traditional Christian infant baptism, and suggest what the actions and symbols mean ✓ say what happens when a baby is born into a Muslim family ✓ identify some similarities and differences between the ceremonies studied <p>Make connections:</p> <ul style="list-style-type: none"> ✓ give a suggestion for what is the best thing about these ceremonies, for the families 	<p>concept of God as a forgiving Father.</p> <ul style="list-style-type: none"> ✓ Give clear, simple accounts of what the story means to Christians. <p>Making Connections</p> <ul style="list-style-type: none"> ✓ Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by ✓ forgiving others. ✓ Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. <p>Understanding the Impact</p> <ul style="list-style-type: none"> ✓ Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. ✓ Give a reason for the ideas they have and the connections they make.
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		<ul style="list-style-type: none"> ✓ talk about some ways they celebrated when a baby was born in their family, comparing with what they have learned in RE <p>CQ5: Understand the impact:</p> <ul style="list-style-type: none"> ✓ identify two ways Christian people show they belong to each other when they get married ✓ identify two ways Jewish people show they belong to each other when they get married ✓ identify some similarities and differences between the marriage ceremonies studied <p>CQ6: Make sense of beliefs:</p> <ul style="list-style-type: none"> ✓ Recognise that loving others is important in lots of communities <p>Make connections:</p> <ul style="list-style-type: none"> ✓ give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences ✓ talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas. 	
	Spring 2	Summer 1	Summer 2

RE Enquiry Questions and Assessment Checkpoints

Lead Enquiry Question (Composite Outcome)	Who is Jewish and how do they live? (PART 1)	Who is Muslim and how do they live? (PART 1)	How should we care for the world and for others, and why does it matter?
Component Questions (components to be explored throughout the unit)	<p>CQ1: What is precious to Jewish people?</p> <p>CQ2: What does a mezuzah remind Jewish people about?</p> <p>CQ3: How do Jewish people celebrate Shabbat?</p> <p>CQ4: Why do Jewish people celebrate Shabbat?</p> <p>CQ5: What stories do Jewish people tell from the Jewish Bible?</p> <p>CQ6: How do Jews live?</p>	<p>Who was the Prophet Muhammad and why is he important to Muslims?</p> <p>CQ1: Who is a leader?</p> <p>CQ2: The Prophet is a leader for Muslims. How and why?</p> <p>CQ3: How do stories of the Prophet Muhammad show that he inspired people?</p> <p>What can people learn from Muslim holy words?</p> <p>CQ4: How did the Prophet Muhammad receive the Holy Qur'an?</p> <p>CQ5: How do Muslims treat their Holy Qur'an?</p> <p>CQ6: What four words are important to you? (What four words might be important to a Muslim?)</p>	<p>CQ1 : What do Christian, Jewish and non-religious people believe about caring for people? (Part 1)</p> <p>CQ2: What do Christian, Jewish and non-religious people believe about caring for people? (Part 2)</p> <p>CQ3: How do some religious and non-religious people show that they care for people? (Part 1)</p> <p>CQ4: How do some religious and non-religious people show that they care for people? (Part 2)</p> <p>CQ5: What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world? (Part 1)</p> <p>CQ6: What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world? (Part 2)</p>
Tier 3 Vocabulary	Jewish Mezuzah Shabbat Sabbath Synagogue	Prophet Muhammed Shahadah Holy Qur'an Ramadan Prayer	Non-religious Christian Jewish Religious Belief
<p>Assessment Checkpoint</p> <p>Declarative Knowledge: Making Sense of Beliefs</p> <p>Procedural Knowledge: Making Connections</p>	<p>Children who are secure will be able to:</p> <p>Make Sense of Beliefs</p> <p>✓ Recognise the words of the Shema as a Jewish prayer.</p>	<p>Children who are secure will be able to:</p> <p>Make Sense of Beliefs</p> <p>✓ Recognise the words of the Shahadah and that it is very important for Muslims.</p>	<p>Children who are secure will be able to:</p> <p>Make Sense of Beliefs</p> <p>✓ Identify a story or text that says something about each person being unique and valuable.</p>

RE Enquiry Questions and Assessment Checkpoints

<p>Conditional Knowledge: Understand the impact:</p>	<ul style="list-style-type: none"> ✓ Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) ✓ Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like <p>Making Connections</p> <ul style="list-style-type: none"> ✓ Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) ✓ Make links between Jewish ideas of God found in the stories and how people live. ✓ Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) <p>Understanding the Impact</p> <ul style="list-style-type: none"> ✓ Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas. ✓ Give a good reason for their ideas about whether reflecting, thanking, praising, and remembering have something to say to them too. 	<ul style="list-style-type: none"> ✓ Give examples of how stories about the Prophet show what Muslims believe about Muhammad. <p>Making Connections</p> <ul style="list-style-type: none"> ✓ Think, talk about and ask questions about Muslim beliefs and ways of living. ✓ Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas. ✓ Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. <p>Understanding the Impact</p> <ul style="list-style-type: none"> ✓ Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) 	<ul style="list-style-type: none"> ✓ Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) ✓ Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world. <p>Making Connections</p> <ul style="list-style-type: none"> ✓ Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world. ✓ Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world. <p>Understanding the Impact</p> <ul style="list-style-type: none"> ✓ Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories. ✓ Give examples of how Christians and Jews can show care for the natural earth. ✓ Say why Christians and Jews might look after the natural world.
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Year Two

Year 2	Autumn 1	Autumn 2	Spring 1
Lead Enquiry Question (Composite Outcome) Component Questions (components to be explored throughout the unit) Declarative Knowledge: Making Sense of Beliefs Procedural Knowledge: Making Connections Conditional Knowledge: Understand the impact:	Who is Muslim and how do they live? CQ1: What do people think about God? What do Muslims think about God? CQ2: What do Muslims think about God? CQ3: What difference does worshipping God make to Muslims?	INCARNATION: Why does Christmas matter to Christians? CQ1: What does Christmas mean to Christians? CQ2: What is the Christmas story? CQ3: What is advent is and why is it important to Christians? CQ4: Why do Christians put up decorations at Christmas? CQ5: How do people show gratitude at Christmas? CQ6: Why is Christmas a time of giving?	Who is Jewish and how do they live? (PART 2) CQ1: What Jewish stories can I remember? CQ2: Who were David and Goliath? CQ3: How does God help David? CQ4: What do Jewish people learn about God through the story of David and Goliath? CQ5: What does the story of David and Goliath teach Jewish people about remembering to thank God?
Tier 3 Vocabulary	Muslim Shahadah Allah Worship Prophet Muhammed	Christmas Advent Christian/ Christianity Gospels Incarnation Nativity	Mezuzah Jewish God Shabbat Channukah Shema
Assessment Checkpoint Declarative Knowledge: Making Sense of Beliefs Procedural Knowledge: Making Connections Conditional Knowledge: Understand the impact:	Children who are secure will be able to: CQ1: Make sense of belief: <ul style="list-style-type: none"> ✓ talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad ✓ say what the words of the Shahadah are and give (at 	Children who are secure will be able to: Make sense of belief: <ul style="list-style-type: none"> ✓ recognise that stories of Jesus' life come from the Gospels ✓ give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians 	Children who are secure will be able to: Make Sense of Beliefs <ul style="list-style-type: none"> ✓ Recognise the words of the Shema as a Jewish prayer. ✓ Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah)

RE Enquiry Questions and Assessment Checkpoints

	<p>least) one reason why the Shahadah is important to Muslims</p> <p>Make connections:</p> <ul style="list-style-type: none"> ✓ ask some questions about what Muslims believe and how they live <p>Understand the impact:</p> <ul style="list-style-type: none"> ✓ ...give one or two examples of how Muslims use the Shahadah and say how this shows what is important to Muslims <p>CQ2:</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> ✓ talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad ✓ talk about three important things Muslims believe about God/Allah, using the Shahadah and some of the 99 Names of Allah. <p>Make connections:</p> <ul style="list-style-type: none"> ✓ ask some questions about what Muslims believe and how they live <p>Understand the impact:</p> <ul style="list-style-type: none"> ✓ recognise that Muslims do not draw Allah or the Prophet, but often use calligraphy to say what God is like 	<p>Understand the impact:</p> <ul style="list-style-type: none"> ✓ give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas <p>Make connections:</p> <ul style="list-style-type: none"> ✓ think, talk and ask questions about Christmas for people who are Christians and for people who are not ✓ decide what they personally have to be thankful for, giving a reason for their ideas. 	<ul style="list-style-type: none"> ✓ Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. <p>Making Connections</p> <ul style="list-style-type: none"> ✓ Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) ✓ Make links between Jewish ideas of God found in the stories and how people live. ✓ Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) <p>Understanding the Impact</p> <ul style="list-style-type: none"> ✓ Talk about what they think is good about reflecting, thanking, praising, and remembering for Jewish people, giving a good reason for their ideas. ✓ Give a good reason for their ideas about whether reflecting, thanking, praising, and remembering have something to say to them too.
	Spring 2	Summer 1	Summer 2

RE Enquiry Questions and Assessment Checkpoints

Lead Enquiry Question (Composite Outcome)	SALVATION: Why does Easter matter to Christians?	GOSPEL: What is the good news Jesus brings?	What makes some places sacred to believers?
Component Questions (components to be explored throughout the unit)	<p>CQ1: What signs of new life do we see in the Springtime?</p> <p>CQ2: What happens during Holy Week?</p> <p>CQ3: What different emotions did Jesus' followers feel during Holy Week?</p> <p>CQ4: Why do people give Easter eggs to celebrate Easter?</p> <p>CQ5: How do different churches celebrate Holy Week?</p> <p>CQ6: Christians believe there is life after death. What do you believe?</p>	<p>CQ1: How was Jesus a friend to the friendless?</p> <p>CQ2: What is the 'Good News' about forgiveness?</p> <p>CQ3: What is the 'Good News' about peace?</p> <p>CQ4: How do Christians try to bring the 'Good News' to others?</p> <p>CQ5: How does the church help Christian's understand the 'Good News'?</p> <p>CQ6: How can the 'Good News' apply to everyone? (not just to Christians).</p>	<p>CQ1: Which places are important to me? Where is a sacred place for believers to go?</p> <p>CQ2: Which place of worship is sacred for Christians?</p> <p>CQ3: Which place of worship is sacred for Jewish people?</p> <p>CQ4: Which place of worship is sacred for Muslims?</p> <p>CQ5: How are places of worship similar and different?</p> <p>CQ6: Why are places of worship important to our community?</p>
Tier 3 Vocabulary	Salvation Holy Week Bible Incarnation Resurrection	Gospel Christians Church Community (Tax Collector – Tier 2)	Sacred Worship Synagogue Mosque Temple Church Chapel
<p>Assessment Checkpoint Declarative Knowledge: Making Sense of Beliefs</p> <p>Procedural Knowledge: Making Connections</p> <p>Conditional Knowledge: Understand the impact:</p>	<p>Children who are secure will be able to:</p> <p>Make Sense of Beliefs</p> <ul style="list-style-type: none"> ✓ Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. ✓ Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus' rescuing people) <p>Making Connections</p>	<p>Children who are secure will be able to:</p> <p>Make Sense of Beliefs</p> <ul style="list-style-type: none"> ✓ Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'. ✓ Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. 	<p>Children who are secure will be able to:</p> <p>Make Sense of Beliefs</p> <ul style="list-style-type: none"> ✓ Recognise that there are special places where people go to worship and talk about what people do there. ✓ Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean.

RE Enquiry Questions and Assessment Checkpoints

	<ul style="list-style-type: none"> ✓ Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. <p>Understanding the Impact</p> <ul style="list-style-type: none"> ✓ Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas. 	<ul style="list-style-type: none"> ✓ Recognise that Jesus gives instructions to people about how to behave. <p>Making Connections</p> <ul style="list-style-type: none"> ✓ Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas. <p>Understanding the Impact</p> <ul style="list-style-type: none"> ✓ Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless ✓ Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) 	<ul style="list-style-type: none"> ✓ Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship. <p>Making Connections</p> <ul style="list-style-type: none"> ✓ Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas. ✓ Talk about what makes some places special to people, and what the difference is between religious and non-religious special places. <p>Understanding the Impact</p> <ul style="list-style-type: none"> ✓ Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues that show what people believe. ✓ Give simple examples of how people worship at a church, mosque or synagogue. ✓ Talk about why some people like to belong to a sacred building or a community.
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Year Three

Year 3	Autumn 1	Autumn 2	Spring 1
Lead Enquiry Question (Composite Outcome)	CREATION/ FALL: What do Christians learn from the creation story?	How do festivals and family life show what matters to Jewish people?	PEOPLE OF GOD: What is it like to follow God?
Component Questions (components to be explored throughout the unit)	<p>CQ1: What do Christians believe about God and creation?</p> <p>CQ2: How does God want Christians to treat the world?</p> <p>CQ3: What are some of the ways Christians look after creation?</p> <p>CQ4: What else can we do to help the world?</p> <p>CQ5: What do Christians learn from the creation story?</p> <p>CQ6: What do Christians learn from the creation story?</p>	<p>CQ1: What is worth celebrating? What do Jewish families celebrate every week?</p> <p>CQ2: Why do Jewish people celebrate Rosh Hashanah and Yom Kippur?</p> <p>CQ3: Why is Pesach important for Jews?</p> <p>CQ4: Why are commandments and blessings important to Jewish people?</p>	<p>CQ1: Why did God trust Noah?</p> <p>CQ2: What are covenants and why are they important?</p> <p>CQ3: What promises, pacts and covenants can we make?</p> <p>CQ4: What is it like for Christians to follow God?</p>
Tier 3 Vocabulary	<p>Creation</p> <p>Genesis</p> <p>Bible</p> <p>Forgiveness</p> <p>Non-Christian</p>	<p>Shabbat</p> <p>Rosh Hashanah</p> <p>Yom Kipper</p> <p>Taschlich</p> <p>Exodus</p> <p>Pesach</p>	<p>Covenants</p> <p>Pacts</p> <p>Ark</p> <p>Noah</p> <p>Ceremony</p>
<p>Assessment Checkpoint</p> <p>Declarative Knowledge:</p> <p>Making Sense of Beliefs</p> <p>Procedural Knowledge:</p> <p>Making Connections</p>	<p>Children who are secure will be able to:</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> ✓ Place the concepts of God and Creation on a timeline of the Bible's 'big story' ✓ Make clear links between Genesis 1 and what Christians 	<p>Children who are secure will be able to:</p> <p>CQ1:</p> <p>Understand the impact:</p> <ul style="list-style-type: none"> ✓ describe how Jews show their beliefs about the importance of family and rest through the marking of Shabbat 	<p>Children who are secure will be able to:</p> <p>Make Sense of Beliefs</p> <ul style="list-style-type: none"> ✓ Make clear links between the story of Noah and the idea of covenant.

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<p>Conditional Knowledge: Understand the impact:</p>	<p>believe about God and Creation</p> <ul style="list-style-type: none"> ✓ Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world <p>Understand the impact:</p> <ul style="list-style-type: none"> ✓ Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) ✓ Describe how and why Christians might pray to God, say sorry and ask for forgiveness <p>Make connections:</p> <ul style="list-style-type: none"> ✓ Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today. 	<ul style="list-style-type: none"> ✓ describe how the celebration of Shabbat links to the Jewish story of creation <p>Making Connections</p> <ul style="list-style-type: none"> ✓ describe the key features of festivals ✓ say what you think about whether not celebrations are important <p>CQ2: Making Sense of Beliefs</p> <ul style="list-style-type: none"> ✓ explain two ways the story of Jonah shows Jewish beliefs about sin and forgiveness ✓ say what Jewish people believe about repentance <p>Understand the impact:</p> <ul style="list-style-type: none"> ✓ list at least four things that Jewish people do when marking Rosh Hashanah and Yom Kippur that show their beliefs ✓ say simply how two parts of Rosh Hashanah and Yom Kippur ceremonies and actions link to forgiveness and repentance <p>Making Connections</p> <ul style="list-style-type: none"> ✓ ask a question and a suggest an answer about why it is good or not good for Jewish people to look to the past and to the future at Jewish new year ✓ say why you think saying sorry, being forgiven and being grateful are important, whether or not you are Jewish 	<p>Making Connections</p> <ul style="list-style-type: none"> ✓ Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. <p>Understanding the impact</p> <ul style="list-style-type: none"> ✓ Make links between the story of Noah and how we live in school and the wider world.
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		<ul style="list-style-type: none"> ✓ give an example of how you could demonstrate the importance of saying sorry, being forgiven and being grateful. <p>CQ3: Making Sense of Beliefs</p> <ul style="list-style-type: none"> ✓ explain two ways the story of Exodus shows Jewish beliefs about God ✓ say a way the story of Exodus leads to Jewish people being called chosen people ✓ describe two meanings of the story of Exodus for Jews today. <p>Understand the impact:</p> <ul style="list-style-type: none"> ✓ list at least four things that Jewish people do when celebrating Pesach that show their beliefs at Pesach ✓ say simply how two parts of Pesach celebrations link to freedom <p>Making Connections</p> <ul style="list-style-type: none"> ✓ ask a question and a suggest an answer about why it is good or not good for Jewish people to look to the past at Pesach ✓ ask a question and a suggest an answer about why it is good or not good for Jewish people to look forward to the future at Pesach <p>CQ4: Making Sense of Beliefs</p> <ul style="list-style-type: none"> ✓ Explain what the commandments say about Jewish beliefs about God 	
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RE Enquiry Questions and Assessment Checkpoints

		<ul style="list-style-type: none"> ✓ say two ways the commandments from Exodus are important to Jewish people today <p>Understand the impact:</p> <ul style="list-style-type: none"> ✓ give two examples of how Jewish people show the importance of the words of the Torah ✓ give an example of how Jewish people show the importance of following the commandments ✓ give an example of how Jewish people show the importance of their beliefs about thankfulness <p>Making Connections</p> <ul style="list-style-type: none"> ✓ say why you think saying being grateful is important, whether or not you are Jewish ✓ give an example of how you could demonstrate the importance of being grateful 	
	Spring 2	Summer 1	Summer 2
Lead Enquiry Question (Composite Outcome)	How do festivals and worship show what matters to a Muslim?	GOSPEL: What kind of world did Jesus want?	How and why do religious and non-religious people try to make the world a better place?
Component Questions (components to be explored throughout the unit)	CQ1: What do we already know about Muslims and Islam? CQ2: What does the opening chapter of the Qur'an teach Muslims about God?	CQ1: Why did the disciples leave everything to follow Jesus? CQ2: According to the Gospel of Matthew What makes a good disciple?	CQ1: What's wrong with the world? CQ2 : How can the 'Golden Rule' help people to work out how to make the world a better place?

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	<p>CQ3: Why is the mosque a special place for Muslims?</p> <p>CQ4: Why does prayer matter to Muslims?</p> <p>CQ5: Why do Muslims celebrate at the end of Ramadan?</p> <p>CQ6: How do festivals and worship show what matters to a Muslim? What can I learn from this?</p>	<p>CQ3: How did Jesus want his followers to behave?</p> <p>CQ4: How does the church follow Jesus' example?</p> <p>CQ5: What is it like to be a church leader? (Ask the pastor)</p> <p>CQ6: What kind of world do you want? (link to what kind of world Jesus wants).</p>	<p>CQ3: Repairing the world, rescuing the Earth: what can we learn from this Jewish idea?</p> <p>CQ4: Who is inspired by Jesus' example of sacrifice? Find out about an inspiring Christian person.</p> <p>CQ5: How do Muslims try to make the world a better place?</p> <p>CQ6: How do non-religious people try to make the world a better place?</p> <p>CQ7: Will we all be world-changers? How can we each make the world 'a better place'?</p>
Tier 3 Vocabulary	<p>Muslim</p> <p>Islam</p> <p>Qur'an</p> <p>Ramadan</p> <p>Mosque</p> <p>festival</p>	<p>Gospel</p> <p>Disciples</p> <p>Jesus</p> <p>Church</p> <p>Pastor</p> <p>Reverend</p> <p>Vicar</p> <p>Priest</p>	<p>Religious</p> <p>Non-religious</p> <p>Humanism</p> <p>Happy Human</p> <p>Atheist</p> <p>Golden Rule</p> <p>Sacrifice</p>
<p>Assessment Checkpoint Declarative Knowledge: Making Sense of Beliefs</p> <p>Procedural Knowledge: Making Connections</p> <p>Conditional Knowledge: Understand the impact:</p>	<p>Children who are secure will be able to:</p> <p>Make Sense of Beliefs</p> <ul style="list-style-type: none"> ✓ identify some beliefs about God in Islam, expressed in Surah 1 ✓ Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God) <p>Making Connections</p> <ul style="list-style-type: none"> ✓ Give examples of ibadah (worship) in Islam (e.g. prayer, 	<p>Children who are secure will be able to:</p> <p>Make Sense of Beliefs</p> <ul style="list-style-type: none"> ✓ Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus. ✓ Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. ✓ Suggest ideas and then find out about what Jesus' actions 	<p>Children who are secure will be able to:</p> <p>Make Sense of Beliefs</p> <ul style="list-style-type: none"> ✓ Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin). ✓ Make links between religious beliefs and teachings and why people try to live and make the world a better place. <p>Making Connections</p> <ul style="list-style-type: none"> ✓ Raise questions and suggest answers about why the world

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	<p>fasting, celebrating) and describe what they involve.</p> <ul style="list-style-type: none"> ✓ Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque). <p>Understanding the impact</p> <ul style="list-style-type: none"> ✓ Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who Muslims are not. ✓ Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. 	<p>towards outcasts mean for a Christian.</p> <p>Making Connections</p> <ul style="list-style-type: none"> ✓ Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways. <p>Understanding the impact</p> <ul style="list-style-type: none"> ✓ Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. 	<p>is not always a good place, and what are the best ways of making it better.</p> <ul style="list-style-type: none"> ✓ Make links between some commands for living from religious traditions, non-religious worldviews, and pupils' own ideas. ✓ Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views. <p>Understanding the impact</p> <ul style="list-style-type: none"> ✓ Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) ✓ Describe some examples of how people try to live (e.g. individuals and organisations) ✓ Identify some differences in how people put their beliefs into action
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Year Four

Year 4	Autumn 1	Autumn 2	Spring 1
Lead Enquiry Question (Composite Outcome) Component Questions (components to be explored throughout the unit)	Hindu's & God What do Hindus believe God is like? CQ1: What do Hindu symbols and stories show about belief in Brahman? CQ2: How many gods are there in popular Hinduism? What can we find out about Hindu ideas about Brahman from looking at images of deities? CQ3: What does the Trimurti represent? Is the cycle of create/preserve/destroy important? CQ4: What do Hindu deities show about Brahman? CQ5: What can we find out about Hindu worship in the home? CQ6: How does the Diwali story link to a Hindu deity? CQ7: How might the idea of Brahman being in everything affect the actions of a Hindu?	INCARNATION/ GOD: What is the Trinity? Christmas CQ1: What is the trinity? CQ2: Where does Grace come from? CQ3: How do Christians show belief through text? CQ4: How do Christians show their beliefs through baptism?	Hindus in Britain What does it mean to be a Hindu in Britain today? CQ1: How do the Holy Trinity and Trimurti differ? CQ2: How do Hindus show their faith when together? CQ3: How do Hindus celebrate Diwali today? CQ4: What is it like to be a Hindu in Britain today? CQ5: How do Hindus show their faith at home?
Tier 3 Vocabulary	Hindu Brahman Svetaketu Deity Brahma Vishnu Shiva Ganesh	Baptism Trinity Gospel Incarnation Bible Christianity	Hindu Diwali Faith Shrine Trimurti

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	Krishna puja		
<p>Assessment Checkpoint Declarative Knowledge: Making Sense of Beliefs</p> <p>Procedural Knowledge: Making Connections</p> <p>Conditional Knowledge: Understand the impact:</p>	<p>Children who are secure will be able to:</p> <p>CQ1 Making Sense of Beliefs</p> <ul style="list-style-type: none"> ✓ talk about Hindu ideas of God being everywhere and in everything ✓ explain what a Hindu might understand about Brahman from the story of Svetaketu. <p>CQ2: Making Sense of Beliefs</p> <ul style="list-style-type: none"> ✓ identify some Hindu images of gods and goddesses and name at least two ✓ talk about aspects of Brahman represented by at least four deities ✓ say why there are images of any deities, even though Hindus generally do not believe that there are many gods and goddesses. <p>CQ3: Make connections:</p> <ul style="list-style-type: none"> ✓ talk about cycles of life/death/rebirth in nature ✓ suggest ideas about the importance of the cycle of create/preserve/destroy in the world ✓ connect this idea with Hindu ideas about the gods <p>Make sense of belief:</p>	<p>Children who are secure will be able to:</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> ✓ Recognise what a 'Gospel' is and give an example of the kinds of stories it contains ✓ Offer suggestions about what texts about baptism and Trinity mean ✓ Give examples of what these texts mean to some Christians today <p>Understand the impact:</p> <ul style="list-style-type: none"> ✓ Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live <p>Make connections:</p> <ul style="list-style-type: none"> ✓ Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like. 	<p>Children who are secure will be able to:</p> <p>Make Sense of Beliefs</p> <ul style="list-style-type: none"> ✓ Identify some Hindu deities and say how they help Hindus describe God. ✓ Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God. ✓ Offer informed suggestions about what Hindu murtis express about God. <p>Making Connections</p> <ul style="list-style-type: none"> ✓ Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine, celebrating Diwali) ✓ Identify some different ways in which Hindus worship in different ways. <p>Understanding the impact</p> <ul style="list-style-type: none"> ✓ Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/ destroy in the world today. ✓ Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of

RE Enquiry Questions and Assessment Checkpoints

	<ul style="list-style-type: none"> ✓ spot and explain features of images of Brahma, Vishnu and Shiva that show their links with creation, preservation and destruction <p>CQ4:</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> ✓ say what a deity represents. ✓ talk about the nature of Brahman, taking into account lots of the deities I have learnt about. ✓ link a story about Ganesh/Krishna/another with what Hindus believe about Brahman. ✓ explain how I use a story about Ganesh/Krishna/another to help me understand more about Brahman in Hinduism. ✓ spot and explain features of an image of Ganesh that are linked to spot and explain features of an image of Ganesh that are linked to his role as deity of remover of obstacles and new beginnings. ✓ show my understanding of symbolism by ensuring that there are at least three relevant symbols on my powerful helper. ✓ a story I have learnt about him. <p>CQ5:</p> <p>Understand the impact:</p> <ul style="list-style-type: none"> ✓ say what is often found on a puja tray. ✓ talk about what objects on a puja tray are used for. 		<p>people in the world today, giving good reasons for their ideas</p>
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RE Enquiry Questions and Assessment Checkpoints

	<ul style="list-style-type: none"> ✓ explain what objects on a puja tray represent. ✓ show clear understanding that many Hindus choose to worship at home. ✓ explain why murtis are used as part of Hindu worship. <p>CQ6: Make sense of belief:</p> <ul style="list-style-type: none"> ✓ say how Rama is linked to Vishnu. ✓ explain why Vishnu comes to earth in bodies in Hindu stories. ✓ explain how the Diwali story shows Vishnu as preserver. <p>CQ7 Make connections:</p> <ul style="list-style-type: none"> ✓ suggest some ways in which a Hindu might treat creation, bearing in mind the idea of atman. ✓ Reason whether or not people outside of the Hindu tradition should treat creation in the same way that many Hindus might treat it. 		
	Spring 2	Summer 1	Summer 2
Lead Enquiry Question (Composite Outcome)	SALVATION: Why do Christians call the day Jesus died 'Good Friday'? Easter	KINGDOM OF GOD: When Jesus left what was the impact of Pentecost?	How and why do people mark the significant events of life?
Component Questions (components to be explored throughout the unit)	<p>CQ1: What were the events of Holy Week?</p> <p>CQ2: How is Easter celebrated?</p>	<p>CQ1: Christians believe Jesus died and was resurrected (came alive again). What do you think happened next?</p> <p>CQ2: What happened at Pentecost?</p>	CQ1: What does the idea of the journey of life mean to us?

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	<p>CQ3: What does the bible say about Easter?</p> <p>CQ4: Why was Jesus sacrificed?</p> <p>CQ5: What is the meaning of Easter?</p>	<p>CQ3: How do Artists express the idea of the power of the Holy Spirit?</p> <p>CQ4: Who or what do Christians think the Holy Spirit is?</p> <p>CQ5: What clues does that give to what Christians might believe the kingdom of God should be like?</p> <p>CQ6: Why might some people 'not' want a King' in their life? (Why do Christians?)</p>	<p>CQ2: What is the significance of baptism to Christians? What happens and what does it mean?</p> <p>CQ3: How do Jewish people mark becoming an adult?</p> <p>CQ4: What ceremonies do Hindus mark in the journey of life?</p> <p>CQ5: Why do people choose to get married? What do wedding ceremonies show us about commitment, love, promises?</p> <p>CQ6: Are all journeys similar? Can we compare the milestones on the journeys of Christians, Jewish people and Hindus?</p>
Tier 3 Vocabulary	<p>Salvation</p> <p>Good Friday</p> <p>Easter</p> <p>Sacrificed</p>	<p>Resurrected</p> <p>Holy Spirit / Ghost</p> <p>Kingdom of God</p> <p>Pentecost</p>	<p>Humanism</p> <p>Non-religious world view</p> <p>Happy Human</p> <p>Atheism</p>
<p>Assessment Checkpoint</p> <p>Declarative Knowledge:</p> <p>Making Sense of Beliefs</p> <p>Procedural Knowledge:</p> <p>Making Connections</p> <p>Conditional Knowledge:</p> <p>Understand the impact:</p>	<p>Children who are secure will be able to:</p> <p>Make Sense of Beliefs</p> <ul style="list-style-type: none"> ✓ Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/ destroy in the world today. ✓ Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas. <p>Making Connections</p>	<p>Children who are secure will be able to:</p> <p>Make Sense of Beliefs</p> <ul style="list-style-type: none"> ✓ Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth ✓ Offer informed suggestions about what the events of Pentecost in Acts 2 might mean. ✓ Give examples of what Pentecost means to some Christians now. <p>Making Connections</p>	<p>Children who are secure will be able to:</p> <p>Make sense of beliefs</p> <ul style="list-style-type: none"> ✓ Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean. ✓ Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today. <p>Making connections</p> <ul style="list-style-type: none"> ✓ Raise questions and suggest answers about whether it is

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	<ul style="list-style-type: none"> ✓ Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities. ✓ Describe how Christians show their beliefs about Jesus in worship in different ways. <p>Understanding the impact</p> <ul style="list-style-type: none"> ✓ Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions. 	<ul style="list-style-type: none"> ✓ Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas. <p>Understanding the impact</p> <ul style="list-style-type: none"> ✓ Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now. ✓ Describe how Christians show their beliefs about the Holy Spirit in worship. 	<p>good for everyone to see life as a journey, and to mark the milestones.</p> <ul style="list-style-type: none"> ✓ Make links between ideas of love, commitment and promises in religious and non-religious ceremonies. ✓ Give good reasons why they think ceremonies of commitment are or are not valuable today. <p>Understanding the impact:</p> <ul style="list-style-type: none"> ✓ Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean. ✓ Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) ✓ Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)
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Year Five

Year 5	Autumn 1	Autumn 2	Spring 1
Lead Enquiry Question (Composite Outcome)	What does it mean to be a Muslim in Britain today?	Was Jesus the Messiah? Christmas	GOD: What does it mean if God is Holy and Loving?
Component Questions (components to be explored throughout the unit)	CQ1: Who are the Muslims in your region? CQ2: What helps Muslims through the journey of life? CQ3: Why is Zakah/charity important to Muslims? How is charity important to you? CQ4: Why do Muslims want to go on pilgrimage? CQ5: Where do Muslims get guidance for living? CQ6: What does it mean to be a Muslim in Britain today?	CQ1: What kind of saviour did the people of God want? CQ2: What does the bible say about the Messiah? CQ3: What evidence was there that Jesus was the Messiah? CQ4: What would a messiah look like today? CQ5: How do Christians express their belief in Jesus as the Messiah? CQ6: How do Christians put their beliefs about Jesus into Practice?	CQ1: What do people expect from a god? CQ2: How is God represented in the Bible? CQ3: What do cathedrals show about what Christians believe about God? CQ4: How do Christians worship God? CQ5: What do Christians believe about what God is like? CQ6: How do Christians show that God is loving and holy?
Tier 3 Vocabulary	Muslim Pilgrimage Zakah Ibadah Five Pillars Shahadah Sadaqah	Incarnation Messiah Gospel Prophecy Theological Saviour	Holy Cathedral
Assessment Checkpoint Declarative Knowledge: Making Sense of Beliefs Procedural Knowledge: Making Connections	Children who are secure will be able to: CQ1: Make Connections ✓ name two of the main branches of Islam	Children who are secure will be able to: Make sense of belief: ✓ Explain the place of Incarnation and Messiah within the 'big story' of the Bible	Children who are secure will be able to: Make Sense of Beliefs ✓ Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions.

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<p>Conditional Knowledge: Understand the impact:</p>	<ul style="list-style-type: none"> ✓ talk about how many Muslims there are in your region, the UK and the world <p>CQ2: Understand the impact:</p> <ul style="list-style-type: none"> ✓ recall the Five Pillars and name them, using technical vocabulary ✓ explain how the Five Pillars express ibadah for Muslims ✓ describe some ways in which Muslims perform Shahadah and why it is important <p>Make connections</p> <ul style="list-style-type: none"> ✓ give some suggestions about why Muslims and other people may think that commitment, generosity etc are important today <p>CQ3: Make sense of belief:</p> <ul style="list-style-type: none"> ✓ give three reasons why Zakah is a good thing for Muslims ✓ explain the difference between Zakah and Sadaqah <p>Making Connections</p> <ul style="list-style-type: none"> ✓ give three examples of ways in which zakat might be used ✓ ...say why it is good for Muslims and for me to be generous <p>Understand the impact</p> <ul style="list-style-type: none"> ✓ Give evidence and examples to show how Muslims put their beliefs into practice in different ways. <p>CQ4: Make sense of belief:</p>	<ul style="list-style-type: none"> ✓ Identify Gospel and prophecy texts, using technical terms ✓ Explain connections between biblical texts, Incarnation and Messiah, using theological terms <p>Understand the impact:</p> <ul style="list-style-type: none"> ✓ Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas ✓ Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible <p>Make connections:</p> <ul style="list-style-type: none"> ✓ Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers. 	<ul style="list-style-type: none"> ✓ Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts. ✓ Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority. ✓ Identify some different types of biblical texts, using technical terms accurately. ✓ Explain connections between biblical texts and Christian ideas of God, using theological terms. <p>Making Connections</p> <ul style="list-style-type: none"> ✓ Make clear connections between Bible texts studied and what Christians believe about God, for example, through how cathedrals are designed ✓ Show how Christians put their beliefs into practice in worship.
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RE Enquiry Questions and Assessment Checkpoints

	<ul style="list-style-type: none"> ✓ describe three things that Muslims do on Hajj ✓ explain why Muslims do these things on Hajj ✓ explain why these things matter to Muslims <p>Understand the impact</p> <ul style="list-style-type: none"> ✓ connect what Muslims do on Hajj to the Prophet Muhammad ✓ explain what benefits Muslims gain from Hajj rituals <p>Make connections:</p> <ul style="list-style-type: none"> ✓ give three examples of how Hajj practices help Muslims to show unity, equality, purity, and self-control ✓ suggest two ways in which at least one of these values are useful in the wider world, including my own life <p>CQ5</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> ✓ recall key Muslim beliefs about God, tawhid, the Prophet and the Qur'an, linking them to sources of authority <p>Understand the impact</p> <ul style="list-style-type: none"> ✓ outline three teachings of the Qur'an about how to live, and give examples of how Muslims put this into practice <p>Make connections:</p> <ul style="list-style-type: none"> ✓ suggest two challenges and three opportunities Muslims might face in Britain today as they seek to follow the 		
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RE Enquiry Questions and Assessment Checkpoints

	<p>teachings of the Qur'an and Hadith.</p> <p>CG6:</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> ✓ Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an ✓ Describe ways in which Muslim sources of authority guide Muslim living <p>Understand the impact:</p> <ul style="list-style-type: none"> ✓ Make clear connections between Muslim beliefs and ibadah ✓ Give evidence and examples to show how Muslims put their beliefs into practice in different ways <p>Make connections:</p> <ul style="list-style-type: none"> ✓ Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims 		
	Spring 2	Summer 1	Summer 2
Lead Enquiry Question (Composite Outcome)	Jews: Why is the Torah so important to Jewish people?	GOSPEL: What would Jesus do?	What matters most to Humanists and Christians?
Component Questions (components to be explored throughout the unit)	CQ1: What can we find out about Jewish communities in the Midlands and further afield?	CQ1: What message did Jesus give in the Sermon on the Mount? CQ2: What do the Gospels teach Christians?	CQ1: Rules: do we need them? Who breaks them? CQ2: Who is a Humanist? What codes for living do non-religious people use?

RE Enquiry Questions and Assessment Checkpoints

	<p>CQ2: What do Jews believe about God? How do Jews remember their beliefs about God?</p> <p>CQ3: What is a Sefer Torah? How is it used?</p> <p>CQ4: Are there particular laws that Jewish people need to follow?</p> <p>CQ5: What happens during worship at a synagogue?</p>	<p>CQ3: What does Jesus say about the foundations of life are?</p> <p>CQ4: How might Christians respond to Jesus' healing stories?</p> <p>CQ5: What would Jesus do about prayer today?</p> <p>CQ6: What would Jesus do to make a better world?</p>	<p>CQ3: What values matter most to Christians? (How does it show?)</p> <p>CQ4: How can our different values be discussed?</p> <p>CQ5: What are the main agreements and disagreements about values between Humanists and Christians?</p> <p>CQ6: Can we create a code for living that will help the world?</p>
Tier 3 Vocab	<p>Synagogue</p> <p>Sefer Torah</p> <p>Torah</p> <p>Kosher</p> <p>Commandments</p> <p>Orthodox</p> <p>Progressive</p>	<p>Theological</p> <p>Biblical</p> <p>Cathedral</p> <p>Holy</p>	<p>Humanist</p> <p>Fallen</p> <p>Atheism</p> <p>Atheist</p> <p>Non-religious world view</p>
<p>Assessment Checkpoint</p> <p>Declarative Knowledge: Making Sense of Beliefs</p> <p>Procedural Knowledge: Making Connections</p> <p>Conditional Knowledge: Understand the impact:</p>	<p>Children who are secure will be able to:</p> <p>Make sense of beliefs:</p> <ul style="list-style-type: none"> ✓ Identify and explain Jewish beliefs about God. ✓ Give examples of some texts that say what God is like and explain how Jewish people interpret them. <p>Understand the impact:</p> <ul style="list-style-type: none"> ✓ Make clear connections between Jewish beliefs about the Torah and how Jews use and treat it. ✓ Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) 	<p>Children who are secure will be able to:</p> <p>Make sense of beliefs:</p> <ul style="list-style-type: none"> ✓ Identify some different types of biblical texts, using technical terms accurately. ✓ Explain connections between biblical texts and Christian ideas of God, using theological terms. <p>Understand the impact:</p> <ul style="list-style-type: none"> ✓ what Christians believe about God; for example, through how cathedrals are designed? ✓ Show how Christians put their beliefs into practice in worship. <p>Make connections:</p>	<p>Children who are secure will be able to:</p> <p>Make sense of beliefs:</p> <ul style="list-style-type: none"> ✓ Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) ✓ Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God') <p>Understand the impact:</p> <ul style="list-style-type: none"> ✓ Make clear connections between Christian and Humanist ideas about being good and how people live.

RE Enquiry Questions and Assessment Checkpoints

	<ul style="list-style-type: none"> ✓ Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) <p>Make connections:</p> <ul style="list-style-type: none"> ✓ Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today. ✓ Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish. 	<ul style="list-style-type: none"> ✓ Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. 	<ul style="list-style-type: none"> ✓ Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. <p>Make connections:</p> <ul style="list-style-type: none"> ✓ Raise important questions and suggest answers about how and why people should be good. ✓ Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.
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Year Six

Year 6	Autumn 1	Autumn 2	Spring 1
Lead Enquiry Question (Composite Outcome)	Hindus Why do Hindus want to be good? (Part 1)	Hindus Why do Hindus want to be good? (Part 2)	CREATION/ FALL: Creation & Science – Conflict or Complimentary?
Component Questions (components to be explored throughout the unit)	CQ1: What is Brahman? CQ2: What is atman? What can be learned about atman through a Hindu story? CQ3: Samsara: why is atman important? What else is important?	CQ1: How does dharma affect the way that someone might live their life? CQ2: What example does Gandhi set about how to live? CQ3: Why do Hindus try to be good?	CQ1: Is it important that writers have a purpose for writing? CQ2: What does the text in Genesis 1 mean? CQ3: Can a scientist also be a Christian?
Tier 3 Vocabulary	Samsara Atman Brahman Hindu Karma Moksha Chitram	Dharma Sewa Ahimsa Gandhi Hindu Moksha	Genesis Creation Complimentary (tier 2)
Assessment Checkpoint Declarative Knowledge: Making Sense of Beliefs Procedural Knowledge: Making Connections Conditional Knowledge: Understand the impact:	Children who are secure will be able to: CQ1: Making Sense of Beliefs <ul style="list-style-type: none"> ✓ use correct vocabulary to express views about Hindu belief in Brahma CQ2: Making Sense of Beliefs <ul style="list-style-type: none"> ✓ give an accurate written definition of atman. ✓ make clear connections between a Hindu story and what it teaches about life. CQ3:	Children who are secure will be able to: CQ1: Making Sense of Beliefs <ul style="list-style-type: none"> ✓ give an accurate, written definition of dharma. Understand the impact: <ul style="list-style-type: none"> ✓ say what actions a Hindu person might do because of their dharma. Making Connections <ul style="list-style-type: none"> ✓ say how belief in dharma might impact the way that a Hindu person lives their life. 	Children who are secure will be able to: Make Sense of Beliefs <ul style="list-style-type: none"> ✓ Identify what type of text some Christians say Genesis 1 is, and its purpose. ✓ Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. Making Connections

RE Enquiry Questions and Assessment Checkpoints

	<p>Make sense of belief:</p> <ul style="list-style-type: none"> ✓ give accurate written definitions of karma, samsara and moksha. ✓ explain to the man in the well how and why his actions need to change if he is to reach moksha. <p>Make connections:</p> <ul style="list-style-type: none"> ✓ suggest ways in which the Moksha Chitram game teaches people about Hindu beliefs, using the words dharma, karma, amsara and moksha in my explanation. 	<p>CQ2:</p> <p>Making Connections</p> <ul style="list-style-type: none"> ✓ talk about links between Sewa, dharma and ahimsa and how belief in these and their importance shapes the ways in which many Hindus act. ✓ use my understanding of Hindu beliefs to explain why a Hindu might think that ahimsa is important. <p>Understand the impact:</p> <ul style="list-style-type: none"> ✓ talk about how Hindus' beliefs shape the way that they live their lives. To do this, I will use examples of at least two Hindu people that I have found out about. ✓ use my understanding of Hindu beliefs to explain why a Hindu might think that ahimsa is important. <p>CQ3:</p> <p>Making Sense of Beliefs</p> <ul style="list-style-type: none"> ✓ explain how a Hindu who believes in samsara, karma, dharma and moksha might live his/her life. <p>Understand the impact:</p> <ul style="list-style-type: none"> ✓ Use examples of Hindu people I have learnt about to explain how someone who holds Hindu beliefs might live. <p>Making Connections</p> <ul style="list-style-type: none"> ✓ use my paragraph to explain why karma and dharma are important to Hindus who 	<ul style="list-style-type: none"> ✓ Make clear connections between Genesis 1 and Christian belief about God as Creator ✓ Show understanding of why many Christians find science and faith go together. <p>Understanding the impact</p> <ul style="list-style-type: none"> ✓ Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. ✓ Weigh up how far the Genesis 1 creation narrative is in conflict, or ✓ is complementary, with a scientific account, giving good reasons for their views
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		believe in samsara and moksha	
	Spring 2	Summer 1	Summer 2
Lead Enquiry Question (Composite Outcome)	Jews Why is the Torah so important to Jewish people?	GOSPEL: What would Jesus do?	How does faith help people when life gets hard?
Component Questions (components to be explored throughout the unit)	CQ1: What were the stations of the cross? CQ2: Who was responsible for Jesus' death? CQ3: Why did Jesus die?	CQ1: What would a better world be like? CQ2: What kind of king could Jesus have been? (Temptation in the wilderness). CQ3: Did Jesus come to take people to heaven or to make heaven on earth? (Luke 14: 12-24) CQ4: Did Jesus come to take people to heaven or to make heaven on earth? (Matthew 21:33-46) CQ5: How do Christians try to make the world more like the kingdom of God? CQ6: For Christians, what kind of King is Jesus?	CQ1: What is life like? Exploring the ups and downs. CQ2: What questions have you got about what happens when we die? CQ3: What is Christian teaching about life after death? CQ4: Why do some people believe that we do not only live once? What is reincarnation? CQ5: How do Christians mark when someone dies? CQ6: What do people who don't believe in God think happens when we die? CQ7: What different ideas are there about what happens when we die? What do I think?
Tier 3 Vocabulary	Incarnation Salvation Theological Resurrection Holy Communion	Biblical Kingdom of God	Religious Traditions Humanism Non-religious worldview Heaven

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	Lord's Supper		Karma Reincarnation afterlife
<p>Assessment Checkpoint Declarative Knowledge: Making Sense of Beliefs</p> <p>Procedural Knowledge: Making Connections</p> <p>Conditional Knowledge: Understand the impact:</p>	<p>Children who are secure will be able to:</p> <p>Make Sense of Beliefs</p> <ul style="list-style-type: none"> ✓ Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. ✓ Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. ✓ Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts. <p>Making Connections</p> <ul style="list-style-type: none"> ✓ Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper ✓ Show how Christians put their beliefs into practice in different ways. <p>Understanding the impact</p> <ul style="list-style-type: none"> ✓ Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. ✓ Articulate their own responses to the idea of sacrifice, recognising different points of view. 	<p>Children who are secure will be able to:</p> <p>Make sense of Beliefs</p> <ul style="list-style-type: none"> ✓ Explain connections between biblical texts and the concept of the kingdom of God. ✓ Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. <p>Understand the impact:</p> <ul style="list-style-type: none"> ✓ Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice. ✓ Show how Christians put their beliefs into practice in different ways. <p>Make connections:</p> <ul style="list-style-type: none"> ✓ Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today. ✓ Articulate their own responses to the idea of the importance of love and service in the world today. 	<p>Children who are secure will be able to:</p> <p>Making sense of belief:</p> <ul style="list-style-type: none"> ✓ Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life. ✓ Identify beliefs about life after death in at least two religious traditions, comparing and explaining for similarities and differences. <p>Understanding the impact:</p> <ul style="list-style-type: none"> ✓ Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) ✓ Use evidence and examples to show how beliefs about resurrection/judgement/heaven/ karma/ reincarnation make a difference to how someone lives. <p>Making connections:</p> <ul style="list-style-type: none"> ✓ Reflect on a range of artistic expressions of afterlife, articulating and explaining different ways of understanding these. ✓ Offer a reasoned response to the unit question, with evidence and example,



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	✓		expressing insights of their own.
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