



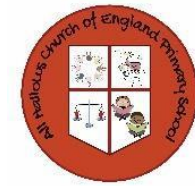
*‘However many holy words you read, however many you speak, what good will they do you if you do not act on upon them?’*

*Buddha*

## INTENT

All Hallows has an ethos and teaching founded on Christian values and the belief that individuals are created by God and precious in His sight. We value and respect children of all faiths and no faith and promote a sense of belonging; we are ‘at the heart of the community, with the children at the heart of the school.’

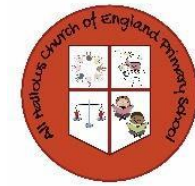
At All Hallows, we aim to enable the children to acquire core knowledge and understanding of the beliefs and practices of the religions and worldviews which not only shape our shared history and culture, but which guide their development. We want our children to be confident in their own beliefs and values, so that they can respect the religious and cultural identity of others. Our RE curriculum, based on the Nottinghamshire Agreed Syllabus and the Church of England ‘Understanding Christianity’, is planned to progressively engage children with challenging questions about human life, beliefs, communities and ideas. We encourage the children to consider for themselves the value of wisdom from different communities, to disagree respectfully, to be reasonable in their responses to religions and worldviews and to respond by expressing insights into their own and others’ lives.



IMPLEMENTATION

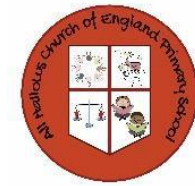
|                   | Autumn 1  | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
|-------------------|---|---|---|--|--|--|
| F2                |   |   |   |  |  |  |
| Year 1<br>Judaism | A.S. 1.2<br>Myself and Caring for others.<br>How do we show we care for others? Why does it matter? | U.C. Incarnation (core learning)<br>Why does Christmas matter to Christians?  | A.S. 1.1<br>Celebrations and festivals.<br>Who celebrates what and why? (Focus on Judaism)    | U.C. Salvation (core learning)<br>Why does Easter matter to Christians?  | A.S. 1.3<br>Beliefs and teachings.<br>Stories of Jesus.<br>What can we learn from them?<br>How do religious stories make a difference to people's lives? | A.S. 1.4<br>Symbols in religious worship and practice.<br>In what ways are churches/synagogues important to believers? |
| Year 2<br>Judaism | A.S. 2.1<br>What makes some people inspiring to others? Moses and Saint Peter.                      | U.C. Incarnation (digging deeper)<br>Why does Christmas matter to Christians? | A.S. 2.4<br>Jewish and Christian stories. How and why are some stories important in religion? | U.C. Salvation (digging deeper)<br>Why does Easter matter to Christians? | A.S. 2.3<br>What does it mean to belong?<br>What is it like to belong to the Christian religion in Nottingham City and County today?                     | A.S. 2.2<br>What do Jewish people believe about God, creation, humanity and the natural world?                         |

# All Hallows C of E Primary School Religious Education Curriculum



|  | Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer 1   | Summer 2   |
|--|---|--|---|---|--|--|
| Year 3<br>Islam                        | A.S. 3.1<br>What difference does it make to be a Christian?   | U.C. Incarnation<br>What is the Trinity?   | A.S. 3.2<br>How do religious families and communities practice their faith? The example of prayer.                                      | U.C. Salvation (Core learning)<br>Why do Christians call the day Jesus died "Good Friday."  | A.S. 3.4<br>Inspirational people from the past.<br>What can we learn from inspiring people in sacred texts and in the history of religions?  | A.S. 3.3<br>Worship and sacred places<br>Where, how and why do people worship?<br>Investigating places of worship in Nottingham City and County. |
| Year 4<br>Hinduism                     | A.S. 4.1<br>The journey of life and death.<br>Why do some people think life is like a journey? What do different people think about life after death? | U.C. Incarnation (Digging deeper)<br>What is the Trinity?  | A.S. 4.3<br>Spiritual expression.<br>Christianity, music and worship: what can we learn?  | U.C. Salvation (Digging deeper)<br>Why do Christians call the day Jesus died "Good Friday." | A.S. 4.2<br>Symbols and religious expression.<br>How do people express their religious and spiritual ideas on pilgrimages?                   | A.S. 4.4<br>How do Hindu families practise their faith?<br>What are the deeper meanings of some Hindu festivals?                                 |
| Year 5<br>Islam<br>Hinduism            | A.S. 5.3<br>How do people's beliefs about God, the world and others have impact on their lives?   | U.C. Incarnation (Core learning)<br>Was Jesus the Messiah?   | A.S. 5.1<br>Inspirational people in today's world.<br>What can we learn from great leaders and inspiring examples in today's world?     | U.C. Salvation (Year 5)<br>What did Jesus do to save human beings?                          | A.S. 5.2<br>Religion and the individual: what matters most to Christians.<br>What is expected of a person in following a religion or belief? | A.S. 5.4<br>How are religious and spiritual beliefs expressed in arts, architecture, charity and generosity?                                     |
| Year 6<br>Islam<br>Hinduism<br>Judaism | A.S. 6.1<br>Teachings, wisdom and authority.<br>What do sacred texts and other sources say about God, the world and human life?                       | A.S. 6.4<br>Beliefs in action in the world.<br>What was the kindertransport?<br>How can we be Upstanders today?<br>U.C. Incarnation (Digging deeper)<br>Was Jesus the Messiah? | A.S. 6.2<br>Religion, worldviews, family and community.<br>How can we make Nottingham City and County a place of tolerance and respect? | U.C. Salvation (Year 6)<br>What difference does the resurrection make to Christians?        | A.S. 6.3<br>Beliefs in action in the world.<br>How do religions and beliefs respond to global issues?  |  |

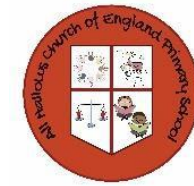
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## LONG TERM PLAN

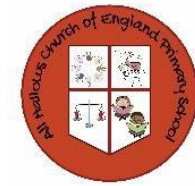
|    | Autumn  | Spring   | Summer  |   |  |   |
|----|---|--|---|---|--|---|
| R  | <p>Knowledge:<br/>Know simple differences between themselves and others.</p> <p>Know some key vocabulary linked to celebrations and traditions.</p> <p>Skills:<br/>Talks about own family routines or celebrations.<br/>Talks about different celebrations and traditions.</p>  | <p>Knowledge:<br/>Know what a community is and who helps us.</p> <p>Skill:<br/>Talks about religious or cultural communities shown in stories<br/>Identifies similarities and differences between communities.</p>   | <p>Knowledge:<br/>Know that different countries have different foods, clothes and traditions.</p> <p>Knows some similarities and differences between different religious and cultural communities, using experiences and stories.</p> <p>Know how to show respect for different cultures and traditions.</p> <p>Skills:<br/>Talks about different religious and cultural communities using experiences and texts.</p>   |   |  |   |
| Y1 | <ul style="list-style-type: none"> <li>▪ <b>Recall and name the main character in a story they have heard</b></li> <li>▪ <b>Retell a story about caring simply</b></li> <li>▪ <b>Suggest a meaning for a symbol, song or artefact from Judaism and Christianity</b></li> <li>▪ <b>Ask questions about how we show we care for others</b></li> <li>▪ <b>Respond to ideas and values such as care, kindness and generosity with simple ideas of their own</b></li> <li>▪ <b>Express an idea of their own about a religious story of caring</b></li> <li>▪ <b>Give an example of how a person can show their values</b></li> </ul> | <ul style="list-style-type: none"> <li>• Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</li> <li>• The Bible points out that his birth showed that 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).</li> <li>• Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.</li> </ul> | <ul style="list-style-type: none"> <li>▪ <b>Recall and name religious festivals, objects and symbols</b></li> <li>▪ <b>Retell a story that lies behind a festival</b></li> <li>▪ <b>Suggest a meaning for an object used in the worship of the festival</b></li> <li>▪ <b>Ask questions about the meaning of the festival and listen to answers</b></li> <li>▪ <b>Respond to some of the experiences and emotions of festivals: e.g. joy, memory, community</b></li> <li>▪ <b>Express an idea of their own about why festivals and celebrations matter</b></li> <li>▪ <b>Give an example of a big day in their own lives and talk about what made it special</b></li> </ul> | <ul style="list-style-type: none"> <li>• Easter is very important in the 'big story' of the Bible.</li> <li>• Christians believe Jesus rose again, giving people hope of a new life.</li> </ul> | <ul style="list-style-type: none"> <li>▪ <b>Recall and name key figures in the stories of Jesus</b></li> <li>▪ <b>Retell a story themselves, joining in with a song, a drama or a picture-book making activity</b></li> <li>▪ <b>Suggest the 'hidden meanings' in stories Jesus told</b></li> <li>▪ <b>Ask questions about Jesus' 'special powers'</b></li> <li>▪ <b>Respond to the Christian belief that Jesus was God come to earth with a question or idea of their own</b></li> <li>▪ <b>Give an example of a belief about Jesus</b></li> <li>▪ <b>Find out more about Jesus, inferring a simple idea from a story.</b></li> </ul> | <ul style="list-style-type: none"> <li>▪ <b>Recall and name key objects from a church and a synagogue</b></li> <li>▪ <b>Suggest a meaning for some Jewish and Christian symbols</b></li> <li>▪ <b>Recognise that holy buildings are connected to beliefs about worshipping God, and talk about these connections</b></li> <li>▪ <b>Ask questions about what happens and why in holy buildings</b></li> <li>▪ <b>Recount their visit to a holy building, e.g. by talking about photographs taken there.</b></li> <li>▪ <b>Express an idea of their own about why some people go to holy buildings</b></li> <li>▪ <b>Give an example of a sacred space that is out of doors and talk about their own ideas of sacred spaces.</b></li> </ul> |

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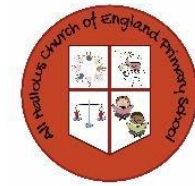
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| <p>Y2</p> | <ul style="list-style-type: none"> <li>Recall and name key figures in the stories they studied, saying what they did</li> <li>Recognise what is meant by describing Moses as a great leader, or Peter as a Saint, giving examples of their leadership.</li> <li>Ask questions about leadership and suggest answers</li> <li>Respond to the idea that Moses and Saint Peter were guided by God or given wisdom by God.</li> <li>Express an idea of their own about leadership, linking it to the stories they learned</li> <li>Give an example of what makes a great leader</li> </ul>  | <ul style="list-style-type: none"> <li>Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</li> <li>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).</li> <li>Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.</li> </ul>  | <ul style="list-style-type: none"> <li>Retell a story from the Jewish Bible skilfully</li> <li>Suggest a meaning for the story</li> <li>Recognise and talk about the role God plays in stories from the Jewish Bible</li> <li>Ask questions about the stories they study, and suggest answers</li> <li>Respond to big ideas and beliefs in the stories: does God forgive? Does God rescue? Does God create?</li> <li>Express an idea of their own about some of the big questions the work throws up</li> <li>Give at least two examples of Bible characters who 'got it wrong' and say what happened in the story.</li> </ul> | <ul style="list-style-type: none"> <li>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.</li> <li>Christians believe Jesus builds a bridge between God and humans.</li> <li>Christians believe Jesus rose again, giving people hope of a new life.</li> </ul>  | <ul style="list-style-type: none"> <li>Retell the story of Jesus being baptised in the river Jordan</li> <li>Suggest some reasons why it matters to people to belong to groups and communities</li> <li>Ask questions about Christenings and Believer's Baptism for themselves</li> <li>Recount how a baby or young adult is welcomed into the Christian community</li> <li>Express an idea of their own about belonging to God – is this important? For Christians?</li> <li>Give an example of their own community life and say why it matters: what groups do you belong to? What do you like about belonging?</li> </ul> | <ul style="list-style-type: none"> <li>Recall and name some key words about Jewish beliefs (e.g. God the Creator, Almighty, Eternal)</li> <li>Retell the story of Genesis 1</li> <li>Suggest a meaning for the story</li> <li>Recognise that different people see different meanings in the story</li> <li>Ask questions about God for themselves – the bigger the better</li> <li>Express an idea of their own about God</li> <li>Find out more about Jewish beliefs and ways of talking about God.</li> </ul>   |
| <p>Y3</p> | <ul style="list-style-type: none"> <li>Describe what Christians do at two different festivals</li> <li>Connect the celebrations to Bible texts and to beliefs about God</li> <li>Ask and answer questions about how and why Christians celebrate God's creation, Jesus born in Bethlehem, Easter and Harvest</li> <li>Express their own ideas about the deeper meanings of these festivals</li> <li>Consider ideas such as generosity, community and love-in-action</li> <li>List similarities between the four different Christian festivals</li> <li>Explain their own ideas about the Creation stories of Genesis 1 and 2.</li> </ul> | <ul style="list-style-type: none"> <li>Christians believe God is Trinity: Father, Son and Holy Spirit.</li> <li>Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</li> <li>Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.</li> <li>Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.</li> <li>Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief.</li> </ul> | <ul style="list-style-type: none"> <li>Describe how a Muslim prays</li> <li>Describe how a Christian prays</li> <li>Connect ideas and beliefs to what people in these two religions do.</li> <li>Ask and answer questions about prayer in Islam and Christianity</li> <li>Respond thoughtfully to beliefs and ideas about prayer</li> <li>Discuss questions about prayer that come up in the study.</li> <li>List similarities between the two ways of prayer in Christianity and Islam</li> </ul>   | <ul style="list-style-type: none"> <li>Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</li> <li>The various events of Holy Week were important in showing the disciples what Jesus came to earth to do.</li> <li>Christians today trust that Jesus really did rise from the dead, and so is still alive today.</li> <li>Christians remember and celebrate Jesus' last week, death and resurrection.</li> </ul> | <ul style="list-style-type: none"> <li>Describe at least one story about each of these key figures: Moses, Jesus and Muhammad.</li> <li>Connect the idea of inspirational leaders to the stories they learn</li> <li>Ask and answer questions about leadership and inspiration, using details from the stories they learned</li> <li>Express their own views about who is inspiring and why</li> <li>Consider ideas such as 'patriarch' 'prophet' or 'messiah'</li> <li>From the different religions: what do these words mean? Are they similar?</li> <li>List similarities between the key leaders studied.</li> </ul>     | <ul style="list-style-type: none"> <li>Describe 4 key features of each of three religious buildings, a mosque, mandir and church</li> <li>Connect the key features of the buildings with beliefs about God in each religion</li> <li>Ask and answer questions about at least three different ways the religious buildings are used by the different communities</li> <li>Respond thoughtfully to the task of designing a new religious building for their locality</li> <li>Consider ideas such as 'a friendly building', 'a house of God', 'a spiritual space' and say what they think makes these buildings special.</li> <li>Discuss questions such as: why do we need religious buildings?</li> </ul> |

# All Hallows C of E Primary School Religious Education Curriculum



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|    |   | <ul style="list-style-type: none"> <li>Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</li> </ul>   |  |   |   | <p>What emotions do we feel in holy spaces? Is the whole earth really a holy space? Can people get close to God in holy buildings?</p>  |
| Y4 | <ul style="list-style-type: none"> <li>Describe 4 different beliefs about life after death</li> <li>Show that they understand why life is like a journey</li> <li>Connect at least two viewpoints they have studied with texts from different religions</li> <li>Consider varied answers to questions about life as a journey and about afterlife</li> <li>Express reasons why they hold their own views about life after death</li> <li>Explain similarities and differences between Hindu, Christian, Muslim and Humanist ideas about the purposes of life and life after death.</li> </ul> | <ul style="list-style-type: none"> <li>Christians believe God is Trinity: Father, Son and Holy Spirit.</li> <li>Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</li> <li>Jesus, the Son of God, is seen by Christians as revealing what God the Father is like.</li> <li>Understanding God is challenging; people spend their whole lives learning more and more about God.</li> <li>Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</li> </ul> | <ul style="list-style-type: none"> <li>Describe beliefs and practice about worship with music in Christianity</li> <li>Show that they understand how and why Christians use music to express beliefs about God and devotion to God</li> <li>Consider varied answers to questions about why music matters in human life and in religious life</li> <li>Express reasons why particular pieces of music are spiritual for them</li> <li>Apply the idea of spirituality for themselves</li> <li>Explain similarities and differences between examples of the music Christians use from the past and in contemporary worship</li> </ul> | <ul style="list-style-type: none"> <li>Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</li> <li>The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to do.</li> <li>Christians today trust that Jesus really did rise from the dead, and so is still alive today.</li> <li>Christians remember and celebrate Jesus' last week, death and resurrection.</li> </ul>                    | <ul style="list-style-type: none"> <li>Describe some religious beliefs that underlie the practice of pilgrimages in at least two religions</li> <li>Show that they understand why a spiritual journey can change people's lives, giving examples</li> <li>Consider varied answers to questions about the purposes of going on a pilgrimage</li> <li>Express reasons why they would choose their own kind of pilgrimage if they could.</li> <li>Apply the idea of spiritual journeys for themselves</li> <li>Explain similarities and differences between varied approaches to pilgrimage from different religions and worldviews</li> </ul> | <ul style="list-style-type: none"> <li>Describe Hindu beliefs about the gods and goddesses</li> <li>Show that they understand what happens at Hindu worship in the home or the mandir</li> <li>Respond with thoughtful ideas of their own to the ways Hindus celebrate</li> <li>Express some 'deeper meanings' of the festivals they study, giving reasons why particular rituals are important to Hindus</li> <li>Explain similarities and differences between two Hindu festivals</li> <li>Explain similarities and differences between a 'big day' they celebrate and Hindu festivities</li> </ul> |
| Y5 | <ul style="list-style-type: none"> <li>Explain the main beliefs of Muslims and Hindus about God</li> <li>Show that they understand why the worship of Allah/ Brahman matters to Muslims and Hindus</li> <li>Consider varied answers to questions about whether God is real and what God is like</li> <li>Clearly express reasons Why they hold their own views about questions to do with God</li> <li>Explain what matters about worshipping God to Muslims</li> <li>Explain what matters about worshipping gods and goddesses to Hindus</li> </ul>  | <ul style="list-style-type: none"> <li>Jesus was Jewish.</li> <li>Christians believe Jesus is God in the flesh.</li> <li>They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.</li> <li>The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.</li> <li>Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish</li> </ul>   | <ul style="list-style-type: none"> <li>Show that they understand how inspirational leaders are examples of their religions' ideals</li> <li>Connect two examples from different worldviews: what have they in common?</li> <li>Consider varied answers to questions about what makes a person inspiring</li> <li>Explain thoughtfully their own ideas about the inspiring leaders they studied</li> <li>Apply the idea of inspiration for themselves to stories of leaders</li> </ul>  | <ul style="list-style-type: none"> <li>Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.</li> <li>The Gospels give accounts of Jesus' death and resurrection.</li> <li>The New Testament says that Jesus' death was somehow 'for us'.</li> <li>Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and</li> </ul> | <ul style="list-style-type: none"> <li>Explain beliefs about the value of sacred space and holy buildings to believers in at least two religions</li> <li>Show that they understand the possible tension between building a beautiful 'house of God' and serving the needs of people in poverty</li> <li>Explain thoughtfully their own ideas about the relative value of worship and holy buildings and charity and compassion</li> <li>Clearly express reasons why some religious people believe that worship makes them more charitable</li> </ul>   | <ul style="list-style-type: none"> <li>Explain three or more key Christian beliefs</li> <li>Show that they understand what matters to Christians</li> <li>Consider varied answers to questions about God</li> <li>Explain with reasons why they select one of the 4 elements of Christianity studied as the most important</li> <li>Explain what matters about worshipping God to Christians</li> <li>Explain similarities and differences between different celebrations that are part of Christian worship</li> </ul>   |

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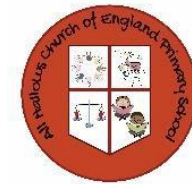
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|----|--|---|---|--|--|--|
|    |  | <p>people do not think Jesus is the Messiah.)</p> <ul style="list-style-type: none"> <li>• Christians see Jesus as their Saviour (See Salvation).</li> </ul>  | <ul style="list-style-type: none"> <li>▪ <b>Explain what matters about the lives of inspirational leader: do we all need role models? Do the leaders exemplify their beliefs?</b></li> </ul>  | <p>the devil; paying the punishment as a substitute for everyone's sins;</p> <p>rescuing the lost and leading them to God; leading from darkness to light.</p> <ul style="list-style-type: none"> <li>• Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).</li> <li>• Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ <b>Apply the ideas of worship and service to the key question in the unit</b></li> <li>▪ <b>Explain what matters in different religions about worship and about generosity or charity</b></li> </ul>  |  |
| Y6 | <ul style="list-style-type: none"> <li>• <b>Explain the impact of beliefs about sacred writings, God and values</b></li> <li>• <b>Explain two viewpoints about why people need wise words to follow</b></li> <li>• <b>Consider varied answers to questions about the value of holy writings and other sources of wisdom</b></li> <li>• <b>Explain with reasons why (e.g.) Christians and Muslims revere their holy texts</b></li> <li>• <b>Explain thoughtfully their own ideas about wise words, selecting examples and clearly expressing reasons for their choices</b></li> <li>• <b>Apply the idea of 'words of wisdom' for themselves, selecting examples and explaining them</b></li> <li>• <b>Explain similarities between holy books or writings from two different religions</b></li> </ul> | <ul style="list-style-type: none"> <li>• The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God.</li> <li>• The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt.</li> <li>• Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.</li> <li>• Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example, as salt and light in the world.</li> </ul> | <ul style="list-style-type: none"> <li>▪ <b>Explain the impact of beliefs on people lives</b></li> <li>▪ <b>Show that they understand a story of a survivor of Nazi hatred</b></li> <li>▪ <b>Write a factsheet about the ways Jewish people responded to the prejudice and hatred of the Nazis</b></li> <li>▪ <b>Consider varied answers to questions about suffering and God</b></li> <li>▪ <b>Explain with reasons why it is important to remember examples of hatred and prejudice, and why 'never again' is an important idea.</b></li> <li>▪ <b>Apply the ideas of respect, harmony and goodness to the lives of those who rejected Nazi ideas.</b></li> <li>▪ <b>Explain what matters about remembrance of those who died and those who survived and the idea of 'upstanders'.</b></li> </ul> | <ul style="list-style-type: none"> <li>• Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.</li> <li>• The Gospels give accounts of Jesus' death and resurrection.</li> <li>• Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.</li> <li>• This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).</li> </ul> | <ul style="list-style-type: none"> <li>▪ <b>Explain the impact of beliefs about communities on people from different religions.</b></li> <li>▪ <b>Connect at least two viewpoints about whether our communities can be more harmonious to teaching from religious sacred texts</b></li> <li>▪ <b>Consider varied answers to questions about building peaceful families and communities</b></li> <li>▪ <b>Explain thoughtfully their own ideas about communities – why they matter, and how they can become stronger.</b></li> <li>▪ <b>Apply the ideas of tolerance and respect to some tensions or problems in community relations</b></li> <li>▪ <b>Explain what matters about peace, respect and harmony to themselves and in our community.</b></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Explain the impact of beliefs about sacred writings, God and values</b></li> <li>• <b>Explain two viewpoints about why people need wise words to follow</b></li> <li>• <b>Consider varied answers to questions about the value of holy writings and other sources of wisdom</b></li> <li>• <b>Explain with reasons why (e.g.) Christians and Muslims revere their holy texts</b></li> <li>• <b>Explain thoughtfully their own ideas about wise words, selecting examples and clearly expressing reasons for their choices</b></li> <li>• <b>Apply the idea of 'words of wisdom' for themselves, selecting examples and explaining them</b></li> <li>• <b>Explain similarities between holy books or writings from two different religions</b></li> </ul> |



## IMPACT

| By the end of Key Stage 1 most pupils will be able to:  |   |
|---|---|
| Understanding Christianity  | Agreed Syllabus   |
| <p><b>Incarnation</b></p> <ul style="list-style-type: none"> <li>recognise that Christians believe that Jesus is God and that he was born as a baby in Bethlehem - a story they can recount.</li> <li>know that the Bible points out that his birth showed that 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).</li> <li>know that Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus' coming.</li> </ul> | <p><b>Know about and understand religions and worldviews</b></p> <p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p><b>Express ideas and insights into religions and worldviews</b></p> <p>B1. Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p> |
| <p><b>Salvation</b></p> <ul style="list-style-type: none"> <li>know that Easter is very important in the 'big story' of the Bible.</li> <li>know that Christians believe Jesus builds a bridge between God and humans.</li> <li>know that Christians believe Jesus rose from the dead, giving people hope of a new life.</li> </ul>   | <p><b>Gain and deploy the skills for learning from religions and worldviews</b></p> <p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>C2. Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>   |

# All Hallows C of E Primary School Religious Education Curriculum

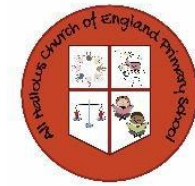


| By the end of Key Stage 2 most pupils will be able to:  |   |
|---|---|
| Understanding Christianity  | Agreed Syllabus   |
| <p><b>Incarnation (Core)</b></p> <ul style="list-style-type: none"> <li>• know that Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit.</li> <li>• know Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</li> <li>• understand that Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help to express this belief.</li> <li>• Know Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</li> </ul> <p><b>(Digging Deeper)</b></p> <ul style="list-style-type: none"> <li>• understand that Jesus was Jewish.</li> <li>• know that Christians believe Jesus is God in the flesh.</li> <li>• discuss the Christian belief that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.</li> <li>• know the Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.</li> </ul> <p>explore how Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)</p> | <p><b>Know about and understand religions and worldviews</b></p> <p>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;</p> <p>A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;</p> <p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning</p> <p><b>Express ideas and insights into the significance of religion and worldviews</b></p> <p>B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities;</p> <p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;</p> <p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.</p> <p><b>Gain and deploy skills for engaging with religions and worldviews</b></p> <p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;</p> <p>C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect;</p> |

## All Hallows C of E Primary School Religious Education Curriculum



|                             |   |   |
|-----------------------------|---|---|
| <p>Salvation<br/>(Core)</p> | <ul style="list-style-type: none"> <li>• know Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</li> <li>• know some of the events of Holy Week, such as the Last Supper, and understand how they were important in showing the disciples what Jesus came to earth to do.</li> <li>• understand Christians today trust that Jesus really did rise from the dead, and so is still alive today.</li> </ul>   | <p>C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p> |
| <p>(Digging<br/>Deeper)</p> | <ul style="list-style-type: none"> <li>• know that Christians remember and celebrate Jesus' last week, death and resurrection.</li> <li>• consider why Christians read the 'big story' of the Bible as pointing out the need for God to save people.</li> <li>• know the Gospels give accounts of Jesus' death and resurrection.</li> <li>• understand the New Testament says that Jesus' death was somehow 'for us'.</li> <li>• discuss the different ways Christians interpret Jesus' death in a variety of ways and how they remember Jesus' sacrifice through the service of Holy Communion</li> <li>• know that belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also hope for life with God, starting now and continuing in a new life (heaven).</li> </ul> <p>know that Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.</p> |   |

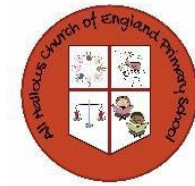


## All Hallows C of E Primary School Knowledge Progression Grid – RE

(See the agreed syllabus for addition info for strands in years 1-6)

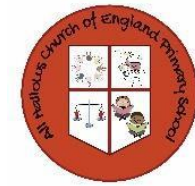
| Strand  | Reception  | Strand   | Year 1  | Year 2   | Year 3  | Year 4   | Year 5  | Year 6   | Year 7  |
|---|--|--|---|--|---|--|---|--|---|
| Agreed Syllabus:<br>Communication<br>and language | Know some key<br>vocabulary linked to<br>celebrations and<br>traditions. | Agreed<br>Syllabus:<br>Knowing about<br>and<br>understanding<br>religion and<br>world views<br><br>From<br>Understanding<br>Christianity | I know and can<br>recall, name and<br>talk about some<br>materials in RE<br><br>I know that<br>Christians celebrate<br>Jesus' birth, and<br>Advent for<br>Christians is a time<br>for getting ready for<br>Jesus' coming. | I know and can<br>recall, name and<br>talk about<br>materials in RE<br><br>I know that<br>Christians believe<br>Jesus builds a<br>bridge between<br>God and humans.<br><br>I know that<br>Christians believe<br>Jesus rose from<br>the dead, giving<br>people hope of a<br>new life. | I know and can<br>retell stories,<br>suggesting<br>meanings for<br>sources of wisdom,<br>for festivals and for<br>acts of worship.<br><br>I know that<br>Christians believe<br>Jesus is one of the<br>three persons of<br>the Trinity: God the<br>Father, God the Son<br>and God the Holy<br>Spirit.<br><br>I know Christians<br>believe the Father<br>creates; he sends<br>the Son who saves<br>his people; the Son<br>sends the Holy<br>Spirit to his<br>followers.<br><br>I know that<br>Christians<br>remember and<br>celebrate Jesus' last<br>week, death and<br>resurrection. | I know about<br>and can<br>describe<br>religions &<br>world views<br>connecting<br>ideas<br><br>I understand<br>that Christians<br>worship God as<br>Trinity. It is a<br>huge idea to<br>grasp, and<br>Christians have<br>created art to<br>help to express<br>this belief.<br><br>I know some of<br>the events of<br>Holy Week,<br>such as the Last<br>Supper, and<br>understand how<br>they were<br>important in<br>showing the<br>disciples what<br>Jesus came to<br>earth to do. | I understand ideas<br>& practices linking<br>different<br>viewpoints<br><br>I understand that<br>Jesus was Jewish.<br><br>I know that<br>Christians believe<br>Jesus is God in the<br>flesh.<br><br>I know that<br>Christians believe<br>that Jesus calls<br>them to sacrifice<br>their own needs to<br>the needs of<br>others, and some<br>are prepared to die<br>for others and for<br>their faith. | I know how to<br>explain the<br>impact of &<br>connections<br>between ideas.<br>Practices &<br>viewpoints<br><br>I know that belief<br>in<br>Jesus'<br>resurrection<br>confirms to<br>Christians that<br>Jesus is the<br>incarnate Son of<br>God, but also<br>hope for life<br>with God,<br>starting now<br>and continuing<br>in a new life<br>(heaven). | I know how to<br>appreciate &<br>appraise<br>different<br>understand<br>ings of<br>religions &<br>world views |

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| Strand                                   | Reception   | Strand  | Year 1   | Year 2  | Year 3  | Year 4   | Year 5  | Year 6  | Year 7   |
|--|---|---|--|---|---|--|---|---|--|
| Personal, social, emotional development. | Know how to show respect for different cultures and traditions.   | Agreed Syllabus: Expressing and communicating ideas related to religions and world views<br>From Understanding Christianity | I am beginning to understand how to observe, notice and recognise materials in RE. | I know how to observe, notice and recognise materials in RE.<br><br>I recognise that Christians believe that Jesus is God and that he was born as a baby in Bethlehem and can retell the story. | I know how to ask questions and give opinions about religions, beliefs and ideas. | I know how to give thoughtful responses using different forms of expression in RE. | I know how to express ideas thoughtfully in RE<br><br>I know how to discuss the Christian belief that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.<br><br>I know how to discuss the different ways Christians interpret Jesus' death in a variety of ways and how they remember Jesus' sacrifice through the service of Holy Communion | I know how to explain diverse ideas & viewpoints clearly in different forms | I know how to express insights into questions, giving coherent accounts of beliefs & ideas |
| Understanding of the world               | Know that families can be different.<br><br>Know simple differences between themselves and others.<br><br>Know what a community is and who helps us.<br><br>Know that different | Agreed Syllabus:  | I am beginning to know how to notice and find out about                            | I know how to notice and find out about   | I know how to collect, use and  | I know how to consider and discuss   | I know how to apply ideas about   | I know how to Investigate & explain   | I know how to enquire into &   |

# All Hallows C of E Primary School Religious Education Curriculum



|                           |   |  |   |   |   |   |   |  |                                      |
|---------------------------|---|--|---|---|---|---|---|--|--------------------------------------|
|                           | countries have different foods, clothes and traditions.<br><br>Knows some similarities and differences between different religious and cultural communities, using experiences and stories. |  |   |   |   |   |   |  |                                      |
|                           |   | Gaining and deploying skills for engaging with religions and worldviews<br>From Understanding Christianity | religions and world views.<br>I know that Easter is very important in the 'big story' of the Bible.   | religions and world views.  | respond to ideas in RE.   | questions, ideas and points of view.  | religions & world views thoughtfully<br><br>I know how to consider why Christians read the 'big story' of the Bible as pointing out the need for God to save people.                  | why religions & world views matter<br>I know how to explore how Christians believe that is the Messiah. (Jewish people do not think Jesus is the Messiah.) | interpret ideas, sources & arguments |
| Strand                    | Reception   |  | Year 1  | Year 2  | Year 3  | Year 4  | Year 5  | Year 6   | Year 7                               |
| Vocabulary (accumulative) | celebrate, tradition, special, similar, different, respect, belong, remember, event culture food, clothes God, Religion Special books Special places Special stories                        |  | symbol, thankful, faith, belief, worship, creation story Christian, Creator, Easter, altar, Jewish, bimah, Ark, Judaism, shabbat prayer Moses Passover/Pesach | co-operation, belonging, holiness, sacred, spiritual, values, community, worship, Moses, respect, role model Ten Commandments Baptism Golden rules Sacred text Courage, | Incarnation Trinity, commitment, ritual, Messiah, liturgy, Holy Spirit God the Creator, resurrection Heaven. Exodus, Law-giver, Inspiration, Muslim, Islam, Allah, Prophet, | Brahman, Divali, karma, dharma, non-religious, spiritual but not religious, self-expression charity pilgrim, pilgrimage, symbol, devotion, life after death, destiny, soul, paradise. | inter-faith, moral values, moral codes, Pentecost, commitment, compassion, Eucharist, Prophethood, Ummah, 5 Pillars, Prophet Iman (faith), Hadith, Hajj. ahimsa, akhlaq (character or | religious plurality, persecution, prejudice, Beth Shalom, Star of David Justice bystander upstander remembrance rationalist, agape,                        |                                      |

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|  |  |  |                    |                           |  |  |  |  |  |
|--|--|--|--------------------|---------------------------|--|--|--|--|--|
|  | Prayer<br>Bible<br>Church<br>Jesus<br>Religious celebrate,<br>Non-religious<br>celebration,<br>festival,<br>Christmas,<br>Harvest Festival |  | Torah<br>Synagogue | Persistence,<br>Forgiving | mosque,<br>Qur'an,<br>moon and star,<br>Muhammad,<br>Hindu,<br>mandir,<br>shrines<br>Aum<br>Murtis<br>gods and<br>goddesses, |  | moral conduct)<br>Mahatma.<br>Atheist,<br>agnostic,<br>Humanist, |  |  |
|--|--|--|--------------------|---------------------------|--|--|--|--|--|

Teachers use continuous assessment to identify and assess gaps during teaching. Assessment grids are completed annually for Y1 – Y6 to show children's progress towards the end of year objectives on the knowledge progression grids. All data is passed onto the RE Team who use it to inform their action planning.

Spring term – Incarnation/Salvation

Summer term – Other world faith/Views taken from an Agreed Syllabus Unit