



## RE Enquiry Questions and Assessment Checkpoints

2023/2024 EYFS	Spring 1	Spring 2	Summer 1	Summer 2
<b>Lead Enquiry Question (Composite Outcome)</b>	What times/stories are special and why?	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?
<b>Component Questions (components to be explored throughout the unit)</b>	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?	CQ1: What happens at the end of winter and the beginning of spring?  CQ2: How do 'dead' plants and trees come alive again?  CQ3: What do Christians believe happened to Jesus?  CQ4: Why do Christians think this is such an important story?  CQ5: What do Christians do at Easter?  CQ6: Why do we have Easter eggs?	CQ1: What does the word 'God' mean?  CQ2: Which people believe in God?  CQ3: Which people believe that God created everything?  CQ4: What is amazing about the world?  CQ5: What do Christians say about God as creator?  CQ6: What do Christians and other people (including non-religious) think about the world and how we should treat it?	CQ1 : Where do you feel safe? Why?  CQ2: Where do you feel happy? Why?  CQ3: Where is special to me?  *CQ4: Where is a special place for believers to go?  *CQ5: Where is a special place for believers to go?  CQ6: What makes this place special?  *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?
<b>Assessment Checkpoint</b>	Children who are <b>secure</b> will be able to:  <b>Making Sense of Beliefs</b>	Children who are <b>secure</b> will be able to:  <b>Making Sense of Beliefs</b>	Children who are <b>secure</b> will be able to:  <b>Making Sense of Beliefs</b>	Children who are <b>secure</b> will be able to:  <b>Making Sense of Beliefs</b>

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	<ul style="list-style-type: none"> <li>✓ Talk about some religious stories.</li> <li>✓ Recognise some religious words, e.g. about God.</li> <li>✓ Identify a sacred text e.g. Bible, Torah</li> </ul> <p><b>Making Connections</b></p> <ul style="list-style-type: none"> <li>✓ Identify some of their own feelings in the stories they hear.</li> </ul> <p><b>Understanding the Impact</b></p> <ul style="list-style-type: none"> <li>✓ 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.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recognise and retell stories connected with celebration of Easter.</li> <li>✓ Say why Easter is a special time for Christians.</li> </ul> <p><b>Making Connections</b></p> <ul style="list-style-type: none"> <li>✓ Talk about ideas of new life in nature.</li> <li>✓ (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.</li> </ul> <p><b>Understanding the Impact</b></p> <ul style="list-style-type: none"> <li>✓ Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc.</li> <li>✓ Talk about some ways Christians remember these stories at Easter.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Retell stories, talking about what they say about the world, God, human beings.</li> </ul> <p><b>Making Connections</b></p> <ul style="list-style-type: none"> <li>✓ Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.</li> <li>✓ Think about the wonders of the natural world, expressing ideas and feelings.</li> <li>✓ Talk about what people do to mess up the world and what they do to look after it.</li> </ul> <p><b>Understanding the Impact</b></p> <ul style="list-style-type: none"> <li>✓ Say how and when Christians like to thank their Creator</li> </ul>	<ul style="list-style-type: none"> <li>✓ Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God.</li> </ul> <p>✓</p> <p><b>Making Connections</b></p> <ul style="list-style-type: none"> <li>✓ Talk about somewhere that is special to themselves, saying why.</li> <li>✓ Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</li> <li>✓ Express a personal response to the natural world.</li> </ul> <p><b>Understanding the Impact</b></p> <ul style="list-style-type: none"> <li>✓ Recognise that some religious people have places which have special meaning for them.</li> <li>✓ Talk about the things that are special and valued in a place of worship</li> </ul>
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## RE Enquiry Questions and Assessment Checkpoints

2023/2024 Year 1	Spring 1	Spring 2	Summer 1	Summer 2
<b>Lead Enquiry Question (Composite Outcome)</b>	GOD: What do Christians believe God is Like?	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?
<b>Component Questions</b> (components to be explored throughout the unit)	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?	CQ1: What is precious to Jewish people?  CQ2: What does a mezuzah remind Jewish people about?  CQ3: How do Jewish people celebrate Shabbat?  CQ4: Why do Jewish people celebrate Shabbat?  CQ5: What stories do Jewish people tell from the Jewish Bible?  CQ6: How do Jews live?	<b>Who was the Prophet Muhammad and why is he important to Muslims?</b>  CQ1: Who is a leader?  CQ2: The Prophet is a leader for Muslims. How and why?  CQ3: How do stories of the Prophet Muhammad show that he inspired people?  <b>What can people learn from Muslim holy words?</b>  CQ4: How did the Prophet Muhammad receive the Holy Qur'an?  CQ5: How do Muslims treat their Holy Qur'an?  CQ6: What four words are important to you? (What four words might be important to a Muslim?)	CQ1 : What do Christian, Jewish and non-religious people believe about caring for people? (Part 1)  CQ2: What do Christian, Jewish and non-religious people believe about caring for people? (Part 2)  CQ3: How do some religious and non-religious people show that they care for people? (Part 1)  CQ4: How do some religious and non-religious people show that they care for people? (Part 2)  CQ5: What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world? (Part 1)  CQ6: What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world? (Part 2)

## RE Enquiry Questions and Assessment Checkpoints

Assessment Checkpoint				
<p><b>Assessment Checkpoint</b></p>	<p>Children who are <b>secure</b> will be able to:</p> <p><b>Make Sense of Beliefs</b></p> <ul style="list-style-type: none"> <li>✓ Identify what a parable is.</li> <li>✓ Tell the story of the Lost Son from the Bible simply and recognise a link with the concept of God as a forgiving Father.</li> <li>✓ Give clear, simple accounts of what the story means to Christians.</li> </ul> <p><b>Making Connections</b></p> <ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ Give an example of how Christians put their beliefs into practice in</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <p><b>Make Sense of Beliefs</b></p> <ul style="list-style-type: none"> <li>✓ Recognise the words of the Shema as a Jewish prayer.</li> <li>✓ Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah)</li> <li>✓ Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like</li> </ul> <p><b>Making Connections</b></p> <ul style="list-style-type: none"> <li>✓ Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</li> <li>✓ Make links between Jewish ideas of God found in the stories and how people live.</li> <li>✓ Give an example of how some Jewish people might remember God in</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <p><b>Make Sense of Beliefs</b></p> <ul style="list-style-type: none"> <li>✓ Recognise the words of the Shahadah and that it is very important for Muslims.</li> <li>✓ Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</li> </ul> <p><b>Making Connections</b></p> <ul style="list-style-type: none"> <li>✓ Think, talk about and ask questions about Muslim beliefs and ways of living.</li> <li>✓ Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas.</li> <li>✓ Give a good reason for their ideas about whether prayer, respect, celebration and self-control have</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <p><b>Make Sense of Beliefs</b></p> <ul style="list-style-type: none"> <li>✓ Identify a story or text that says something about each person being unique and valuable.</li> <li>✓ Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</li> <li>✓ Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world.</li> </ul> <p><b>Making Connections</b></p> <ul style="list-style-type: none"> <li>✓ Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world.</li> <li>✓ Give good reasons why everyone (religious and non-religious) should</li> </ul>



## RE Enquiry Questions and Assessment Checkpoints

	<p>worship; by saying sorry to God, for example.</p> <p><b>Understanding the Impact</b></p> <ul style="list-style-type: none"> <li>✓ Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</li> <li>✓ Give a reason for the ideas they have and the connections they make.</li> </ul>	<p>different ways (e.g. mezuzah, on Shabbat)</p> <p><b>Understanding the Impact</b></p> <ul style="list-style-type: none"> <li>✓ Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas.</li> <li>✓ Give a good reason for their ideas about whether reflecting, thanking, praising, and remembering have something to say to them too.</li> </ul>	<p>something to say to them too.</p> <p><b>Understanding the Impact</b></p> <ul style="list-style-type: none"> <li>✓ Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</li> </ul>	<p>care for others and look after the natural world.</p> <p><b>Understanding the Impact</b></p> <ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ Give examples of how Christians and Jews can show care for the natural earth.</li> <li>✓ Say why Christians and Jews might look after the natural world.</li> </ul>
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2023/2024 Year 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Lead Enquiry Question (Composite Outcome)</b>	Who is Jewish and how do they live? (PART 2)	SALVATION: Why does Easter matter to Christians?	GOSPEL: What is the good news Jesus brings?	What makes some places sacred to believers?
<b>Component Questions (components to be explored throughout the unit)</b>	<p>CQ1: What Jewish stories can I remember?</p> <p>CQ2: Who were David and Goliath?</p> <p>CQ3: How does God help David?</p>	<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>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>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>

## RE Enquiry Questions and Assessment Checkpoints

	<p>CQ4: What do Jewish people learn about God through the story of David and Goliath?</p> <p>CQ5: What does the story of David and Goliath teach Jewish people about remembering to thank God?</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>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>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>
<p><b>Assessment Checkpoint</b></p>	<p>Children who are <b>secure</b> will be able to:</p> <p><b>Make Sense of Beliefs</b></p> <ul style="list-style-type: none"> <li>✓ Recognise the words of the Shema as a Jewish prayer.</li> <li>✓ Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah)</li> <li>✓ Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.</li> </ul> <p><b>Making Connections</b></p> <ul style="list-style-type: none"> <li>✓ Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <p><b>Make Sense of Beliefs</b></p> <ul style="list-style-type: none"> <li>✓ Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.</li> <li>✓ Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus' rescuing people)</li> </ul> <p><b>Making Connections</b></p> <ul style="list-style-type: none"> <li>✓ Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</li> </ul> <p><b>Understanding the Impact</b></p>	<p>Children who are <b>secure</b> will be able to:</p> <p><b>Make Sense of Beliefs</b></p> <ul style="list-style-type: none"> <li>✓ Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'.</li> <li>✓ Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</li> <li>✓ Recognise that Jesus gives instructions to people about how to behave.</li> </ul> <p><b>Making Connections</b></p> <ul style="list-style-type: none"> <li>✓ Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <p><b>Make Sense of Beliefs</b></p> <ul style="list-style-type: none"> <li>✓ Recognise that there are special places where people go to worship and talk about what people do there.</li> <li>✓ 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.</li> <li>✓ Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.</li> </ul> <p><b>Making Connections</b></p>

## RE Enquiry Questions and Assessment Checkpoints

	<ul style="list-style-type: none"> <li>✓ Make links between Jewish ideas of God found in the stories and how people live.</li> <li>✓ Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)</li> </ul> <p><b>Understanding the Impact</b></p> <ul style="list-style-type: none"> <li>✓ Talk about what they think is good about reflecting, thanking, praising, and remembering for Jewish people, giving a good reason for their ideas.</li> <li>✓ Give a good reason for their ideas about whether reflecting, thanking, praising, and remembering have something to say to them too.</li> </ul>	<ul style="list-style-type: none"> <li>✓ 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.</li> </ul>	<p>if there are things for anyone to learn about how to live, giving a good reason for their ideas.</p> <p><b>Understanding the Impact</b></p> <ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ 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)</li> </ul>	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</li> </ul> <p><b>Understanding the Impact</b></p> <ul style="list-style-type: none"> <li>✓ Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues that show what people believe.</li> <li>✓ Give simple examples of how people worship at a church, mosque or synagogue.</li> <li>✓ Talk about why some people like to belong to a sacred building or a community.</li> </ul>
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## RE Enquiry Questions and Assessment Checkpoints

2023/2024 Year 3	Spring 1	Spring 2	Summer 1	Summer 2
<b>Lead Enquiry Question (Composite Outcome)</b>	PEOPLE OF GOD: What is it like to follow God?	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?
<b>Component Questions (components to be explored throughout the unit)</b>	CQ1: Why did God trust Noah? CQ2: What are covenants and why are they important? CQ3: What promises, pacts and covenants can we make? CQ4: What is it like for Christians to follow God?	CQ1: What do we already know about Muslims and Islam? CQ2: What does the opening chapter of the Qur'an teach Muslims about God? CQ3: Why is the mosque a special place for Muslims? CQ4: Why does prayer matter to Muslims? CQ5: Why do Muslims celebrate at the end of Ramadan? CQ6: How do festivals and worship show what matters to a Muslim? What can I learn from this?	CQ1: Why did the disciples leave everything to follow Jesus? CQ2: According to the Gospel of Matthew What makes a good disciple? CQ3: How did Jesus want his followers to behave? CQ4: How does the church follow Jesus' example? CQ5: What is it like to be a church leader? (Ask the pastor) CQ6: What kind of world do you want? (link to what kind of world Jesus wants).	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? CQ3: Repairing the world, rescuing the Earth: what can we learn from this Jewish idea? CQ4: Who is inspired by Jesus' example of sacrifice? Find out about an inspiring Christian person. CQ5: How do Muslims try to make the world a better place? CQ6: How do non-religious people try to make the world a better place?





## RE Enquiry Questions and Assessment Checkpoints

				<p>CQ7: Will we all be world-changers? How can we each make the world 'a better place'?</p>
<p><b>Assessment Checkpoint</b></p>	<p>Children who are <b>secure</b> will be able to:</p> <p><b>Make Sense of Beliefs</b></p> <ul style="list-style-type: none"> <li>✓ Make clear links between the story of Noah and the idea of covenant.</li> </ul> <p><b>Making Connections</b></p> <ul style="list-style-type: none"> <li>✓ Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</li> </ul> <p><b>Understanding the impact</b></p> <ul style="list-style-type: none"> <li>✓ Make links between the story of Noah and how we live in school and the wider world.</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <p><b>Make Sense of Beliefs</b></p> <ul style="list-style-type: none"> <li>✓ identify some beliefs about God in Islam, expressed in Surah 1</li> <li>✓ Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God)</li> </ul> <p><b>Making Connections</b></p> <ul style="list-style-type: none"> <li>✓ Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</li> <li>✓ 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.</li> </ul> <p><b>Understanding the impact</b></p>	<p>Children who are <b>secure</b> will be able to:</p> <p><b>Make Sense of Beliefs</b></p> <ul style="list-style-type: none"> <li>✓ Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus.</li> <li>✓ Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</li> <li>✓ Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian.</li> </ul> <p><b>Making Connections</b></p> <ul style="list-style-type: none"> <li>✓ Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.</li> </ul> <p><b>Understanding the impact</b></p>	<p>Children who are <b>secure</b> will be able to:</p> <p><b>Make Sense of Beliefs</b></p> <ul style="list-style-type: none"> <li>✓ Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin).</li> <li>✓ Make links between religious beliefs and teachings and why people try to live and make the world a better place.</li> </ul> <p><b>Making Connections</b></p> <ul style="list-style-type: none"> <li>✓ Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better.</li> <li>✓ Make links between some commands for living from religious traditions, non-religious worldviews, and pupils' own ideas.</li> </ul>



# RE Enquiry Questions and Assessment Checkpoints

		<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ 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.</li> </ul>	<ul style="list-style-type: none"> <li>✓ 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.</li> </ul>	<ul style="list-style-type: none"> <li>✓ 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.</li> </ul> <p><b>Understanding the impact</b></p> <ul style="list-style-type: none"> <li>✓ 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)</li> <li>✓ Describe some examples of how people try to live (e.g. individuals and organisations)</li> <li>✓ Identify some differences in how people put their beliefs into action</li> </ul>
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2023/2024 Year 4	Spring 1	Spring 2	Summer 1	Summer 2
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## RE Enquiry Questions and Assessment Checkpoints

Lead Enquiry Question (Composite Outcome)	Hindus in Britain What does it mean to be a Hindu in Britain today?	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?
<b>Component Questions</b> (components to be explored throughout the unit)	<p>CQ1: How do the Holy Trinity and Trimurti differ?</p> <p>CQ2: How do Hindus show their faith when together?</p> <p>CQ3: How do Hindus celebrate Diwali today?</p> <p>CQ4: What is it like to be a Hindu in Britain today?</p> <p>CQ5: How do Hindus show their faith at home?</p>	<p>CQ1: What were the events of Holy Week?</p> <p>CQ2: How is Easter celebrated?</p> <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>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> <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>CQ1: What does the idea of the journey of life mean to us?</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>

## RE Enquiry Questions and Assessment Checkpoints

Assessment Checkpoint	Children who are <b>secure</b> will be able to:	Children who are <b>secure</b> will be able to:	Children who are <b>secure</b> will be able to:	Children who are <b>secure</b> will be able to:
	<p><b>Make Sense of Beliefs</b></p> <ul style="list-style-type: none"> <li>✓ Identify some Hindu deities and say how they help Hindus describe God.</li> <li>✓ Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God.</li> <li>✓ Offer informed suggestions about what Hindu murtis express about God.</li> </ul> <p><b>Making Connections</b></p> <ul style="list-style-type: none"> <li>✓ Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine, celebrating Diwali)</li> <li>✓ Identify some different ways in which Hindus worship in different ways.</li> </ul> <p><b>Understanding the impact</b></p> <ul style="list-style-type: none"> <li>✓ Raise questions and suggest answers about whether it is good to think about the cycle of</li> </ul>	<p><b>Make Sense of Beliefs</b></p> <ul style="list-style-type: none"> <li>✓ Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/ destroy in the world today.</li> <li>✓ 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.</li> </ul> <p><b>Making Connections</b></p> <ul style="list-style-type: none"> <li>✓ Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities.</li> <li>✓ Describe how Christians show their beliefs about Jesus in worship in different ways.</li> </ul> <p><b>Understanding the impact</b></p> <ul style="list-style-type: none"> <li>✓ Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died ‘Good Friday’,</li> </ul>	<p><b>Make Sense of Beliefs</b></p> <ul style="list-style-type: none"> <li>✓ Make clear links between the story of Pentecost and Christian beliefs about the ‘kingdom of God’ on Earth</li> <li>✓ Offer informed suggestions about what the events of Pentecost in Acts 2 might mean.</li> <li>✓ Give examples of what Pentecost means to some Christians now.</li> </ul> <p><b>Making Connections</b></p> <ul style="list-style-type: none"> <li>✓ 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.</li> </ul> <p><b>Understanding the impact</b></p> <ul style="list-style-type: none"> <li>✓ Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now.</li> </ul>	<p><b>Make sense of beliefs</b></p> <ul style="list-style-type: none"> <li>✓ Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean.</li> <li>✓ Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today.</li> </ul> <p><b>Making connections</b></p> <ul style="list-style-type: none"> <li>✓ Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones.</li> <li>✓ Make links between ideas of love, commitment and promises in religious and non-religious ceremonies.</li> <li>✓ Give good reasons why they think ceremonies</li> </ul>



# RE Enquiry Questions and Assessment Checkpoints

	<p>create/preserve/ destroy in the world today.</p> <ul style="list-style-type: none"> <li>✓ 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</li> </ul>	<p>giving good reasons for their suggestions.</p>	<ul style="list-style-type: none"> <li>✓ Describe how Christians show their beliefs about the Holy Spirit in worship.</li> </ul>	<p>of commitment are or are not valuable today.</p> <p><b>Understanding the impact:</b></p> <ul style="list-style-type: none"> <li>✓ Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean.</li> <li>✓ 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)</li> <li>✓ Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)</li> </ul>
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2023/2024 Year 5	Spring 1	Spring 2	Summer 1	Summer 2
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## RE Enquiry Questions and Assessment Checkpoints

<b>Lead Enquiry Question (Composite Outcome)</b>	<b>GOD: What does it mean if God is Holy and Loving?</b>	<b>Jews: Why is the Torah so important to Jewish people?</b>	<b>GOSPEL: What would Jesus do?</b>	<b>What matters most to Humanists and Christians?</b>
<b>Component Questions</b> (components to be explored throughout the unit)	<p>CQ1: What do people expect from a god?</p> <p>CQ2: How is God represented in the Bible?</p> <p>CQ3: What do cathedrals show about what Christians believe about God?</p> <p>CQ4: How do Christian's worship God?</p> <p>CQ5: What do Christians believe about what God is like?</p> <p>CG6: How do Christians show that God is loving and holy?</p>	<p>CQ1: What can we find out about Jewish communities in the Midlands and further afield?</p> <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>CQ1: What message did Jesus give in the Sermon on the Mount?</p> <p>CQ2: What do the Gospels teach Christians?</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>CQ1: Rules: do we need them? Who breaks them?</p> <p>CQ2: Who is a Humanist? What codes for living do non-religious people use?</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>
<b>Assessment Checkpoint</b>	<p>Children who are <b>secure</b> will be able to:</p> <p><b>Make Sense of Beliefs</b></p> <ul style="list-style-type: none"> <li>✓ Identify and explain the core beliefs and concepts studied, using examples</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <p><b>Make sense of beliefs:</b></p> <ul style="list-style-type: none"> <li>✓ Identify and explain Jewish beliefs about God.</li> <li>✓ Give examples of some texts that say what God is</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <p><b>Make sense of beliefs:</b></p> <ul style="list-style-type: none"> <li>✓ Identify some different types of biblical texts, using technical terms accurately.</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <p><b>Make sense of beliefs:</b></p> <ul style="list-style-type: none"> <li>✓ Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)</li> </ul>

## RE Enquiry Questions and Assessment Checkpoints

	<p>from sources of authority in religions.</p> <ul style="list-style-type: none"> <li>✓ Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts.</li> <li>✓ Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority.</li> <li>✓ Identify some different types of biblical texts, using technical terms accurately.</li> <li>✓ Explain connections between biblical texts and Christian ideas of God, using theological terms.</li> </ul> <p><b>Making Connections</b></p> <ul style="list-style-type: none"> <li>✓ 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.</li> </ul>	<p>like and explain how Jewish people interpret them.</p> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>✓ Make clear connections between Jewish beliefs about the Torah and how Jews use and treat it.</li> <li>✓ Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)</li> <li>✓ 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)</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>✓ Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today.</li> <li>✓ Consider and weigh up the value of e.g. tradition, ritual,</li> </ul>	<ul style="list-style-type: none"> <li>✓ Explain connections between biblical texts and Christian ideas of God, using theological terms.</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>✓ what Christians believe about God; for example, through how cathedrals are designed?</li> <li>✓ Show how Christians put their beliefs into practice in worship.</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>✓ 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.</li> </ul>	<ul style="list-style-type: none"> <li>✓ 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’)</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>✓ Make clear connections between Christian and Humanist ideas about being good and how people live.</li> <li>✓ Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>✓ Raise important questions and suggest answers about how and why people should be good.</li> <li>✓ Make connections between the values studied and their own lives, and their importance in the world today, giving</li> </ul>
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## RE Enquiry Questions and Assessment Checkpoints

	<b>Understanding the impact</b> ✓ 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.	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.		good reasons for their views.
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2023/2024 Year 6	Spring 1	Spring 2	Summer 1	Summer 2
<b>Lead Enquiry Question (Composite Outcome)</b>	<b>CREATION/ FALL:</b> Creation & Science – Conflict or Complimentary?	<b>Jews</b> Why is the Torah so important to Jewish people?	<b>GOSPEL:</b> What would Jesus do?	How does faith help people when life gets hard?
<b>Component Questions</b> (components to be explored throughout the unit)	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?	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)	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?



## RE Enquiry Questions and Assessment Checkpoints

			<p>CQ4: Did Jesus come to take people to heaven or to make heaven on earth? (Matthew 21:33–46)</p> <p>CQ5: How do Christians try to make the world more like the kingdom of God?</p> <p>CQ6: For Christians, what kind of King is Jesus?</p>	<p>CQ4: Why do some people believe that we do not only live once? What is reincarnation?</p> <p>CQ5: How do Christians mark when someone dies?</p> <p>CQ6: What do people who don't believe in God think happens when we die?</p> <p>CQ7: What different ideas are there about what happens when we die? What do I think?</p>
<p><b>Assessment Checkpoint</b></p>	<p>Children who are <b>secure</b> will be able to:</p> <p><b>Make Sense of Beliefs</b></p> <ul style="list-style-type: none"> <li>✓ Identify what type of text some Christians say Genesis 1 is, and its purpose.</li> <li>✓ 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.</li> </ul> <p><b>Making Connections</b></p> <ul style="list-style-type: none"> <li>✓ Make clear connections between Genesis 1 and</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <p><b>Make Sense of Beliefs</b></p> <ul style="list-style-type: none"> <li>✓ Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.</li> <li>✓ Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.</li> <li>✓ Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts.</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <p><b>Make sense of Beliefs</b></p> <ul style="list-style-type: none"> <li>✓ Explain connections between biblical texts and the concept of the kingdom of God.</li> <li>✓ Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>✓ Make clear connections between belief in the kingdom of God and how</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <p><b>Making sense of belief:</b></p> <ul style="list-style-type: none"> <li>✓ Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life.</li> <li>✓ Identify beliefs about life after death in at least two religious traditions, comparing and explaining for similarities and differences.</li> </ul> <p><b>Understanding the impact:</b></p> <ul style="list-style-type: none"> <li>✓ Make clear connections between what people believe about God and</li> </ul>

## RE Enquiry Questions and Assessment Checkpoints

	<p>Christian belief about God as Creator</p> <ul style="list-style-type: none"> <li>✓ Show understanding of why many Christians find science and faith go together.</li> </ul> <p><b>Understanding the impact</b></p> <ul style="list-style-type: none"> <li>✓ Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</li> <li>✓ 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</li> </ul>	<p><b>Making Connections</b></p> <ul style="list-style-type: none"> <li>✓ Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper</li> <li>✓ Show how Christians put their beliefs into practice in different ways.</li> </ul> <p><b>Understanding the impact</b></p> <ul style="list-style-type: none"> <li>✓ Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</li> <li>✓ Articulate their own responses to the idea of sacrifice, recognising different points of view.</li> </ul>	<p>Christians put their beliefs into practice.</p> <ul style="list-style-type: none"> <li>✓ Show how Christians put their beliefs into practice in different ways.</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>✓ Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today.</li> <li>✓ Articulate their own responses to the idea of the importance of love and service in the world today.</li> </ul>	<p>how they respond to challenges in life (e.g. suffering, bereavement)</p> <ul style="list-style-type: none"> <li>✓ Use evidence and examples to show how beliefs about resurrection/judgement/heaven/ karma/ reincarnation make a difference to how someone lives.</li> </ul> <p><b>Making connections:</b></p> <ul style="list-style-type: none"> <li>✓ Reflect on a range of artistic expressions of afterlife, articulating and explaining different ways of understanding these.</li> <li>✓ Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.</li> </ul>
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