

Meriden Church of England Primary School



Religious Education (RE) Policy

Approved by Full Governing Body	June 2020		
Signature of Chair	<i>K Morris</i>	Date	June 2020
Review Cycle	Three years	Review Date	June 2023

1. Aims and objectives

1.1 Intent Statement: Religious Education at Meriden CE Primary School provides a safe space for children and adults to explore their own religious, spiritual and philosophical ways of living, believing and thinking. With a focus on Christianity, as well as a range of religions and worldviews, we nurture respectful attitudes through meaningful, informed dialogue. With inclusivity at its heart, children of all faiths and none, develop a strong sense of belonging. Through varied and wide-ranging curriculum experiences, our children have the opportunity to take hold of the treasures of faith. Our children become inquisitive, analytical, resilient and reflective learners as we lay the foundations for their continuing spiritual journey.

1.2 The objectives of teaching religious education in our school are to help children:

- develop an awareness of spiritual and moral issues arising in their lives;
- develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- develop an understanding of what it means to be committed to a religious tradition;
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- develop investigative and research skills, and make reasoned judgements about religious issues;
- have respect for other people's views, and celebrate the diversity in society.

2. The legal position of religious education

2.1 Although there is not a National Curriculum for RE, all maintained schools must follow the National Curriculum requirements to teach a broad and balanced curriculum, which includes RE. All maintained schools therefore have a statutory duty to teach RE.

The national curriculum states the legal requirement that:

'Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils; and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

2.2 We ensure the core content of the locally agreed syllabus is covered in our RE curriculum which is supplemented by other recognised resources namely *Understanding Christianity* and *The Emmanuel Project*. See appendix A.

3. Teaching and learning style

3.1 We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values, and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

3.2 Our teaching and learning styles in RE enable children to build on their own experiences and to extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Passover etc. to develop their religious thinking. We organise visits to local places of worship, and invite representatives of local religious groups to come into school and talk to the children.

3.3 Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children investigate religious and moral issues either individually or in groups. Sometimes they prepare presentations on a computer and share these in assemblies.

3.4 We recognise the fact that all classes in our school have children of widely differing abilities, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- grouping the children by ability in the room, and setting different tasks for each ability group;
- providing resources of different complexity, adapted to the ability of the child;
- using classroom assistants to support the work of individuals or groups of children;
- setting a range of tasks so that they do not always rely on literacy ability.

4. Curriculum planning in religious education

4.1 We have planned our curriculum based upon the LA's locally agreed core content and have used *Understanding Christianity* and *The Emmanuel Project* in teaching this. We ensure that the topics studied in religious education build on prior learning. Appendix B shows the progression of knowledge and skills throughout each faith studied. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the progression planned into the scheme of work offers the children an increasing challenge as they move through the school.

4.2 We carry out the curriculum planning in religious education in two phases (long-term, medium-term and short-term). The long-term plan maps the religious education topics studied in each term during each key stage. The RE subject leader devises this plan in collaboration with teaching colleagues in each year group and initially in collaboration with other schools. Teachers use materials from the aforementioned resources when considering a medium term approach and annotate these to create short term plans.

4.3 We took the decision for each year group to study the Christian faith (~50+%) and one other faith enabling more of an immersion into that faith rather than lightly touching it.

5. The Foundation Stage

5.1 We teach religious education to all children in the school, including those in the reception class.

5.2 In reception classes, religious education is an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the religious education aspects of the children's work to the objectives set out in the EYFS Goals which underpin the curriculum planning for children aged three to five.

6. Contribution of RE to the teaching in other curriculum areas

6.1 English

Religious education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English have religious themes or content, which encourages discussion, and this is RE's way of promoting the skills of speaking and listening. We also encourage the children to write letters and record information, in order to develop their writing ability.

6.2 Personal, social and health education (PSHE) and citizenship

Through our religious education lessons we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our society.

6.3 Spiritual, moral, social and cultural development

Through religious education in our school we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong, through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

7. RE and ICT

7.1 Children have regular opportunity to utilise ICT as part of their learning in RE. For younger children this may include taking photographs of their learning or for older children this may be a case of creating presentations, videos to share with their peers.

8. RE and inclusion

8.1 At our school we teach religious education to all children, whatever their ability and individual needs. Religious education forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our religious education teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Equality Scheme and Access; Gifted and Talented; English as an Additional Language (EAL).

8.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

8.3 Intervention through School Action and School Action Plus will lead to the creation of a Needs Based Plan (NBP) for children with special educational needs. The NBP may include, as appropriate, specific targets relating to religious education.

8.4 We enable all pupils to have access to the full range of activities involved in religious education. Where children are to participate in activities outside the classroom (a visit to a Sikh Gurdwara, for example, that involves a journey) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

9. Assessment for learning

9.1 Children demonstrate their ability in RE through a variety of different ways. Teachers will assess children's work in religious education by making informal judgements as they are observed during lessons. On completion of a piece of work, the teacher assesses the work and gives the child written or verbal feedback to help guide progress. Older children are encouraged to make judgements about how they might improve their work in the future. The teacher will record the attainment grades awarded at the end of a unit of work on the assessment tracker. This information is used to assess the progress of each child, for setting new goals, and for passing information on to the next teacher at the end of the year.

9.2 The RE subject leader keeps samples of children's work in a portfolio. This demonstrates the expected level of achievement in RE in each year of the school.

9.3 The children may also undertake [half] termly activities which may help to inform a teachers' judgements. This could be any set task which would endeavour to demonstrate the children's learning progress throughout a topic.

10. Resources

10.1 We have a range of resources in our school to be able to teach all our religious education teaching units. We keep resources for religious education in a central store where there is a box of equipment for each unit of work. There is a set of Bibles and a prayer book in each class, and a collection of religious artefacts which we use to enrich teaching in religious education. The school library has a good supply of RE topic books and computer software to support the children's individual research.

11. Social, Moral, Spiritual and Cultural Education

11.1 In line with whole school values and ethos this subject is aware of and aims to address the spiritual, moral, social and cultural development opportunities afforded by it. As stated in the National Curriculum we intend to promote pupil's spiritual, moral, social and cultural development through all areas of the RE Curriculum in order to prepare them for the opportunities, responsibilities and experiences of life. Refer to SMSC policy for further detail.

12. Monitoring and review

12.1 The RE subject leader, alongside the governing body, is responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. S/he is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for RE in the school. The subject leader presents the headteacher with termly review (SEFs). S/he has specially-allocated time for carrying out the vital task of reviewing samples of the children's work and visiting classes to observe teaching in the subject.

RE curriculum overview

	Understanding Christianity		Emmanuel Project (other faiths)		Emmanuel Project (Christianity)		FS units
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS1	Diwali Exploring a religious festival world faith	Christianity Incarnation Why do Christians perform nativities at Christmas? UC F2	Chinese New Year Cultural and Buddhism focus	Christianity CC Salvation Why do Christians put a cross in an Easter garden? UC F3		
Deeper learning opportunities		Christmas nativity songs		Mothers' Day service		
FS2	Diwali Exploring a religious festival world faith	Christianity Incarnation Why do Christians perform nativities at Christmas? UC F2 (Digging deeper) *	Chinese New Year Cultural and Buddhism focus	Christianity Salvation Why do Christians put a cross in an Easter garden? UC F3 (Digging deeper) *	Christianity CC God/Creation Why is word God so important to Christians UC F1	Noah's ark
Deeper learning opportunities	Church visit - harvest	KS1 nativity service Church Christmas service (Christingle?)		Easter church service Ash Wednesday service		Year 6 leavers service
Year 1	Christianity CC God What do Christians believe God is like? UC 1.1	Christianity Incarnation Why does Christmas matter to Christians? UC 1.3	Judaism/Belonging Mitzvot/tzedakah Why is learning to do good deeds so important to Jewish people?	Christianity Creation Who made the world? UC 1.2	Judaism / Leaders Torah/Rabbi Why is the Torah such joy for the Jewish community?	Christianity Baptism/Church Why is belonging to God and the church family important to Christians?
Deeper learning opportunities	Church visit - harvest	KS1 nativity service Church Christmas service (Christingle?)		Easter church service Ash Wednesday	Jewish Q and A speaker	Year 6 leavers service

				service		
Year 2	Christianity Prayer/worship Why do Christians pray to God and worship him?	Christianity Incarnation Why does Christmas matter to Christians? UC 1.3 (Digging Deeper)	Islam/mercy/compassion How do some Muslims show Allah is merciful and compassionate?	Christianity CC Salvation Why does Easter matter to Christians? UC 1.5	Christianity Gospel What is the good news that Jesus brings? UC 1.4	Islam/Believer How does a Muslim show their submission and obedience to Allah?
Deeper learning opportunities	Church visit - harvest	KS1 nativity service Church Christmas service (Christingle?)	Muslim Speaker to be invited for Q and A sessions with children.	Easter church service Ash Wednesday service		Year 6 leavers service
Year 3	Christianity Creation What do Christians learn from the creation story? UC 2a.1	Christianity Incarnation/God What is the trinity? UC 2a.3	Hinduism/believer Why do Hindus want to collect good Karma?	Christianity CC Salvation (lent) Why do Christians call the day Jesus dies 'Good Friday?' UC 2a.5	Christianity People of God What is it like to follow God? UC 2a.2 // Eucharist preparation	Hinduism/Inspirational people How does the story of Rama and Sita inspire Hindus to follow Karma?
Deeper learning opportunities	Church visit - harvest	KS1 nativity service Church Christmas service (Christingle?)	3FF – link school Raksha Chauhan Hindu speaker for Q and A sessions.	Easter church service Ash Wednesday service	First holy communion church service	Year 6 leavers service
Year 4	Christianity Gospel What kind of world did Jesus want? UC 2a.4	Christianity Incarnation/God What is the trinity? UC 2a.3 (Digging deeper)	Sikhism/Inspirational people How does the teaching of the Gurus move Sikhs from dark to light?	Christianity CC Salvation (lent) Why do Christians call the day Jesus dies 'Good Friday?' UC 2a.5 (Digging Deeper)	Sikhism /Encountering How do Sikhs put their beliefs about equality into practice?	Christianity Kingdom of God When Jesus left, what was the impact of Pentecost? UC 2a.6
Deeper learning opportunities	Church visit - harvest	KS1 nativity service Church Christmas service (Christingle?)	Gurdwara trip	Easter church service Ash Wednesday		Year 6 leavers service

				service		
Year 5	Christianity CC God What does it mean if God is holy and loving? UC 2b.1	Islam What does the Qur'aan reveal about Allah and his guidance?	Islam How does Tawhid create a sense of belonging to the Muslim community?	Christianity CC Salvation What does Jesus do to save human beings? UC 2b.6	Christianity Gospel What would Jesus do? UC 2b.5	Christianity People of God How can following God bring freedom and justice? UC 2b.3
Deeper learning opportunities	Church visit - harvest	KS1 nativity service Church Christmas service (Christingle?)	Faith Trail – visit Bham central mosque & Synagogue	Easter church service Ash Wednesday service		Year 6 leavers service
Year 6	Christianity Creation Creation and Science: Conflicting or complementary? UC 2b.2	Christianity Incarnation Was Jesus the Messiah? UC 2b.4	Buddhism How did Buddha teach his followers to find enlightenment?	Christianity CC Salvation What difference does the resurrection make to Christians? UC 2b.7	Buddhism How does the triple refuge help Buddhists in their journey through life?	Christianity Kingdom of God What kind of king is Jesus? UC 2b.8
Deeper learning opportunities	Church visit - harvest	KS1 nativity service Church Christmas service (Christingle?)	Buddhist centre trip (Moseley)	Easter church service Ash Wednesday service		Year 6 leavers service

Other opportunities	<p>As part of worship cycle throughout the year, opportunities are planned for a range of Christian speakers from other denominations to include a Methodist minister, Salvation Army, Opening the Book (free church), Karen Berry and Baptist pastor. Also to include speakers from other faiths drawing upon community links.</p> <p>Charity speakers include: Operation Christmas Child, Leamington night shelter, World vision sponsorship, Mary's meals.</p> <p>Whole school Global Christianity Day to be planned in to each year. Delivered in partnership with Barnabas in School</p>
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*Professional judgment whether to deliver 'digging deeper' or FS1 material (core learning)

CC – Core content coverage from Solihull Locally Agreed Syllabus

Religious Education: Progression of knowledge and skills



FS Building Blocks

CREATION	
EYFS	End KS1 (7)
<p>Children will know that:</p> <ul style="list-style-type: none"> - The word God is a name. - Christians believe God is the creator of the universe. - Christians believe God made our wonderful world and so we should look after it. 	<p>Pupils will know that Christians believe:</p> <ul style="list-style-type: none"> - God created the universe. - The Earth and everything in it are important to God. - God has a unique relationship with human beings as their Creator and Sustainer. - Humans should care for the world because it belongs to God.
INCARNATION	
EYFS	End KS1 (7)
<p>Children will know that:</p> <ul style="list-style-type: none"> - Christians believe God came to Earth in human form as Jesus. - Christians believe Jesus came to show that all people are precious and special to God. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> - Christians believe that Jesus is God and that he was born as a baby in Bethlehem. - The Bible points out that his birth showed he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). - Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus' coming.
SALVATION	
EYFS	End KS1 (7)
<p>Children will know that:</p> <ul style="list-style-type: none"> - Christians remember Jesus' last week at Easter. - Jesus' name means 'He saves'. - Christians believe Jesus came to show God's love. - Christians try to show love to others. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> - Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. - Christians believe Jesus builds a bridge between God and humans. - Christians believe Jesus rose from the dead, giving people hope of a new life.

Religious Education: Progression of knowledge and skills



KS1

Key Questions:

CONCEPT	EYFS	Y1/2
GOD		1.1 What do Christians believe God is like?
CREATION	F1 Why is the word 'God' so important to Christians?	1.2 Who made the world?
INCARNATION	F2 Why do Christians perform nativity plays at Christmas?	1.3 Why does Christmas matter to Christians?
GOSPEL		1.4 What is the good news that Jesus brings?
SALVATION	F3 Why do Christians put a cross in an Easter garden?	1.5 Why does Easter matter to Christians?

Teaching and learning approach	End KS1 outcomes <i>Pupils will be able to:</i>
 <p>ELEMENT 1: Making sense of the text</p> <p>Developing skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of meanings of texts for Christians.</p>	<ul style="list-style-type: none"> Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible. Identify at least two different types of texts from the Bible; for example, examples of a story, a parable, a gospel account of Jesus' life, and instructions about how to behave. Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation. Give clear, simple accounts of what the texts mean to Christians.
 <p>ELEMENT 2: Understanding the impact</p> <p>Examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world.</p>	<ul style="list-style-type: none"> Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities. Give at least three examples of how Christians put their beliefs into practice in church worship.
 <p>ELEMENT 3: Making connections</p> <p>Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.</p>	<ul style="list-style-type: none"> Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.

Skills and Knowledge:

Religious Education: Progression of knowledge and skills



LKS2

Key Questions:

CONCEPT	Y1/2	Y3/4
GOD	1.1 What do Christians believe God is like?	(See 2a.3)
CREATION/FALL	1.2 Who made the world?	2a.1 What do Christians learn from the Creation story?
PEOPLE OF GOD		2a.2 What is it like to follow God?
INCARNATION	1.3 Why does Christmas matter to Christians?	2a.3 What is the Trinity?
GOSPEL	1.4 What is the good news that Jesus brings?	2a.4 What kind of world did Jesus want?
SALVATION	1.5 Why does Easter matter to Christians?	2a.5 Why do Christians call the day Jesus died 'Good Friday'?
KINGDOM OF GOD		2a.6 When Jesus left, what was the impact of Pentecost?

Skills and Knowledge:

Teaching and learning approach	End Lower KS2 outcomes <i>Pupils will be able to:</i>
 <p>ELEMENT 1: Making sense of the text</p> <p>Developing skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of meanings of texts for Christians.</p>	<ul style="list-style-type: none"> · Order at least five key concepts within a timeline of the Bible's 'big story'. · List two distinguishing features of at least three different types of biblical text, for example, Gospel, parable, letter. · Make clear links between biblical texts and the key concepts studied. · Offer suggestions about what texts might mean, and give examples of what the texts studied mean to some Christians.
 <p>ELEMENT 2: Understanding the impact</p> <p>Examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world.</p>	<ul style="list-style-type: none"> · Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities. · Describe how Christians show their beliefs in worship and in the way they live.
 <p>ELEMENT 3: Making connections</p> <p>Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.</p>	<ul style="list-style-type: none"> · Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live. · Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.

Religious Education: Progression of knowledge and skills



UKS2

Key Questions:

CONCEPT	Y3/4	Y5/6
GOD	(See 2a.3)	2b.1 What does it mean if God is holy and loving?
CREATION/FALL	2a.1 What do Christians learn from the Creation story?	2b.2 Creation and science: conflicting or complementary?
PEOPLE OF GOD	2a.2 What is it like to follow God?	2b.3 How can following God bring freedom and justice?
INCARNATION	2a.3 What is the Trinity?	2b.4 Was Jesus the Messiah?
GOSPEL	2a.4 What kind of world did Jesus want?	2b.5 What would Jesus do?
SALVATION	2a.5 Why do Christians call the day Jesus died 'Good Friday'?	2b.6 What did Jesus do to save human beings? [Y5] 2b.7 What difference does the Resurrection make for Christians? [Y6]
KINGDOM OF GOD	2a.6 When Jesus left, what was the impact of Pentecost?	2b.8 What kind of king is Jesus?

Skills and Knowledge:

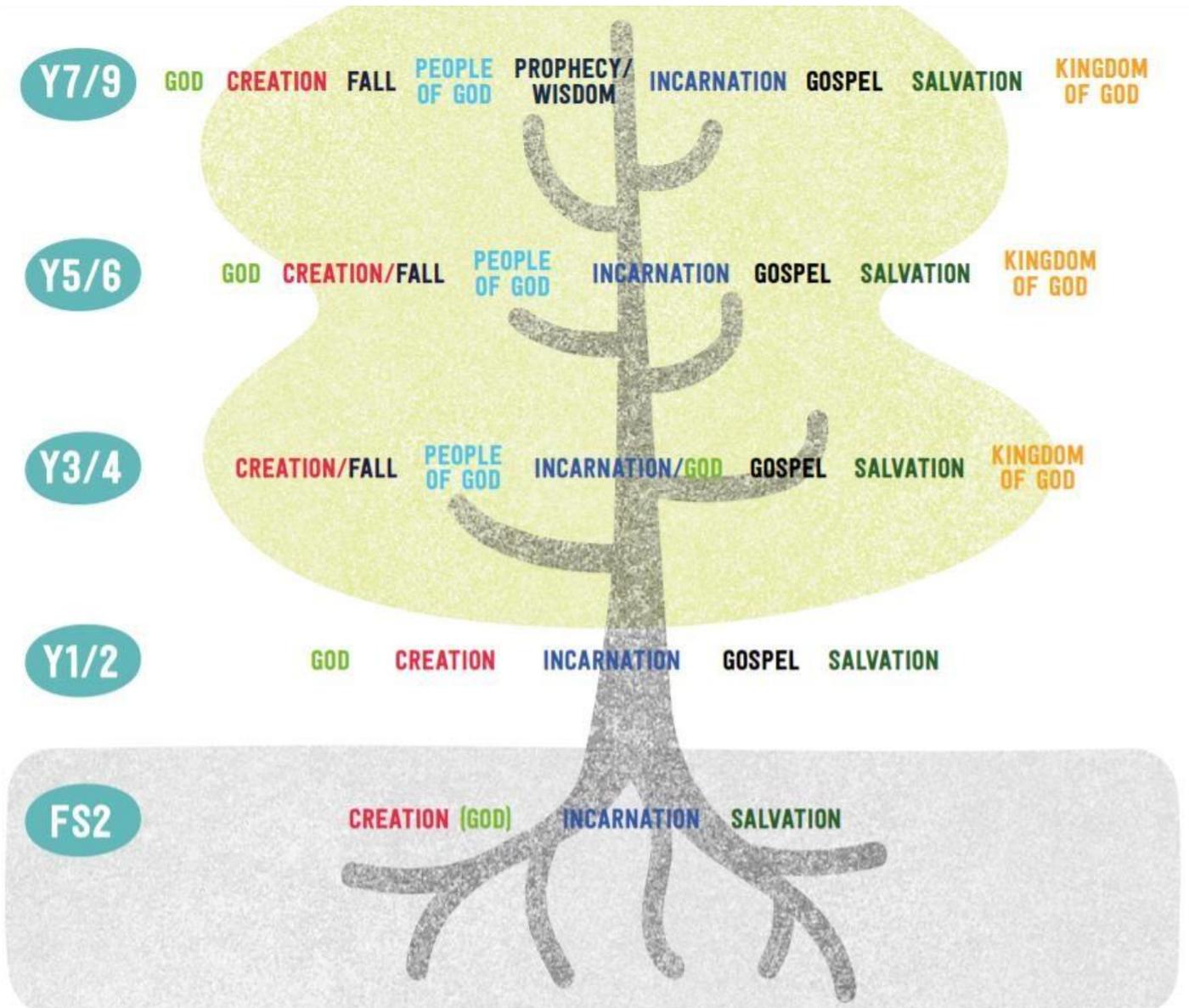
Teaching and learning

<p> ELEMENT 1: Making sense of the text</p> <p>Developing skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of meanings of texts for Christians.</p>	<ul style="list-style-type: none"> Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied. Identify at least five different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and the key concepts studied, using theological terms. Taking account of the context(s), suggest meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.
<p> ELEMENT 2: Understanding the impact</p> <p>Examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world.</p>	<ul style="list-style-type: none"> Make clear connections between Bible texts and concepts studied with what Christians believe, how Christians worship and how Christians behave in their whole lives, their church communities, and in the wider world. Show how Christians put their beliefs into practice in different ways, for example in different denominations.
<p> ELEMENT 3: Making connections</p> <p>Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.</p>	<ul style="list-style-type: none"> Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.

Religious Education: Progression of knowledge and skills



The spiral curriculum



Judaism Concepts and Key Questions covered

Key Stage 1	Mitzvot/ tzedakah <i>Why is learning to do good deeds so important to Jewish people?</i>	Tefillah/ blessings <i>Why do Jewish families say so many prayers and blessings?</i>	Teshuvah / G-D <i>Why do Jewish families talk about repentance at New Year?</i>
Torah / rabbi <i>Why is the Torah such a joy for the Jewish community?</i>	Key Stage 2	 <i>What symbols and stories help Jewish people remember their covenant with God?</i>	 <i>What is holiness for Jewish people: a place, a time, an object or something else?</i>

End of phase Judaism Core knowledge : What do we want pupils to know?

By the end of KS1, pupils learn about the importance of the Torah for Jewish people. They encounter some of the stories such as creation, Jonah or Ruth and discuss possible meanings. Importantly they learn Jewish people follow the teachings of the Torah as a rule book for life and learn about how the Torah is remembered and respected. They learn about the importance of Shabbat and the role of other Jewish festivals.

By the end of KS2, pupils learn about some of the Torah stories in more detail, especially the Exodus story and the importance of covenant with God for Jewish people. They extend their learning into philosophical and theological conversation about holiness and describe and compare different Jewish celebrations.

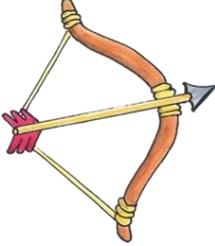
Please note: the above will depend on if both Judaism units are taught in your KS2 scheme of work.

Progression in Judaism knowledge of text -practice –living

	End of KS1 Pupils will be able to:	End of KS2 Pupils will be able to:
Text/Narrative	<p>Know that Jewish stories contain examples of Good deeds. Remember all, or parts of, the story of Ruth.</p> <p>Say at the end of the creation story God rested.</p> <p>Retell the story of Jonah and begin to talk about its possible meanings.</p> <p>Remember that the Torah is the most important book for Jewish people given by God. It was written down by a great leader called Moses.</p> <p>Recall some of the stories of Moses e.g. 10 commandments or his birth</p>	<p>Describe a part of the Exodus story</p> <p>Describe what Jewish people might learn from the stories of Noah or Abraham about a covenant with God.</p> <p>Explain what the burning bush story in Exodus teaches about holiness.</p>
Community Practice	<p>Know that Jewish people welcome babies into their community. Know that Jewish families have a day of rest every week.</p> <p>That at the start of Shabbat, a special meal, candles are lit and blessings said.</p> <p>Describe that for Jewish people new year is about saying sorry and making changes.</p> <p>Say that the Torah is kept in a synagogue or in a special ark. Know the Torah contains rules.</p>	<p>Describe some different customs and practices Jewish people have as part of their Pesach (Passover) celebrations.</p> <p>Explain in what way Shabbat is holy and how Jewish families mark its beginning and ending.</p>

<p>Living</p>	<p>Know that Jewish people care for their world.</p> <p>Describe what some Jewish people wear when they pray. Describe what happens in a synagogue at Yom Kippur.</p> <p>Remember that a mezuzah contains important words for Jewish people (the Shema).</p> <p>Demonstrate how a mezuzah is used by Jewish people.</p>	<p>Explain what happens at Shavuot.</p> <p>Give examples of what the Torah says about living a holy life.</p>
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Hinduism Concepts and Key Questions covered

Key Stage 2			
			
<p><i>Why do Hindus want to collect good <u>karma</u>?</i></p>	<p><i>How does the story of Rama and Sita inspire Hindus to follow their <u>dharma</u>?</i></p>	<p><i>What spiritual pathways to <u>Moksha</u> are written about in Hindu scriptures?</i></p>	<p><i>How do questions about <u>Brahman</u> and <u>atman</u> influence the way a Hindu lives?</i></p>

End of phase Hinduism Core knowledge : What do we want pupils to know?

By the end of KS2, pupils learn that Hinduism is a complex tradition which draws on many ancient philosophies. They will encounter some of the traditional stories told to Hindu children and some of the inspirational figures. Pupils will learn some of the key teachings about the Hindu's Supreme Being Brahman and other deities worshipped. They will learn that Hindus take their religious responsibilities seriously; and that even Hindu children must learn to take responsibility for gathering good karma in an attempt to break the cycle of birth and re-birth.

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Progression in Hinduism knowledge of text -practice –living

	<p>End of KS2</p> <p>Pupils will be able to:</p>
<p>Text/Narrative</p>	<p>Begin to describe what Hindus might learn from one of the stories of the Panchatantra about living the right way.</p> <p>Describe what a Hindu might learn from the story of Rama and Sita.</p> <p>Understand that some Hindus read from the Gita every day for guidance, comfort and advice.</p> <p>Explain some key teachings Hindus hold about Brahman / Atman linking these to religious texts.</p>
<p>Community Practice</p>	<p>Explain that Hindus are encouraged to perform acts of selfless kindness.</p> <p>Describe some things Hindus do to celebrate Rama and Sita’s commitment to duty and describe how Hindus celebrate Diwali.</p> <p>Attempt to explain why Hindu children are encouraged to ‘Be as Rama’ or ‘as Sita.’</p> <p>Express the importance role of devotion or those who follow the Bhakti pathway. Explain the different ways Hindus explain their ideas of God.</p>
<p>Living</p>	<p>Know that even Hindu children must learn to take responsibility for gathering good karma. Explain how belief in the Hindu God differs from that of monotheistic religions.</p> <p>List how belief in Brahman affects a Hindu’s diet and their attitude to animals.</p> <p>Give examples of how Hindus express beliefs and feelings about Krishna.</p>

Islam Concepts and Key Questions covered

<p>Key Stage 1</p>	<p>Allah / mercy</p> <p><i>How do some Muslims show Allah is compassionate and merciful?</i></p>		
<p>Key Stage 2</p>			
 <p><i>How does a Muslim show their submission and obedience to Allah?</i></p>	 <p><i>Why do Muslims call Muhammad the 'seal of the prophets'?</i></p>	 <p><i>What does the Qur'an reveal about Allah and his guidance?</i></p>	 <p><i>How does tawhid create a sense of belonging to the Muslim community?</i></p>

End of phase Islam Core knowledge : What do we want pupils to know?

By the end of KS1, pupils are introduced to Islam through the stories of Muhammad who they learn is an important person to Muslims. They encounter the name 'Allah' and learn about other names used to describe him. Pupils explore the festival of Ramadan and Eid and learn the words 'fasting' and 'sharing' to talk about what Muslims do during these festivals.

By the end of KS2, pupils learn that at the heart of Islam lies obedience and submission to Allah as creator. Pupils learn that Muslims across the world respond to the call of prayer as an act of submission and recite words of importance such as the Shahadah, a statement of faith in Muhammad as God's messenger, but also in the one-ness of God. These core beliefs are strengthened through the Global Islamic community, the ummah. Pupils encounter text from the Qur'an, understand how it is respected and revered, and learn about its importance as the revealed word of God.

Progression in Islam knowledge of text -practice –living

	End of KS1 Pupils will be able to:	End of KS2 Pupils will be able to:
Text/ Narrative	<p>Recognise that the names ‘Allah’ and ‘Muhammad’ are important to Muslims.</p> <p>Suggest why the words of the Bismillah are important to Muslims.</p> <p>Tell a story about Muhammad and say what it teaches a Muslim about compassion.</p> <p>Recall some different names of Allah e.g. the doer of good, the generous, which show what a Muslim believes about God.</p>	<p>Explain that Muslims respond to the call for prayer.</p> <p>Describe what a Muslim might learn from the story of Bilal and the first call to prayer.</p> <p>Describe Muslim belief in one God, the most important being in the universe, who they believe they should obey in every way. He is Allahu Akbar or ‘God most great’</p> <p>Describe the Shahadah and know all Muslims everywhere recite the same words.</p> <p>Explain what Muslims believe about Muhammad as the messenger of God and the last prophet and recall something about his life.</p> <p>Describe ways Muslims show respect towards the Qur’an and give reasons for this.</p> <p>Retell the story of how the Qur’an was revealed to Muhammad.</p> <p>Explain how the Kaaba or ‘cube’ reminds Muslims that there is only one God.</p>
Community Practice	<p>Use the words ‘fasting’ and ‘sharing’ to talk about what Muslims do during Ramadan.</p>	<p>Describe some things Muslims do when they get ready for prayer and how the physical actions show submission to Allah.</p> <p>Describe some different ways Muslims show / do not show their beliefs about Muhammad in art, calligraphy or design.</p> <p>Know that a mosque is a Muslim place of worship.</p> <p>Describe some practices and experiences of Muslim children at a madrassah.</p> <p>Describe why only some Muslims seek to become Hafiz and how the study affects both their lives and the lives of others.</p> <p>Recall the Five Pillars of Islam and how the practice of each pillar makes a Muslim feel they belong to the ‘ummah.’</p>

Living	Recall how Muslims prepare for and celebrate Eid-ul-Fitr.	<p>Explain that saying the Bismillah reminds Muslims that Allah is involved in everything.</p> <p>Recall ways some Muslims celebrate Muhammad's birthday.</p> <p>Show how Muslims express the idea of revelation as a rope reaching down to earth, suggesting what the image means.</p> <p>Make links that show how Muslim belief and practices come from the teachings of the Qur'an or from the Sunnah of the Prophet.</p> <p>Explain some key Muslim teachings about Tawheed or the one-ness of Allah. Describe the impact of Hajj on a Muslim.</p>
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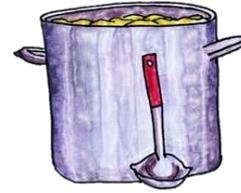
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Sikhism Concepts and Key Questions covered

Key Stage 2



How does the teaching of the gurus move Sikhs from dark to light?



How do Sikhs put their beliefs about equality into practice?

End of phase Sikhism Core knowledge : What do we want pupils to know?

By the end of KS2, pupils learn about the origins of Sikhism and the role of the guru as teacher of the light of God. Pupils listen and engage with stories from different Gurus of the past and learn about the present living guru, the Guru Granth Sahib. The importance of the value of equality is shared through the example of langar and beliefs around the oneness of God are introduced through learning how Sikhs pray and worship.

Please note: the above will depend on if both Sikhism units are taught in your KS2 scheme of work.

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Progression in Sikhism knowledge of text -practice –living

	<p>End of KS2</p> <p>Pupils will be able to:</p>
<p>Text/Narrative</p>	<p>Understand that Guru means teacher and the purpose of a Guru to share the light of God.</p> <p>Describe what a Sikh might learn from stories of Guru Nanak.</p> <p>Understand the significance of Ik Onkar as representing the Sikh belief in one god.</p> <p>Describe what Sikhs might learn about God or how to live from the story of Guru Amar Das and the Emperor.</p>
<p>Community Practice</p>	<p>Describe how and why Sikhs show the Granth the respect due to a living guru and how this is like or different from how other holy books are treated.</p> <p>Describe some similar things Sikhs do when they come to the gurdwara for worship and those which demonstrate equality.</p> <p>Describe how the names 'kaur' and 'singh' show the belief that all Sikhs are equal, valued and united.</p>
<p>Living</p>	<p>Understand how a Sikh will listen to the true Guru through chanting and meditating.</p> <p>Explain and describe the practice of the langar.</p>

Buddhism Concepts and Key Questions covered

Key Stage 2



How did Buddha teach his followers to find enlightenment?



How does the Triple Refuge help Buddhists in their journey through life?

End of phase Buddhism Core knowledge : What do we want pupils to know?

By the end of KS2, pupils learn the story of the Buddha and about his journey to enlightenment including the Four Noble Truths as the essence of Buddhist teaching. Using the correct terminology, pupils are able to explain the key concepts that help Buddhists today on this journey including reference to the Eightfold Path. The role of the Buddhist community is explored as well as the practice of meditation.

Please note: the above will depend on if both Buddhism units are taught in your KS2 scheme of work.

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Progression in Buddhism knowledge of text -practice – living

	<p>End of KS2</p> <p>Pupils will be able to:</p>
Text/Narrative	<p>Retell the story of Buddha’s enlightenment.</p> <p>Explain how and why a Buddhist uses the image of a lotus to explain beliefs about growing towards enlightenment. Explain Buddhist teachings including reference to the four noble truths.</p> <p>Show how Buddhists express their belief that the Buddha is a refuge and guide by referring to the story of Angulimala.</p>
Community Practice	<p>Use the right religious words to describe different practices of Buddhists in search of enlightenment on the Eightfold Path. Describe the Eightfold Path as techniques for overcoming suffering.</p> <p>Explain how the Buddha’s teachings (dharma) help Buddhists journey along the path.</p>
Living	<p>Describe the use and importance of stillness and meditation. Evaluate the role of the Buddhist community.</p> <p>Use the right religious words to describe the practices and experiences of Buddhists belonging to the Sangha, both lay and monastic.</p> <p>Explain how members of the Sangha support each other at the festival of Wesak.</p>