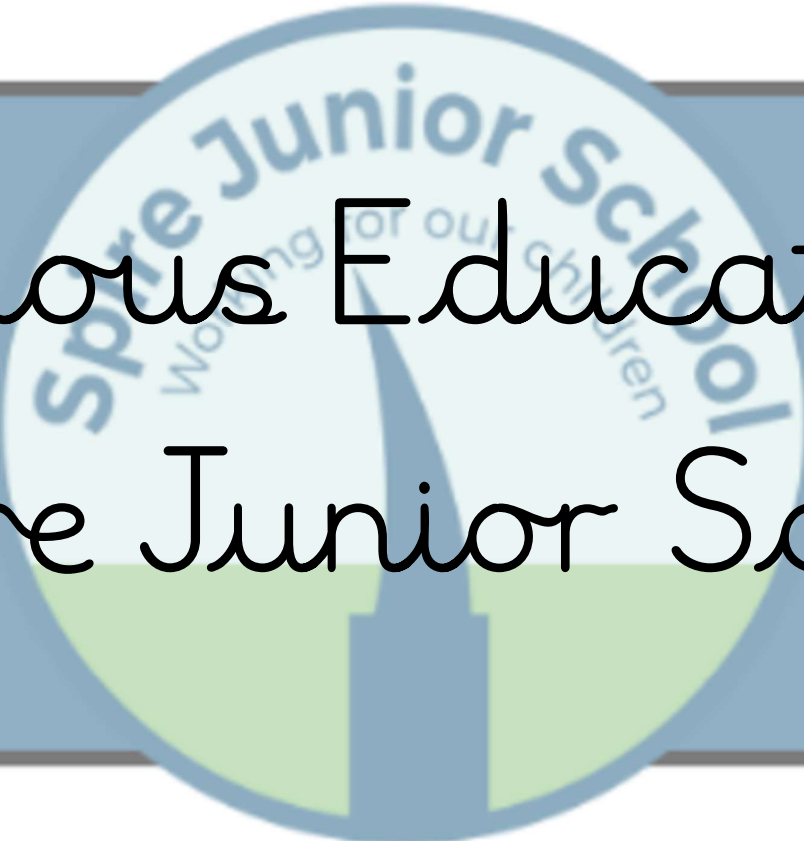


The logo of Spire Junior School is a circular emblem. The top half is light blue with the text 'Spire Junior School' in a dark blue, sans-serif font. Below this, in a smaller font, is the phrase 'Working for our children'. The bottom half of the circle is divided into two light green sections by a dark blue vertical line that extends from the center of the circle down to the bottom edge. The entire logo is centered behind a light blue rectangular banner.

Religious Education at Spire Junior School

Religious Education at Spire Junior School

At Spire Junior School, we complete RE lessons once a week. Religious Education at Spire Junior School aims to teach the children about diverse cultures and religions. We want to encourage the children to explore and be curious about world religions. We follow guidance from The Derbyshire and Derby Agreed Syllabus and there are questions within the guide that aim to give the children a broad and realistic overview of the world we live in today.

We live in a multi-cultural society where the children mix with others, and whilst at Spire Junior school, we teach the main religions that are practised in the United Kingdom today. We learn about Christianity, Islam, Hinduism, Judaism and Sikhism. We also talk about Humanism, and we strongly encourage the children to express their views to challenging and thought-provoking questions. Children enjoy learning about other cultures and religions and show curiosity and a deep interest in others. We are proud of our children who all show compassion, tolerance and understanding of the many different views expressed and talked about within the classroom.

Derbyshire

Agreed Syllabus for Religious Education
2025-2030



RE long term overview

	<u>Key Question</u>	
<u>Cycle A</u>	<u>Y3/4</u>	<u>Y5/6</u>
<u>Autumn 1</u>	Believing L2.2 Why is the bible so important for Christians today? Christianity	Believing U2.3 What do religions say to us when life gets hard? Christianity, Hinduism, non-religious (eg humanists)
<u>Autumn 2</u>	Believing L2.3 Why is Jesus inspiring to some people? Christianity	Believing U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) Christianity
<u>Spring 1</u>	Expressing L2.5 Why are festivals important to religious communities? Ramadan, Diwali, Pesach Hinduism/Judaism/Islam	Expressing U2.5 Is it better to express your religion in art and architecture or charity and generosity? Christianity, Muslims, non-religious (humanists)
<u>Spring 2</u>	Expressing L2.6 Why do some people think that life is a journey? What significant experiences mark this? Christianity, Hinduism and/or Judaism	Expressing U2.9 What can be done to reduce racism? Can religion help? Christianity, Muslims, non-religious
<u>Summer 1</u>	Living L2.8 What does it mean to be a Hindu in Britain today? Hinduism	Living U2.7 What matters most to Christians and Humanists?
<u>Summer 2</u>	Only 5 topics covered a year.	Only 5 topics covered a year.

	Key Question	
<u>Cycle B</u>	<u>Y3/4</u>	<u>Y5/6</u>
<u>Autumn 1</u>	Believing L2.1 What do different people believe about God? Christianity, Hinduism, Islam	Believing U2.1 Why do some people believe God exists? Christianity and Humanists
<u>Autumn 2</u>	Expressing L2.4 Why do people pray? Christianity, Hinduism, Islam	Expressing U2.4 If God is everywhere, why go to a place of worship? Christianity, Hinduism, Judaism
<u>Spring 1</u>	Expressing L2.5 Why are festivals important to religious communities? Easter focus	Living Green religion U2.10 How and why should religious communities do more to care for the Earth? Christianity, Hinduism, Judaism
<u>Spring 2</u>	Living L2.9 What can we learn from religions about deciding what is right and wrong? Christianity/Judaism and non-religious responses	Living U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or ummah (community)? Christianity, Hinduism, Islam
<u>Summer 1</u>	Living L2.7 What does it mean to be a Christian in Britain today?	Living U2.6 What does it mean to be a Muslim in Britain today?
<u>Summer 2</u>	Only 5 topics covered a year.	Only 5 topics covered a year.

D2 A progression overview for 5-14s: outcomes

Aims in RE: A progression grid	At the end of key stage 1 most pupils will be able to:	At the end of key stage 2 most pupils will be able to:
Know about and Understand A1. Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities	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;	Describe and make connections between different features of the religious and non-religious 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;
Know about and Understand A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religious and non-religious worldviews	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;	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;
Know about and Understand A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning;
Express and Communicate B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities	Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;	Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities;
Express and Communicate B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;	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;
Express and Communicate B3. Appreciate and appraise varied dimensions of religion	Notice and respond sensitively to some similarities between different religious and non-religious worldviews;	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews;
Gain and deploy skills C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively	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;	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;
Gain and deploy skills C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all	Find out about and respond with ideas to examples of co-operation between people who are different;	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect;
Gain and deploy skills C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.	Find out about questions of right and wrong and begin to express their ideas and opinions in response.	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.

Progression of Vocabulary LKS2

Lower Key Stage 2 (Connecting)

General Language:

- Religion
- Spiritual
- Commitment
- Values
- Prayer
- Pilgrim
- Pilgrimage
- Ritual
- Symbol
- Community
- Worship
- Devotion
- Belief
- Life after death
- Destiny
- Soul
- Inspiration
- Role-model

Non-religious Worldviews:

- Humanist
- Golden Rule
- Non-religious
- Spiritual but not religious
- Atheist

Christianity:

- Christian
- Christmas
- Easter
- Pentecost
- Harvest Festival
- Messiah
- Liturgy
- Church
- Gospel
- Jesus
- Holy Spirit
- God the Creator
- Trinity
- Heaven

Judaism:

- Jewish
- Judaism
- Moses
- Exodus
- Lawgiver
- Ten Commandments
- Star of David
- Passover/Pesach
- Shabbat
- Shema
- Torah

Islam:

- Muslim
- Islam
- Allah
- Prophet
- Mosque
- Qur'an
- Surah
- Moon and star
- Paradise

Hindu Dharma:

- Hindu
- Ahimsa
- Karma
- Dharma
- Murtis
- Brahman
- Mandir
- Gods
- Goddesses
- Shrines
- Mahatma

Progression of vocabulary UKS2

Judaism:

- Judaism
- Jewish
- Synagogue
- Schul
- Jerusalem
- Western Wall
- Orthodox
- Reform
- Tu B'Shevat
- Tzedakah
- Tikkun olam

Islam:

- Muslim
- Allah
- Prophethood
- Ummah
- Five Pillars
- Prophet Muhammad
- Iman (faith)
- Akhlaq (character/moral conduct)
- Qur'an
- Hadith
- Mosque
- Hajj

Non-religious Worldviews:

- Atheist
- Agnostic
- Humanist
- Rationalist
- Golden Rule
- 'Spiritual but not religious'

Upper Key Stage 2 (Connecting)

General Language:

- Religion
- Harmony
- Respect
- Justice
- Faith
- Interfaith
- Tolerance
- Moral values
- Religious plurality
- Moral codes
- Holiness
- Spiritual
- Inspiration
- Vision
- Symbol
- Community
- Commitment
- Values
- Sources of wisdom
- Golden Rule
- Charity
- Place of worship
- Sacred text
- Devotion
- Prayer
- Worship

- Compassion
- Prejudice
- Persecution

Christianity:

- Christian
- Jesus
- Bible
- Gospel
- Letters of Saint Paul
- Trinity
- Incarnation
- Holy Spirit
- Resurrection
- Christmas
- Easter
- Pentecost
- Eucharist
- Agape

Y3 /4 Cycle A

Key question L2.2: Why is the Bible important for Christians today?

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: Teachers can select content from these examples and add more of their own.
Strand: Believing Recommended Y3 Questions in this thread: F1 Which stories are special and why? 1.4 What can we learn from sacred books? 3.2 Does living biblically mean obeying the whole Bible? Religions and worldviews: Christians	Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage: Emerging: - Recall and name some Bible stories that inspire Christians (A2). - Identify at least two ways Christians use the Bible in everyday life (B1). Expected: - Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). - Give examples of how and suggest reasons why Christians use the Bible today (B1). - Describe some ways Christians say what God is like, with examples from the Bible, using different forms of expression (A1). - Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3). Exceeding: - Explain how the Bible uses different kinds of stories to tell a big story (A2). - Suggest why Christians believe that God needs to rescue/save human beings (B2).	- Talk about sources of guidance and wisdom in their own and others' lives: who or what helps them to decide how to live? Introduce the Bible as a guide for Christians. - Give pupils a brief introduction to the Christian Bible – Old and New Testaments, divided into books, chapters and verses; different types of writing (illustrate with two examples e.g. histories, laws, poems, prayers, biographies (such as the Gospels), letters); (be clear that what Christians call the 'Old Testament' is Jewish scripture too). - Introduce pupils to the idea that for Christians, the Bible is the basis of Christian teachings, part of the 'organised worldview' of Christians. Not all Christians read the Bible, but in Christian teaching, the Bible tells them about what God is like. It also tells a 'big story' of God's dealings with human beings: God loves humans and created a wonderful world for people (creation); humans disobey God and go their own way ('the Fall'); God sends his Son, Jesus (incarnation) to save people – to bring them back to God (salvation). This story explains why Christians think they need to say sorry to God, why they try to follow Jesus, and why they are grateful to God for sending Jesus. It shows why Christians think the Bible is still important because it tells them about how to live, and why they should follow God. - Creation: Read Genesis 1 (use a lively children's version). Ask pupils to create dance/movement actions for each day, or artworks to reflect the narrative; focus on what the narrative shows God is like – powerful, creative, good etc. - Find out what good and bad things people sometimes do. Explore the idea of temptation: what things are tempting? Why do we give in sometimes? Do we sometimes blame others? Tell the story of Adam and Eve giving in to temptation (Genesis 3 – often called 'the Fall'). Does the way the people behave sound familiar? What lessons do pupils think Christians might learn from this story? Christian teaching says that people all choose to go against God's commands. Think about why Christians say people need to ask God to forgive them. - Explore creatively the Lost Coin, Sheep and Son stories (Luke 15), building on prior learning, and how Christians interpret them as showing how much God wants 'sinners' to turn back to him; ask some Christians what they mean when they say Jesus saves or rescues them. - Look at examples of how some Christians use the Bible – for everyday prayer and Bible reading (often using notes), in Bible study groups; read aloud in church, with people talking about the meaning. What are the good things, and the difficult things Christians might find from trying to follow this book in day-to-day life?

Key question L2.3: Why is Jesus inspiring to some people?

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Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: Teachers can select content from these examples and add more of their own.
Strand: Believing Recommended Y4 Questions in this thread: F2 Which people are special and why? U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century? 3.3 What is so radical about Jesus? Religions and worldviews: Christians	Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage: Emerging: - Ask questions raised by the stories and life of Jesus and followers today; give examples of how Christians are inspired by Jesus (B1). - Suggest some ideas about good ways to treat others, arising from their learning (C3). Expected: - Make connections between some of Jesus' teachings and the way Christians live today (A1). - Describe how Christians celebrate Holy Week and Easter Sunday (A1). - Identify the most important parts of Easter for Christians and say why they are important (B1). - Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2). Exceeding: - Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, incarnation, salvation) – see unit L2.2), reflecting on why this inspires Christians (A1). - Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2).	- Briefly explore what makes a person inspirational to others, identifying characteristics of a good role model. - Recall stories of Jesus that pupils have learnt in previous units. Make some connections as you explore creatively some other words and actions of Jesus which continue to inspire Christians today e.g. parables of the kingdom of heaven (Matthew 13:1–45: sower, mustard seed, pearl etc.); parables of forgiveness (good Samaritan, Luke 10:29–37; two debtors, Luke 7:36–50; unforgiving servant, Matthew 18:21–35); hot-seat characters, freeze-frame or act out stories; create artworks; collect pupils' questions, then ask some Christians to explain how they interpret these stories. - Use the events of Holy Week and Easter to find out why Jesus is so important to Christians today; build on prior learning from Unit 1.6 and explore how the events of Holy Week are celebrated by Christians, e.g. Palm Sunday, waving palms; Maundy Thursday, washing feet; sorrow of Good Friday services; darkness in churches on Saturday; light and joy of Easter Day. (Note that celebrations vary between different Christian groups.) - Explore the question: why do Christians call Good Friday 'good'? Include the terms incarnation (Jesus as God as a human being) and salvation (Christians believe that Jesus' death and resurrection opens up a way for people to be forgiven and get close to God) (see Unit L2.2 for more on these terms). - Find out about the impact that believing in Jesus can have on a Christian's life and how Jesus has inspired some examples of contemporary inspirational Christians, e.g. how Christians show gratitude to Jesus for saving them and dealing with sin and death and bringing forgiveness – by prayer, worship, giving generously, telling other people about Jesus, caring for others. - Introduce the belief that Christians cannot be completely good and so they rely on the Holy Spirit to help them follow Jesus and be more like him (see the 'fruit of the Spirit', Galatians 5:22–23). - Follow this up with examples of what some Christians say are the most important attitudes and values to have, as inspired by Jesus' teachings and actions (e.g. love, fairness, service, sacrifice, joy), comparing these with what pupils believe to be most important.

Key question L2.5: Why are festivals important to religious communities?

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Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: Teachers can select content from these examples and add more of their own.
Strand: Expressing Recommended Y3 & Y4 Questions in this thread: F4 Which times are special and why? 1.6 How and why do we celebrate special and sacred times? U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? 3.7 How can people express the spiritual through the arts? Religions and worldviews: Christians plus Hindus and/or Jewish people and/or Muslims Note: Schools may want to explore major festivals each year; if so, they should ensure that there is progression in pupils' learning across the age range. Note also the overlap with key question L2.3, which explores Easter in the context of Jesus's life.	Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage: Emerging: - Recognise and identify some differences between religious festivals and other types of celebrations (B2). - Retell some stories behind festivals (e.g. Christmas, Diwali, Pesach) (A2). Expected: - Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). - Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). - Identify similarities and differences in the way festivals are celebrated within and between religions (A3). - Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). Exceeding: - Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2). - Suggest how and why religious festivals are valuable to many people (B2).	- Think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this. - Consider the meanings of the stories behind key religious festivals, e.g. Christmas, Easter, Pentecost, Harvest in Christianity; Diwali in Hinduism; Pesach, Rosh Hashanah and Yom Kippur in Judaism; Eid in Islam. Build on any prior learning when looking at any of these festivals. - For each of the festivals explored, describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals. - Notice and think about similarities and differences between the way festivals are celebrated e.g. Christmas or Holy Week within different Christian traditions; between home and places of worship. - Study key elements of festivals: shared values, story, beliefs, hopes and commitments. - Consider questions about the deep meaning of the festivals: does light conquer darkness (Diwali)? Is love stronger than death (Easter)? Can God free people from slavery (Pesach)? Is it good to say sorry (Yom Kippur)? Does fasting make you a better person? How? (Ramadan and Eid-ul-Fitr; Lent). You might use Philosophy for Children approaches to open up these questions. - Explore the benefits of celebration to religious communities by asking some local believers: why do they keep on celebrating ancient events? - Consider questions about the role of festivals in the life of Britain today: Is Comic Relief day a bigger festival than Easter? Should everyone be allowed a day off work for their festivals? Is Christmas for the Christians or for everyone? Can the real meaning of a festival be preserved, or do the shops and shopping always take over? What are the best ways to recall important past events and stories, and to bring communities together?

Key question L2.6: Why do some people think that life is a journey? What significant experiences mark this?

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Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: Teachers can select content from these examples and add more of their own.
Strand: Expressing Recommended Y4 Questions in this thread: FS: Which times are special and why? 1.6 How and why do we celebrate special and sacred times? Religions and worldviews: Christians, Hindus and/or Jewish people NB Question U2.3 (What do religions say to us when life gets hard?) will explore beliefs about death and afterlife in Upper KS2, so this unit need only introduce some key ideas and ways believers mark the end of life.	Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage: Emerging: - Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1). - Identify at least two promises made by believers at these ceremonies and say why they are important (B1). Expected: - Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). - Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). - Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). - Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1). Exceeding: - Explain similarities and differences between ceremonies of commitment (B3). - Discuss and present their own ideas about the value and challenge of religious commitment in Britain today (C2).	- Explore and use the religious metaphor of life as a journey. What are the significant milestones on this journey? What other metaphors could be used for life? - Consider the value and meaning of ceremonies which mark milestones in life, particularly those associated with growing up and taking responsibility within a faith community: in Christianity, confirmation and "believers' baptism" or adult baptism, first communion and confession (Roman Catholic); sacred thread ceremony in Hinduism; <i>bar/bat mitzvah/chayil</i> in Judaism. Explore the symbols and rituals used, and the promises made. How do non-religious people mark these moments? Find out about Humanist naming days. - What meaning do these ceremonies have to the individual, their family and their communities? - List, sort and order some different commitments held by believers in different religions – and by the pupils themselves (e.g. to pray every day, to read holy texts, to try to be good, to exercise regularly, to look after others, to treat the earth well, to follow God, to use words wisely, to practise kindness and generosity, etc.); comment on what difference they might make to someone's personal worldview. - Think about the symbolism, meaning and value of ceremonies that mark the commitment of a loving relationship between two people: compare marriage ceremonies and commitments in two religious traditions. What promises are made? Why are they important? Compare with non-religious ceremonies. - Explore some basic ideas about what Christians, Hindus and Jewish people believe about life after death; how do they mark the end of life? - Work with the metaphor of life as a journey: what might be the signposts, guidebooks, stopping points or traffic jams? Does religious or spiritual teaching help believers to move on in life's journey? - Create a 'map of life' for a Hindu, Jewish or Christian person, showing what these religions offer to guide people through life's journey. Can anyone learn from another person's 'map of life'? Is a religion like a 'map of life'? - Reflect on pupils' own ideas about community, belonging and belief. Are these only part of organised religions, or are they important for everyone?

Key question L2.8: What does it mean to be a Hindu in Britain today?

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Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: Teachers can select content from these examples and add more of their own.
Strand: Living Recommended Y4 Questions in this thread: F5: Where do we belong? 1.7 What does it mean to belong to a faith community? L2.7 What does it mean to be a Christian in Britain today? U2.6 What does it mean to be a Muslim in Britain today? 3.8 What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today? Religions and worldviews: Hindus	Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage: Emerging: - Identify and name examples of what Hindus have and do in their families and at mandir to show their faith (A3). - Ask good questions about what Hindus do to show their faith (B1). Expected: - Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1). - Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). - Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). - Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). Exceeding: - Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3). - Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1).	- Find out about how Hindus show their faith within their families. Note that what RE calls 'Hinduism' is called 'Sanatana Dharma' within the tradition – i.e. 'Eternal Way'. It is incredibly diverse as a whole way of life rather than a set of beliefs. What objects might you find in a Hindu's home and why? E.g. murtis, family shrine, statues and pictures of deities, puja tray including incense, fruit, bells, flowers, candles; some sacred texts such as the Bhagavad Gita, OM symbols. What kinds of things would Hindu families do during the week? Daily puja, blessing food, aarti ceremony, singing hymns, reading holy texts, visit the temple etc. Talk about which objects and actions are most important and why. What similarities and differences are there with the family values and home rituals of pupils in the class? - Look at the Ramayana, the story of Rama and Sita. Use it to explore ideas of dharma, karma, devotion, and good vs evil. - Explore Hindu ideas about the four aims of life (punusharthas) – dharma: religious or moral duty; artha: economic development, providing for family and society by honest means; kama: regulated enjoyment of the pleasures and beauty of life; moksha: liberation from the cycle of birth and rebirth (reincarnation). Compare these with pupils' goals for living. - Explore Hindu ideas of karma – how actions bring good or bad karma. Find out how and why 'snakes and ladders' links with Hindu ideas of karma. - Explore what Hindus do to show their tradition within their faith communities. What do they do together and why? E.g. visiting the temple/mandir, performing rituals, including prayer, praise such as singing hymns/songs (bhajans), offerings before the murtis, sharing and receiving prashad (an apple or sweet) representing the grace of God; looking at Hindu iconography – how do the different images show the different characters and attributes of the deities? Ask some Hindu teenagers about how they show their faith. - Find out about some ways in which Hindus make a difference in the worldwide community. How does a Hindu way of life guide them in how they live? E.g. Mahatma Gandhi, Pandurang Shastri Athavale.

Y3 /4 Cycle B

Key question L2.1: What do different people believe about God?

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Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: Teachers can select content from these examples and add more of their own.
Strand: Believing Recommended Y3 Questions in this thread: 1.1-3 Who is Christian / Muslim / Jewish and what do they believe? U2.1 Why do some people believe God exists? 3.2 Do we need to prove God's existence? Religions and worldviews: Christians, Hindus and/or Muslims	Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage: Emerging: - Identify beliefs about God that are held by Christians, Hindus and/or Muslims (B1). - Retell and suggest the meanings of stories from sacred texts about people who encountered God (A1). Expected: - Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). - Ask questions and suggest some of their own responses to ideas about God (C1). - Suggest why having a faith or belief in something can be hard (B2). - Identify how and say why it makes a difference in people's lives to believe in God (B1). Exceeding: - Identify some similarities and differences between ideas about what God is like in different religions (B3). - Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1).	- Talk about ways in which we exercise trust and faith in our everyday lives. - Find some examples of how we know about something we have not seen or experienced for ourselves. - What do people believe about God? Explore some of the ways in which religions name and describe the attributes of God, with a particular focus on how Christians think of God as Trinity – Father, Son and Holy Spirit; the 99 Names of Allah; or Hindu beliefs about the Trimurti – Brahma (creator), Vishnu (preserver), Shiva (destroyer). - Study art (Christians), calligraphy (Muslims) and/or murtis (Hindus) used to represent ideas about God to find out what they say about God. - Explore how ideas about God are shown in stories/narratives: e.g. encounters which help believers to understand God's relationship with people e.g. Moses and the Burning Bush (Exodus 3:1–15), Jonah (book of Jonah in the Old Testament); Baptism of Jesus (Mark 1:9–11); Pentecost (Acts 2:1–21) and Paul's conversion (Acts 9:1–19); stories Jesus told which teach about God e.g. the parable of the Lost Son (or the Forgiving Father) (Luke 15:11–32). - Hindu texts which describe the indescribable (e.g. extract some of the more concrete metaphors from Bhagavad Gita 7:8–9 and 10:21–41; [www.asitis.com/7/] or the poem 'Who?' by Sri Aurobindo). - Explore stories which help Muslims understand the nature of God e.g. the story of the Night of Power – the revelation of the Qur'an to Muhammad, and the story of Muhammad's night journey and ascension. - Examine similarities and differences between these views of God. - Explore the influence believing in God has on the lives of believers – how it affects their personal worldviews. - Explore the fact that many people do not believe in God. Find out some reasons why, and consider what difference it can make to someone's personal worldview. - Reflect on pupils' own questions and ideas about God in light of their learning. - Express their own ideas about God (whether or not they believe God exists) through art, music, poetry or drama.

Key question L2.4: Why do people pray?

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Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: Teachers can select content from these examples and add more of their own.
Strand: Expressing Recommended Y3 Questions in this thread: F3 Which places are special and why? 1.5 What makes some places sacred? U2.4 If God is everywhere, why go to a place of worship? 3.6 Should religious buildings be sold to feed the starving? Religions and worldviews: Christians, Hindus and/or Muslims	Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage: Emerging: - Describe what some believers say and do when they pray (A1). - Respond thoughtfully to examples of how praying helps religious believers (B2). Expected: - Describe the practice of prayer in the religions studied (A2). - Make connections between what people believe about prayer and what they do when they pray (A3). - Describe ways in which prayer can comfort and challenge believers (B2). - Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). Exceeding: - Explain similarities and differences between how people pray (B3). - Consider and evaluate the significance of prayer in the lives of people today (A1).	- Discover and think about the meanings of the words of key prayers in three religions – e.g. the Muslim First Surah of the Qur'an, the Christian Lord's Prayer and the Hindu Gayatri Mantra. - Learn that Hindus, Muslims and Christians may pray in many different ways, both using set forms of words and more spontaneously, and the three religions believe similar and different ideas about how God hears prayers. - Consider the idea that some people describe themselves as 'spiritual but not religious' and some of them may like to pray in their own way. - Consider the idea that some non-religious people may believe it is more use to be kind or to help someone than to pray for them. Some non-religious people use practices like listing things they are thankful for at the end of the day (e.g. in a 'gratitude journal'). - Find out about some symbols used in prayers in different religions. - Explore connections between prayer in three different religions. - Explore the impact of prayer: does it enable people to feel calm, hopeful, inspired, close to God or challenged? How? - Ask good questions about answered and unanswered prayer and find out some answers to these questions. - Discuss and consider the impact of praying, using some stories from inside the religions, e.g. stories of answered prayer, or of the origin of a prayer in ancient India, in Jesus' teaching or in the Holy Qur'an. - Make links between beliefs and practice of prayer in different religions. - Ask pupils to weigh up the value and impact of these key ideas for themselves: are there benefits in recalling things you are grateful for, things you are sorry about, ways in which you would like to be better, or for things to be better for other people? What benefits might there be? Do pupils ever do these things?

Key question L2.5: Why are festivals important to religious communities?

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Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: Teachers can select content from these examples and add more of their own.
Strand: Expressing Recommended Y3 & Y4 Questions in this thread: F4 Which times are special and why? 1.6 How and why do we celebrate special and sacred times? U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? 3.7 How can people express the spiritual through the arts? Religions and worldviews: Christians plus Hindus and/or Jewish people and/or Muslims Note: Schools may want to explore major festivals each year; if so, they should ensure that there is progression in pupils' learning across the age range. Note also the overlap with key question L2.3, which explores Easter in the context of Jesus's life.	Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage: Emerging: - Recognise and identify some differences between religious festivals and other types of celebrations (B2). - Retell some stories behind festivals (e.g. Christmas, Diwali, Pesach) (A2). Expected: - Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). - Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). - Identify similarities and differences in the way festivals are celebrated within and between religions (A3). - Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). Exceeding: - Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2). - Suggest how and why religious festivals are valuable to many people (B2).	- Think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this. - Consider the meanings of the stories behind key religious festivals, e.g. Christmas, Easter, Pentecost, Harvest in Christianity; Diwali in Hinduism; Pesach, Rosh Hashanah and Yom Kippur in Judaism; Eid in Islam. Build on any prior learning when looking at any of these festivals. - For each of the festivals explored, describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals. - Notice and think about similarities and differences between the way festivals are celebrated e.g. Christmas or Holy Week within different Christian traditions; between home and places of worship. - Study key elements of festivals: shared values, story, beliefs, hopes and commitments. - Consider questions about the deep meaning of the festivals: does light conquer darkness (Diwali)? Is love stronger than death (Easter)? Can God free people from slavery (Pesach)? Is it good to say sorry (Yom Kippur)? Does fasting make you a better person? How? (Ramadan and Eid-ul-Fitr; Lent). You might use Philosophy for Children approaches to open up these questions. - Explore the benefits of celebration to religious communities by asking some local believers: why do they keep on celebrating ancient events? - Consider questions about the role of festivals in the life of Britain today: Is Comic Relief day a bigger festival than Easter? Should everyone be allowed a day off work for their festivals? Is Christmas for the Christians or for everyone? Can the real meaning of a festival be preserved, or do the shops and shopping always take over? What are the best ways to recall important past events and stories, and to bring communities together?

Key question L2.9: What can we learn from religions about deciding what is right and wrong?

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Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: Teachers can select content from these examples and add more of their own.
Strand: Living Recommended Y4 Questions in this thread: 1.8 How should we care for others and the world, and why does it matter? U2.7 What matters most to Christians and Humanists? 3.10 Does religion help people to be good? Religions and worldviews: Christians, Jewish people, non-religious (e.g. Humanist)	Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage: Emerging: - Recall and talk about some rules for living in religious traditions (B2). - Find out at least two teachings from religions about how to live a good life (C3). Expected: - Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). - Make connections between stories of temptation and why people can find it difficult to be good (A2). - Give examples of ways in which some inspirational people have been guided by their religion (B1). - Discuss their own and others' ideas about how people decide about right and wrong (C3). Exceeding: - Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system (B3). - Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C3).	- Explore teachings which act as guides for living within Judaism, Christianity, and a non-religious belief system, e.g. the Ten Commandments (Exodus 20:1–21, Deuteronomy 5:1–22), the Two Commandments of Jesus (Mark 12:28–34), the golden rule for Humanists. Work out what people must have been doing if they needed to be given those rules. Do people still behave like that? What difference would it make if people keep these guides for living? - Use religious stories to explore the idea of temptation, and how it affects how people choose between good and bad, e.g. in Christianity, use Genesis 3 and the 'Fall', and Jesus resisting temptation in Matthew 4. - Share teachings from different religions that give examples of how to live 'a good life', e.g. connect with Unit L2.10 to explore Jewish teachings about being thankful (the Talmud teaches that Jews should say thank you 100 times a day! The Siddur prayer book contains numerous 'baruch atah Adonai' prayers - 'Blessed are you, King of the universe'); or Christian teaching from Jesus on the Beatitudes (Matthew 5:2–13). - Talk about how pupils learn the difference between right and wrong. Is it always clear? How do people know? Sometimes the commands or guidance from religions help people to work out what the right thing is. Consider how helpful it is to have guidance like this for making choices and decisions in everyday life. Is it sometimes difficult for believers to follow the guidance? Note how there may be a difference between the teachings of organised worldviews and the personal worldviews of individuals within a tradition; not everyone follows all the teachings of their religion. - If religions say that God inspires their rules for living, where do non-religious people look for guidance? Find out about how Humanists decide about right and wrong. - Explore some dilemmas where children have to choose between different actions, where some are clear-cut right/wrong, and others are a bit less clear. Explore whether it would be easier for a religious believer to decide. - Explore the lives of some inspirational religious individuals (e.g. Desmond Tutu, Martin Luther King Jr). Consider how their religious faith inspired and guided them in their lives. - Reflect on the value of love, forgiveness, honesty, kindness, generosity and service in pupils' own lives and the lives of others, in the light of their studies in RE.

Key question L2.7: What does it mean to be a Christian in Britain today?

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Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: Teachers can select content from these examples and add more of their own.
Strand: Living Recommended Y3 Questions in this thread: F5 Where do we belong? 1.7 What does it mean to belong to a faith community? L2.8 What does it mean to be a Hindu in Britain today? U2.6 What does it mean to be a Muslim in Britain today? 3.8 What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today? Religions and worldviews: Christians	Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage: Emerging: - Identify and name examples of what Christians have and do in their families and at church to show their faith (A3). - Ask good questions about what Christians do to show their faith (B1). Expected: - Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). - Describe some ways in which Christians express their faith through hymns and modern worship songs (A2). - Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). - Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). Exceeding: - Explain similarities and differences between at least two different ways of worshipping in two different Christian churches (A3). - Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1).	- Find out about how Christians may show their faith within their families. What objects might you find in a Christian's home and why? E.g. Bible, cross/crucifix, palm cross, pictures of Jesus or the holy family (Mary, Joseph and Jesus), Christian magazines, CDs of Christian music, some Bible verses on the fridge. What kinds of things might Christian families do during the week? E.g. grace before meals, family prayers and Bible reading, private prayer and Bible reading, giving money to charity. Talk about which objects and actions are most important and why. What similarities and differences are there with the family values and home rituals of pupils in the class? - Explore what some Christians do to show their faith within their church communities. What do they do together and why? Explore church noticeboards or websites to find out what goes on in at least two different kinds of churches (e.g. Anglican, Baptist, Roman Catholic, Pentecostal), and some of the similarities and differences between what Christians do there. E.g. Sunday school classes, 'Messy Church', Girls Brigade, Boys' Brigade, Sunday services, different types of worship music, home groups. Ask some teenagers from two churches about how they show their faith. - Find out what Christians do to show their faith in how they help their local community. Choose one or two local churches to illustrate local involvement, e.g. in food banks, running crèches and toddler groups, supporting those in need (e.g. St Vincent de Paul Society), running 'Christians Against Poverty' money management courses, Alpha Courses, cake sales, visiting the sick, etc. Obviously, Christians are not the only people who do these things, but find out <i>why</i> Christians and others do work hard to help people in their communities. What kinds of things do pupils at your school do to help others, and why? - Find out about some ways in which Christians make a difference in the worldwide community. How do they show that they are Christians? E.g. Pope Francis, Loretta Minghella (Director of Christian Aid). See if there are local Christians who are involved in fighting for justice etc. - Talk about how Christians practise their faith in many ways. For some, believing is central, for others it is more about participation in Christian fellowship, and for others it may be about making the world a fairer place – or a combination of all three. What would pupils say makes someone a Christian and why?

Y5 /6 Cycle A

Key question U2.3: What do religions say to us when life gets hard?

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Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: Teachers can select content from these examples and add more of their own.
Strand: Believing Recommended Y6 Questions in this thread: 3.4 Is death the end? Does it matter? 3.5 Why is there suffering? Are there any solutions? Religions and worldviews: Christians, Hindus and non-religious responses (e.g Humanists)	Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage: Emerging: • Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1). • Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3). Expected: • Express ideas about how and why religion can help believers when times are hard, giving examples (B2). • Outline Christian, Hindu and/or non-religious beliefs about life after death (A1). • Explain some similarities and differences between beliefs about life after death (B2). • Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3). Exceeding: • Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples (B1). • Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3).	<i>Note: although this is a challenging topic, especially to do with death, it is one that needs to be considered in primary school. Be mindful of the particular context in your classroom.</i> • Use stimulus material to encourage pupils to ask questions about life, death, suffering, and what matters most in life. • Analyse and evaluate pupils' questions, to recognise and reflect on how some 'big questions' do not have easy answers, and how people offer different answers to some of the big questions about life, death, suffering etc. • Explore ways in which religions help people to live, even when times are tough, e.g. through prayer, giving a sense of purpose, a guide to deciding what is right and wrong, membership of a community who care for each other, opportunities to celebrate together. Ask some religious believers to explain how their faith has helped them in difficult times, and how it encourages them to enjoy life too. • Introduce the idea that most religious traditions teach about some form of life after death, which can bring comfort to people as they face suffering, or if they are bereaved. Teach pupils that many non-religious people believe that death is the end of life, and that there is no afterlife. • Learn some key concepts about life after death in Christianity (such as judgement, heaven, salvation through Jesus); and Hinduism (karma, soul, samsara, reincarnation and moksha); also, one non-religious view about what happens after death, e.g. Humanism. • Look at examples of 'art of heaven' in which religious believers imagine the afterlife; explore how these art works reflect Christian, Hindu and non-religious beliefs; get pupils to respond with artwork of their own. How do ideas of life after death help people in difficult times? • Consider similarities and differences in ceremonies that mark the end of life on Earth and how these express different beliefs. • Read and respond to prayers, liturgies, meditation texts and songs/hymns used when someone has died, and think about the questions and beliefs they address. • Taking due care, ask pupils to reflect on and express their own ideas, concerns and possibly worries about death and the idea of life beyond.

Key question U2.2: What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)

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Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: Teachers can select content from these examples and add more of their own.
Strand: Living Recommended Y5 Questions in this thread: F2 Which people are special and why? L2.3 Why is Jesus inspiring to some people? 3.3 What is so radical about Jesus? Religions and worldviews: Christians	Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage: Emerging: • Make connections between some of Jesus' teachings and the way Christians live today (A1). • Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas (C3). Expected: • Outline Jesus' teaching on how his followers should live (A2). • Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3). • Explain the impact Jesus' example and teachings might have on Christians today (B1). • Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3). Exceeding: • Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus (A2). • Investigate and explain the challenges of following Jesus' teaching about love, forgiveness, justice and/or generosity, expressing their own ideas (C3).	• Build on learning from key question L2.3, and note where some key texts have been studied before. Use the ideas below to explore Jesus' teachings and example and how they inspire many Christians today. Consider the extent to which Jesus' values and example would benefit today's world, within the school community, local and national communities and out to the global community. • Examine Jesus' mission (Luke 4:18–19). Find examples of where he fulfilled this. • Love: use some of Jesus' stories, teachings and examples to understand what Christians believe he meant by loving others (e.g. greatest commandments, Matthew 22:37–40; good Samaritan, Luke 10:30–35; the lost son, Luke 15:11–32; love your enemies, Matthew 5:43–48; compare with Paul's letter, 1 Corinthians 13:4–7; explore the idea of <i>agape</i> love – self-sacrificial love; make link with belief that Jesus died to show his love for all humans, John 3:16). • Forgiveness: use some of Jesus' stories, teachings and examples to understand why he saw forgiveness as so important (e.g. forgive others, Mark 11:25/Luke 6:37; the two debtors, Luke 7:36–50; the unforgiving servant, Matthew 18:21–35; Jesus forgives those who crucify him, Luke 23:34; link to previous learning about sin and the 'Fall' in question L2.2). • Justice and fairness: use some of Jesus' stories, teaching and examples to understand the way many Christians believe people should treat each other (the sheep and the goats, Matthew 25:31–46; serve others, Mark 9:35–37; not just speaking about justice but practising it, Luke 11:39–42). • Generosity and not being greedy: use some of Jesus' stories, teaching and examples to understand the way many Christians believe people should handle wealth (the vineyard workers, Matthew 20:1–16; widow's offering, Mark 12:41–44; the rich young man, Mark 10:17–27; Zacchaeus, Luke 19:1–9). • Read gospel passages that talk about the 'kingdom of God', where people live the way God wants people to live (e.g. mustard seed, Mark 4:30–32; hidden treasure, Matthew 13:44–46; good and bad soil, Matthew 13:1–8, 18–23; the great feast Luke 14:15–24). What would this kingdom be like? • Devise some moral dilemmas; pupils ask 'what would Jesus do?', to apply their learning in this unit. Reflect on and discuss what impact following Jesus' example and teaching have on the school/local community/world. Some say Jesus' demands are impossible: is this true, and if so, is it worth aiming for them or not?

Key question U2.5: Is it better to express your religion in arts and architecture or in charity and generosity?

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Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: Teachers can select content from these examples and add more of their own.
Strand: Expressing Recommended Y6 Questions in this thread: 3.7 How can people express the spiritual through the arts? Religions and worldviews: Christians, Muslims and non-religious, e.g. Humanists	Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage: Emerging: - Respond with ideas of their own to the title question (B2). - Find out about religious teachings, charities and ways of expressing generosity (C3). Expected: - Describe and make connections between examples of religious creativity (buildings and art) (A1). - Show understanding of the value of sacred buildings and art (B3). - Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). - Apply ideas about values from scriptures to the title question (C2). Exceeding:: - Outline how and why some Humanists criticise spending on religious buildings or art (A3). - Examine the title question from different perspectives, including their own (C1).	- Find out about some great examples of religious art and architecture and present their reasons for choosing those they find most impressive. - Work in a small group and present to the class an example of the most impressive religious art or architecture. - Notice, list and explain similarities and differences between Christian and Muslim sacred buildings. - Discuss Muslim and Christian ideas (e.g. from scriptures) about the importance of being generous and charitable, ranking the ideas according to their importance, and applying them to issues about poverty and charity. - Consider why Christians and Muslims think giving money away is important, and what difference this makes, both to those who give and to those who receive. - Compare Christian and Muslim ideas about art (e.g. contrasting views on presenting or not presenting God or people in art; use of calligraphy/ geometrical art vs representational art). - Connect ways in which art and actions can reveal what people believe about God (e.g. cathedrals and mosques might express ideas of greatness and perfection of God; actions might suggest that God is concerned with justice). - Suggest reasons why some people may be critical of religious art/ architecture, and why some would defend it as important. - Weigh up which has greater impact – art or charity? Consider what the world would be like without great art or architecture. What about a world without charity or generosity?

Key question U2.9: What can be done to reduce racism? Can religion help?

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Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: Teachers can select content from these examples and add more of their own.
Strand: Expressing Recommended Y6 Religions and worldviews: Christians, Muslims, non-religious ideas (other examples are referenced and can be selected and developed by the school)	Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage: Emerging: - Describe examples of what is unjust about racism, referring to teaching from different religions and worldviews (A1). - Respond sensitively to religious engagements with racism with ideas of their own (B2). - Find out about at least two examples of anti-racism that have been effective (C3). Expected: - Describe examples of connections between anti-racism and religion (A1). - Understand the challenges racism presents to human communities and consider different religious responses (B2). - Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies (C3). Exceeding: - Explain how different religious leaders have responded to the challenges of racism in and beyond their own communities (A1). - Consider and evaluate the significance of at least three key ideas about racism they have studied, in relation to their own ideas (B3). - Express ideas about a religious question to do with reducing prejudice and racism, e.g. through the creative arts or in reasoned argument (C3).	- This unit investigation enables pupils to learn in depth from some key concepts, case studies and teachings about religion and racism, developing rich knowledge and challenging bias. <i>Please note that only putting one anti-racist unit into your curriculum syllabus will not be sufficient to address wider societal issues. RE should always be open and should choose a diversity of examples across all units.</i> - Full resources for the unit are available free from NATRE: www.natre.org.uk/about-natre/projects/anti-racist-re/primary-classroom-resources/ - Discover and think about the meanings of some key ideas about racism and religion by studying some people who have given their lives to reducing prejudice and hatred. - Learn in depth and detail about the statues of Colston and Wesley in Bristol. - Consider how music, film, prayer, art and other forms of expression have been used in struggles against racism. - Enable pupils to think for themselves about the ways that scriptures encourage religious people to treat all humans with dignity, respect, equity or love – and consider reasons why this does not always happen. - Learn that early Christian traditions include important stories about human unity, even though the Christian church has sometimes been complicit in racism. - Learn that Prophet Muhammad taught his followers to set racial difference aside. - Ask good questions about racism and equality, discussing how religion could make more positive contributions to justice. - Consider some questions, such as: can prayer help reduce racism? Does God care about racism? Why are religious people sometimes racist even though they preach love for all? Is it only religious people who fail to live up to their ideals? - Create a work of art and commentary on it, expressing pupils' reactions to the idea that 'we have far more in common than keeps us apart'. - Pupils weigh up their own learning in relation to their own ideas about equity, justice and race.

Key question U2.7: What matters most to Christians and Humanists?

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Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: Teachers can select content from these examples and add more of their own.
Strand: Living Recommended Y6 Questions in this thread: 1.8 How should we care for others and the world, and why does it matter? L2.9 What can we learn from religions about deciding what is right and wrong? 3.10 Does religion help people to be good? Religions and worldviews: Christians and non-religious, eg Humanists	Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage: Emerging: - Identify the values found in stories and texts (A2). - Suggest ideas about why humans can be both good and bad, making links with Christian ideas (B3). Expected: - Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). - Describe some Christian and Humanist values simply (B3). - Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3). - Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2). Exceeding: - Give examples of similarities and differences between Christian and Humanist values (B3). - Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2).	- Talk about what kinds of behaviour and actions pupils think of as bad (examples from films, books, TV as well as real life). Rank some of these ideas – which are the worst, and which are less bad? Why? - Reflect on the question: why do people do good things and bad things? Are we all a mixture of good and bad? Explore pupils' answers. Make a link with traditional Christian belief about humans being made in the image of God (Genesis 1:28) and also sinful (the 'Fall' in Genesis 3). Why do many Christians think this is a good explanation of why humans are good and bad? - Talk about how having a 'code for living' might help people to be good. Talk about the difference if someone believes guidance comes from a divine Being (e.g. many Christians) or that human beings must decide their own guidelines (most non-religious). - Look at a Humanist, non-religious 'code for living', e.g. be honest; use your mind; tell the truth; do to other people what you would like them to do to you. How would this help people to behave? What would a Humanist class, school or town look like? - Explore the meanings of some big moral concepts, e.g. fairness, freedom, truth, honesty, kindness, peace. What do they look like in everyday life? - Christian codes for living can be summed up in Jesus' two rules: love God and love your neighbour. Explore in detail how Jesus expects his followers to behave through the story of the good Samaritan (Luke 10:25–37) and Jesus' attitude on the cross (Luke 23:32–35). Jesus talks about actions as fruit. What does he mean? If a person's intentions are bad, can their actions produce good fruit? - Discuss what matters most, e.g. by ranking, sorting and ordering a list of 'valuable things': family / friends / Xbox / pets / God / food / being safe / being clever / being beautiful / being good / sport / music / worship / love / honesty / human beings. Get pupils to consider why they hold the values which they do, and how these values make a difference to their lives. - Consider some direct questions about values: is peace more valuable than money? Is love more important than freedom? Is thinking bad thoughts as bad as acting on them? - Notice and think about the fact that values can clash, and that doing the right thing can be difficult. How do pupils decide for themselves?

Year 5 /6 Cycle B

Key question U2.1: Why do some people believe God exists?

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Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: Teachers can select content from these examples and add more of their own.
Strand: Believing Recommended Y5 Questions in this thread: 1.1-3 Who is Christian / Muslim / Jewish and what do they believe? L2.1 What do different people believe about God? 3.1 Do we need to prove God's existence? Religions and worldviews: Christians, non-religious e.g. Humanist	Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage: Emerging: - Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs (B1). - Give two reasons why a Christian believes in God and one why an atheist does not (A3). Expected: - Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). - Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). - Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). - Present different views on why people believe in God or not, including their own ideas (C1). Exceeding: - Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently (B3). - Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples (C1).	- Find out about how many people in the world and in your local area believe in God – using global statistics and the latest UK census (see p. 5 for local and national demographics). Ask pupils why they think so many people believe in God. Collect these reasons. Find out about how many do not believe. Learn the words 'theist' (believes in God), 'agnostic' (cannot say if God exists or not) and 'atheist' (believes there is no god). - Set up an enquiry to explore the key question. Ask pupils to raise questions about the existence and nature of God. Focus on Christian ideas of God, to make this more manageable. Start by clarifying what Christians believe God is like. Build on learning from key question L2.1, and explore some names of God and metaphors for God in the Bible (e.g. God as Father, Spirit, Son, eternal, almighty, holy, shepherd, rock, fortress, light). If this God exists, what difference would 'he' make to the way people live? Make links with prior learning about the Bible and its 'big story' (key question L2.2). - Explore some reasons why people do or do not believe in God. Consider some of the main reasons. These include: family background – many people believe (or don't believe) because of their home background; religious experience – many people say they have experienced a sense of 'the presence of God' or had prayer answered; many would argue that the universe, the Earth and life are extraordinary and are best explained as the result of an all-powerful Creator. Many people who do not believe in God point to the existence of terrible suffering as a key reason. Some argue that there is no need to use a Creator to explain the existence of the universe and life. - Consider ways in which Christians read the Genesis account of creation. Explore why some Christians read it literally; explore how lots of Christians read it as expressing some truths about God and human beings without reading it literally. Find out about Christians who are also scientists (e.g. Jennifer Wiseman, John Polkinghorne, Denis Alexander). - Invite some Christians, agnostics and atheists in to answer questions about why they do or do not believe in God. - Explore what impact believing in God might make on the way someone lives his or her everyday life. Talk about and reflect upon the possible benefits and challenges of believing or not believing in God in Britain today.

Key question U2.4: If God is everywhere, why go to a place of worship?

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Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: Teachers can select content from these examples and add more of their own.
Strand: Expressing Recommended Y5 Questions in this thread: F3: Which places are special and why? 1.7: What makes some places sacred? L2.5: Why do people pray? 3.6: Should religious buildings be sold to feed the starving? Religions and worldviews: Christians, Hindus and Jewish people	Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage: Emerging: - Recall and name some key features of places of worship studied (A1). - Find out about what believers say about their places of worship (C2). Expected: - Make connections between how believers feel about places of worship in different traditions (A3). - Select and describe the most important functions of a place of worship for the community (B3). - Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). - Present ideas about the importance of <i>people</i> in a place of worship, rather than the <i>place</i> itself (C1). Exceeding: - Outline how and why places of worship fulfil special functions in the lives of believers (A3). - Comment thoughtfully on the value and purpose of places of worship in religious communities (B1).	- Find out some of the key features of places of worship: e.g. some differences between Anglican and Baptist churches; mandir; differences between an Orthodox and a Reform synagogue. - Explore the duty of pilgrimage in Hinduism, which is seen as a wider part of worship. This concerns the need for Hindus to be <i>seen</i> by the deity worshipping at a particular shrine. Does this mean that God is concentrated more intensely in particular places? - Can pupils talk about a place where people might say or feel God is somehow more 'present'? What is special about these places? - Consider images of the Western Wall in Jerusalem. Explore what this wall means to Jews worldwide. - Learn about the destruction of the Jewish temple, the 'house of God', in 70 CE. Find out what purpose modern synagogues serve in the absence of a 'house of God'. - Consider these definitions: 'synagogue' = 'house of assembly' (a place to get together), also called 'schul' = school (a place to learn). Answer the key question in light of these definitions. - What different ways of worshipping can they find within Christianity? Reflect on why some Christians like to go to church to meet with God, and why some meet in a school or in a home; e.g. community, being part of the 'body of Christ', mutual support through prayer and encouragement, music vs meditation, silence, simplicity, nature; some don't like institutions, hierarchies, crowds! Why do Christians worship in different ways? - Find out about alternative forms of Christian communities, e.g. www.freshexpressions.org.uk Consider the appeal of these to some Christians. - Note that there are many Christians, Hindus and Jewish people who see themselves as members of the communities but don't attend places of worship. Return to the unit key question; how might different people answer this? What answers do pupils have?

Key question U2.10: Green religion? How and why should religious communities do more to care for the Earth?

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Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: Teachers can select content from these examples and add more of their own.
Strand: Living Recommended Y5 Questions in this thread: 1.8 How should we care for others and the world, and why does it matter? 3.11 What difference does it make to believe in...? Religions and worldviews: Hindus, Christians, Muslims and Jewish people (other examples can be selected by the school)	Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage: Emerging: - Describe some key environmental problems and some key religious teachings about the Earth (A1). - Respond sensitively to examples of green religious practice with ideas of their own (B2). - Find out about two examples of religious projects seeking to have an environmental impact (C3). Expected: - Make connections between beliefs about the earth and activist behaviour in different religions (A1). - Understand the challenges facing the planet and responses from different religions (B2). - Discuss their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth' (C3). Exceeding: - Explain similarities and differences between religious beliefs about the Earth (A1). - Consider and evaluate the contributions religions can make to environmental protection (B3). - Express ideas about key questions to do with the need for 'greener religions' (C3).	- This unit investigation enables pupils to learn in depth about issues of climate change, environmental protection and the future sustainability of the planet, in the light of teaching and practice from different religions. - Use a case study about Greta Thunberg to introduce the issues of climate justice. From her story, what can pupils tell about her personal worldview? What matters most to her? Greta is non-religious. Use this case study to enable pupils to think about the meanings of some key questions: whose world is this? Why do humans pollute their own earth? Why do extinctions matter? Can we care better for our planet? Who is most at risk from environmental change? Does the Earth belong to God? If some people believe the Earth does belong to God, how should they live? - Learn in detail about key concepts such as khalifa (Islam), stewardship (Christianity), Bhumi (goddess in Hindu dharma) and Tu B'Shevat (Jewish) which have implications for care of the earth. Connect these ideas to words and stories from sacred texts. - Learn about the work of projects such as the Jewish Ecological Coalition, Islamic Relief's tree-planting, the Hindu Bhumi Project, Christian projects Eco Church or Operation Noah. Consider some reasons why these projects may need to grow and influence their traditions more strongly. Should religions be greener? - Learn in detail about examples of creative expressions of green spirituality from different faiths in works of art, music, drama, prophecy and activist protests or actions: what are the spiritual roots of such expression, and what impacts can they have? - Find out about connections between ancient wisdom in holy texts and some ways religious people have become 'climate justice activists'. - Discuss what must happen for people and planet to survive and re-balance the ways humans have exploited the earth. - What kinds of behaviour, belief and expression does the world need now? Weigh up different responses as we face the crisis of climate justice.

Key question U2.8: What difference does it make to believe in ahimsa (harmlessness), grace, and ummah (community)?

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Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: Teachers can select content from these examples and add more of their own.
Strand: Living Recommended Y6 Questions in this thread: 1.8 How should we care for others and the world, and why does it matter? 3.11 What difference does it make to believe in...? Religions and worldviews: Hindus, Christians, Muslims	Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage: Emerging: - Describe what ahimsa, grace or ummah mean to religious people (A1). - Respond sensitively to examples of religious practice with ideas of their own (B2). Expected: - Make connections between beliefs and behaviour in different religions (A1). - Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). - Make connections between belief in ahimsa, grace and ummah, teachings and sources of wisdom in the three religions (A1). - Consider similarities and differences between beliefs and behaviour in different faiths (B3). Exceeding: - Explain similarities in ways in which key beliefs make a difference to life in two or three religions (A1). - Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas (B3).	Discover and think about the meanings of some key ideas in three religions, building on prior learning: - Learn that for Hindus being harmless means, for example, no violence, eating no meat and wearing no leather; find out how ahimsa links to ideas of karma and reincarnation. - Find out about how Gandhi practised ahimsa in the liberation of India; if people believed in ahimsa, what difference would it make to farming, supermarkets, your meals, community relations, international relations? Why doesn't everybody believe in being harmless? - Learn that in Christian traditions the idea of grace from God means that God loves people unconditionally and offers forgiveness to anyone for anything. Recall how this is illustrated by the story of the forgiving father/lost son (Luke 15:11–32). - Make links between the idea of grace, traditional Christian belief in Jesus' death and resurrection as an expression of God's love, and Christian forgiveness today (Luke 23:34, John 3:16, 1 John 1:7–9). - Ask some Christians about what they understand by grace from God, and find out what difference it makes to their lives. If they believe God forgives them for anything, does that mean that it doesn't matter if they do bad things? - Recall that for Muslims, the worldwide Muslim community is called the Ummah, and being part of the Ummah is expressed, e.g. in pilgrimage to Makkah and in shared welfare through zakat. Explore the impact of the practice of zakat and hajj on Muslims, locally, in the UK and globally. - Ask good questions about these three concepts and find out some answers to them. - Discuss and consider the impact of ahimsa, grace and ummah: if we all followed these ideas, how would life change? Are they only religious ideas or are there similar non-religious concepts? - Make links between the three concepts: how are they similar and how different? Which has most impact and why? Weigh up the value and impact of these key ideas for themselves.

Key question U2.6: What does it mean to be a Muslim in Britain today?

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Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: Teachers can select content from these examples and add more of their own.
Strand: Living Recommended Y5 Questions in this thread: F5: Where do we belong? 1.7 What does it mean to belong to a faith community? L2.7 What does it mean to be a Christian in Britain today? L2.8 What does it mean to be a Hindu in Britain today? 3.8 What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today? Religions and worldviews: Muslims	Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage: Emerging: - Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1). - Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live (B1). Expected: - Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). - Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). - Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). - Make connections between the key functions of the mosque and the beliefs of Muslims (A1). Exceeding: - Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1). - Answer the title key question from different perspectives, including their own (C1).	- Find out what pupils already know about Islam (e.g. from key question 1.2); how many Muslims do they think there are in Britain and in your local area? Find out and talk about the information from the 2011 Census. - Explore the practice, meaning and significance of the Five Pillars of Islam as an expression of ibadah (worship and belief in action); Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting); zakat (alms giving); hajj (pilgrimage). How do these affect the lives of Muslims, moment by moment, daily, annually, in a lifetime? - Think about and discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community (ummah). Investigate how they are practised by Muslims in Britain today, noting that practice varies – not all Muslims practise all the pillars. Consider what beliefs, practices and values are significant in pupils' lives. - Talk about the Shahadah ('There is no god except Allah') and use the 99 names of Allah to explore the attributes of God. Make links with belief in tawhid. Explore Islamic art, looking at shape, pattern, colour and calligraphy. Ask: what is their significance for Muslims, in the context of tawhid? (NB link with key question L2.1.) - Consider the importance of the Holy Qur'an for Muslims: how it was revealed to the Prophet Muhammad, how it is used, treated, learnt. Share examples of stories and teaching, e.g. Surah 1, Al-Fatihah (The Opening); Surah 17 (the Prophet's Night Journey). Find out about people who memorise the Qur'an and why (hafiz, hafiza). - Find out about the difference between the authority of the Qur'an and other forms of guidance for Muslims: Sunnah (practices, customs and traditions of the Prophet Muhammad); Hadith (sayings and actions of the Prophet Muhammad). - Reflect on what forms of guidance pupils turn to when they need guidance or advice, and examine ways in which these are different from the Qur'an for Muslims. - Investigate the design and purpose of a mosque/masjid and explain how and why the architecture and activities, such as preparing for prayer, reflect Muslim beliefs.

Our Approach to assessing the retention of knowledge in RE

Formative Assessment

- We use ongoing questioning to support teacher's assessment of learning within lessons: this is used to inform future teaching and planning.
- Our whole school approach to feedback ensures that children receive feedback on any work being produced throughout their designated learning time for that subject.
- Retrieval activities are built into all lessons to support the retention of knowledge, understanding of vocabulary and to assess gaps in learning.
- Sticky knowledge and key vocabulary recall activities are used for teachers to recap over the key learning taking place throughout the unit of work.
- Units are progressive so that children can incorporate prior learning into their new units of work.
- If a misunderstanding is established, staff will adapt their teaching, planning, working walls and resources in order to address any gaps in learning or misconceptions with the wider group.

Examples of our RE assessment

What do religions say to us when life gets hard End of Unit Assessment

Section A - Knowledge (10 marks)

1. Match each religious teaching or story to the correct religion:

- The story of Job - _____
- The teaching of Karma - _____
- The Parable of the Good Samaritan - _____
- The Buddha teaching about suffering (dukkha) - _____

(4 marks)

2. Explain what suffering means in your own words. (2 marks)

3. Give one example of how a Christian might respond when life feels difficult. (2 marks)

4. Give one example of how a Buddhist might respond when life feels difficult. (2 marks)

Section B - Understanding (10 marks)

5. Many religions have teachings about helping others when life is hard. Write about two examples from different religions. (4 marks)

6. Explain how belief in life after death (Christianity, Hinduism or Islam) might give someone hope when life is hard. (3 marks)

7. Why do you think forgiveness might be important when life is difficult. (3 marks)

Total score ____ out of 20.

Cognition and Learning		Communication and Interaction	
Subject concerns for SEND	Provision for SEND	Subject concerns for SEND	Provision for SEND
Low attainment in writing and reading could present barriers to certain activities and the understanding of subject specific vocabulary. Retention of information. Processing ability/speed.	Use of the programme 'Widgit' for visuals to support the retention of key vocabulary. Children to use story maps/diagrams to present their learning. Use of word mats to support learning of key vocabulary. Forward and backward chaining of vocabulary. Information will be shortened and simplified for the children. 6 in 6's will be differentiated. Use of practical resources and artefacts.	Language and communication difficulties could make it difficult to successfully articulate understanding and opinions. Children may take longer to process information presented to them.	Children have the opportunity to present their ideas in different ways through the use of assistive technology or talking tins. Use of Kagan support in the classroom environment encourages discussions with mixed ability peers.
Physical and Sensory		Social, Emotional and Mental Health	
Subject concerns for SEND	Provision for SEND	Subject concerns for SEND	Provision for SEND
Children with visual impairments may find it difficult to see images and text shown during the RE lessons. Children may have delayed fine motor skills.	Enlargement of resources for those children with visual impairments. Use of technology to support the accessibility of learning activities in the lesson.	Children's mental health and wellbeing may impact on their ability to access their learning. Children may find certain topics within RE difficult to process or may find them triggering Eg) loss/death.	Children to receive regular brain breaks to support their regulation. Allow children to have a safe space to express their feelings if they wish. Prepare children in advance for certain topics that may arise. Ensure content in lesson is appropriate and allow for children to take time out if required.

