

	Religious Education EACH UNIT SHOULD BE VIEWED ALONGSIDE THE CORRESPONDING EMMANUEL PROJECT UNIT. Links to RE concepts of Theology , Philosophy , Human and Social Science are shown in these colours.					
	Year A – starts with an odd year					
	KS1		LKS2		UKS2	
	Why is belonging to God and the church family important to Christians?Why do Jewish families say so many prayers and blessings?		How do Sikhs put their beliefs about equality into practice? How does believing Jesus is their saviour inspire Christians to save and serve others?		How did Buddha teach his fellows to find enlightenment? What is the significance of the Eucharist for Christians?	
	Children Know :	Children learn to:	Children Know :	Children learn to:	Children Know :	Children learn to:
A U T U M N	People in their lives who are important and can name them <i>e.g. parents, teachers, doctors, nurses etc.</i> Why is God important to Christians? That different religions have differing views. The importance of family in prayers and religion.	Autumn 1 Recognise who is important to Christians. Recall stories that focus on special or important people Understand why Christians believe Jesus is God incarnate. How Baptism is important in the Christian faith. Autumn 2 The different prayers and when they are said in Judaism. The significance of prayer in the lives of Jewish families.	The importance of equality. How this relates to recent world events. What influence Sikh beliefs have on the daily life of the followers of the religion. The significance of Jesus to Christians. How the Christian community works together to save others.	Autumn 1 The ways equality is demonstrated in Sikhism. How this influences all areas of their life. Autumn 2 What does the word saviour mean? How can people be saviours of others? How does the Christian concept of Jesus as a saviour help Christians to save themselves and others?	Different religions have people who are considered spiritual leaders <i>e.g. Mother Theresa, Dali Lama, Guru Nanak, Buddha.</i> How these figures influence the lives of their followers. Why is Eucharist or communion so important to Christians?	Autumn 1 Find out how Buddhists reach enlightenment and what this means to the followers of Buddhism. Recognise and express feelings about their own identities. Relate these to religious beliefs and compare with those of spiritual leaders. Autumn 2 What the Eucharist is and how it plays a central role in the Christian religion. What is thankfulness? Church visit to learn about Eucharist.
	How does a Hindu celebrate devotion to a deity at the festival of Holi? What are the best symbols of Jesus’ death and resurrection at Easter?		How does a Muslim show their submission and obedience to Allah? Is the cross a symbol of love, sacrifice or commitment for Christians?		How does Tawhid create a sense of belonging to the Muslim community? Should believing in the resurrection change how Christians view life and death?	
	Children Know :	Children learn to:	Children Know :	Children learn to:	Children Know :	Children learn:
SPRING	How they celebrate special times in their lives and can compare this to others’. What is devotion to different people.	Spring 1 The stories of Holi. How Holi is celebrated. The importance of Krishna. Spring 2 Recognise, name and describe some symbols of Jesus’ death and resurrection at Easter.	What submission to Allah means for the Muslim community. Does submitting to Allah mean Muslims do not stay true to themselves?	Spring 1 Know that Islam means submission. The Adhan (call to prayer) and the meaning of the words. Know about Bilal the first muezzin and the moral of his story to Muslims. Spring 2	What belonging to a community or religion means. What is central to their lives. Some of the different ways individuals show their beliefs.	Spring 1 That Tawhid is the central Muslim belief that there is only one God. About the Kabba in Mecca. Wat unites all Muslims? Spring 2 That believing in the resurrection changes the Christian view of life and death.

	The symbols that are significant to the Christian Church. The church is a symbol of the Christian community.	Discuss why these symbols are significant to the Christian faith. (Visitor.) Easter Church service.	Important religious stories (Bilal.) The significance of holy symbols to different faiths. (The Cross.) How people sacrifice themselves to help others.	Understand the concept of sacrifice.The significance of sacrifice to the Christian faith. How the symbol of the cross represents Christianity across the world. How the cross is used in churches. (Church visit.) Easter Church service.	Some of the practices and lifestyles involved in belonging to a faith community	About the real celebration behind Easter. Easter Church service.
	Why was Jesus given the name Saviour? Why is learning to do good deeds so important to Jewish people?		How does the story of Rama and Sita inspire Hindus to follow their Dharma? Why do Christians believe they are people on a mission? (The story of Jonah.)		What spiritual pathways to Moksha are written about in Hindu scripture?. Why do Humanists say happiness is a goal of life?	
	Children Know :	Children learn:	Children Know :	Children learn:	Children Know :	Children learn:
SUMMER	The significance of Jesus as a Saviour. How people in communities save others. How their good deeds would be interpreted in the Jewish religion.	Summer 1 What it means to rescue or save someone. Why Jesus was given the name saviour? Summer 2 Why is learning to do good deeds so important to Jewish people? About Mitzvah and Tzedakah.	About duty and what it means for different religions. What duties they have in life and how do these compare to a Hindus? How different people have different duties in life and how this influences them.	Summer 1. The story of Rama and Sita and how this inspires Hindus to follow their dharma. What duties Hindus have in life. Summer 2. The story of Jonah. How God sent him on a mission and how this influences the belief of Christians.	How the writings of different religions dictate the beliefs of followers of those religions. About the different pathways that can lead to achieving a goal. What makes the children happy in life and how this can be related to the Humanism view of life.	Summer 1 About the spiritual pathways of Moksha from the Hindu scriptures. How different people reach their goals. About dilemmas in Hindu stories. Summer 2. That the goal of Humanism is happiness in life. How they practise and achieve this goal.

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	Year B – starts with an even year		
	KS1	LKS2	UKS2
	Why do Christians pray to God and worship him? Why do Jewish families talk about repentance at New Year?	What symbols and stories help Jewish people remember their covenant with God	What is holiness for Jewish people?

			Christianity- How do Christians show reconciliation with God and others is important?		Why is the Gospel such good news for Christians?	
A U T U M N	Children Know :	Children learn:	Children Know :	Children learn:	Children Know:	Children learn:
	The core beliefs of Christianity that God is incarnate and about prayer. Actions affect others They can make their own choices in life That mistakes are normal. It is how you make amends for them that is important.	Autumn term 1. That Jesus is God incarnate. Why prayer is so important in the Christian faith. (Visitor.) How during prayer Christians can seek forgiveness. Autumn term 2. Understand that everyone makes mistakes, it is fixing them so they don't happen again that is important. How to fix mistakes that they may make in life. About Teshuvah, Yom Kippur and Jewish New Year.	Beliefs about right and wrong affect people's behaviours Values held by communities or individuals affect behaviour and actions Stories involving moral dilemmas, including those in religious texts.	Autumn term 1 About the Jewish covenant with God, the history behind it and how it influences Jewish lives. About Passover and Shavuot. To understand that some stories have particular importance to people of faith. Autumn term 2 That reconciliation of God and humankind is an important concept in Christianity. How the values of reconciliation can apply to their own lives.	Religion and equality have not always had a straightforward relationship and that religion and conflict can sometimes be interwoven Describe the role of religion in peacebuilding Identify the way in which community values and commitment to equality can affect behaviour and actions Reflect upon and describe their own experiences of equality and the times it has brought about conflict.	Autumn term 1 About the concept of holiness in the Jewish religion. How the conflict and exodus of slaves from Egypt is recognised. How holiness influences all areas of Jewish life including Bar Mitzvah. Autumn term 2 About the Gospel and how Christianity spreads good news and religion. Was the gospel good news for everyone?
	What did Jesus teach about God in his parables?		What do Christian's mean when they talk about the kingdom of God?		How does the triple refuge help Buddhists in their journey through life?	
	How do some Muslims show Allah is compassionate and merciful?		How does the teaching of the Gurus move Sikhs from dark to light?		What does the Quo'ran reveal about Allah and his guidance?	
S P R I N G	Children Know :	Children learn:	Children Know :	Children learn:	Children Know :	Children learn:
	That stories with morals guide and influence the followers of religions. How compassion can lead to feelings of self worth and happiness.	Spring 1 What is a parable? What did the followers of Jesus learn from some of the most well-known parables? Spring 2 What did the followers of Allah learn from his stories about compassion?	How religious stories guide and influence the followers of that religion. How the leader of a country can influence the behaviour of its citizens. The importance of working hard to achieve life goals.	Spring 1 About the Kingdom of God in the Christian religion. How Jesus got the title king and the controversy of this. Spring 2 The significance of the Gurus in Sikhism. How does the teaching of the Gurus move Sikhs from ignorance to knowledge. (Dark to light.)	About being safe in life, not only physically but emotionally. To be safe to make decisions and be yourself. The key concepts of Buddhism. How religious beliefs can shape a community. How religious beliefs influence how individuals live their lives.	Spring 1 About refuge in Buddhism and how this can lead to enlightenment. The five precepts of dharma. Spring 2 What the Quran reveals to Muslims about Allah and how to live their lives. What is revelation to Muslims? Why do Muslims treat the Qur'an with so much respect?

	Why do Christian’s trust Jesus and follow him? Why is the Torah such a joy for the Jewish community?		Why do Muslim’s call Mohammad the Seal of Prophets? Why does a Hindu want to collect good Karma?		How do questions about Brahman and Atman influence the way a Hindu lives? How do Christian’s show their belief that Jesus in incarnate?	
	Children know :	Children learn:	Children Know :	Children learn:	Children Know :	Children learn :
S U M M E R	What do different religions trust and follow? What trust means and who are people they can trust. How the judgement of a religion can influence people's beliefs.	Summer 1 Why do Christians trust and follow Jesus? Summer 2 Why is the Torah such a joy for the Jewish community? How does the Torah guide their lives?	Different religions have figures who are considered inspirational and can name them. How they can be kind and make a difference. That being kind can bring self worth too. Is any act ever truly selfless?	Summer 1 Recognise, name and describe the characteristics of figures from different religions Recall and retell stories about inspirational religious figures Understand the significance the Prophets have to Muslims? Know why Muhammad was called the Seal of Prophets? Summer 2 The concept of Karma in Hinduism. What is a selfless act of kindness?	About being true to yourself and your beliefs. Monotheism, polytheism, atheism definitions. The significance of Jesus to Christian’s and how Jesus is represented in the bible. How charities use Christian values in their work.	Summer 1 About Brahman (the one supreme being or cosmic principle) and Atman(the true self in each human) as concepts of importance in Hinduism. That Hindu’s beliefs about God vary. What Hindu children learn from their scriptures. Summer 2 That Christian’s believe Jesus was God in human form. How Jesus is represented in the bible. Where People’s beliefs about what Jesus was like came from. How Christian’s show Jesus is important in worship. ABOUT the work of The Children’s Society and the Chrisian links.

The Suffolk agreed syllabus for RE breaks RE teaching down into three main disciplines:

Theology in RE involves enquiry into:

- Key beliefs / concepts of a religion or worldview, both distinctive and shared.
- Sources of authority for religious beliefs e.g. sacred texts, religious leaders, divine revelation.
- Particular beliefs about God, humanity, life, and the nature of an after-life.
- Differences in interpretation of key beliefs and changes in religious belief across time / culture.

Human and Social Science in RE involves exploration of:

- Different customs, celebrations and rituals based on religious and secular beliefs.
- The influence of sacred texts and religious leaders on communities.
- Diverse interpretations of religious practices in different societies locally and globally, and at different times.
- Moral, ethical and practical lifestyle choices based on secular or religious worldviews.

Philosophy in RE involves engagement with:

- Ultimate questions of truth, morality, purpose and meaning in life.
- Questions arising from religious and secular standpoints, texts or customs.
- Conflicting answers offered by religious and non-religious groups and individuals.
- Changes in questions / answers over time and across societies.

Developing Positive Attitudes in Religious Education

Acquiring knowledge of religious and secular worldviews is central to religious education, but it is also vital that pupils develop positive attitudes if they are to ‘hold balanced and well-informed conversations about religion and belief’. Pupils need to develop a positive attitude to RE as a subject; in some schools, a change to the name on the timetable has made a huge difference, but all teachers can work on developing engaging lessons.

Pupils also need practice in responding positively to those, in class and in wider society, who have differing views and backgrounds.

Teachers in every key stage should actively seek opportunities to develop the following:

Self-awareness

- feeling confident about sharing their own beliefs and identity without fear of ridicule or embarrassment
- developing a realistic, positive sense of their own religious, moral and spiritual ideas
- recognising their uniqueness and self-worth as human beings
- becoming increasingly sensitive to the impact of their ideas and behaviour on other people

Open-mindedness

- being willing to learn and gain new understanding
- being able to engage respectfully in debate about religious, moral or spiritual questions
- learning to disagree reasonably without belittling or abusing others
- going beyond surface impressions
- distinguishing between opinions, viewpoints and beliefs

Respect for all

- seeing the need to listen and be sensitive to others' feelings
- being willing to learn from others, even if their views differ
- being ready to value difference and diversity for the common good
- appreciating that some views are not inclusive and that this raises issues for individuals and society
- being prepared to recognise and acknowledge their own bias

Appreciation and wonder

- appreciating, and continuing to develop a sense of wonder at, the world in which they live
- recognising that knowledge is bounded by mystery
- developing their imagination and curiosity
- developing a deep desire to ask, and respond to, questions of meaning and purpose

Assessment Opportunities

Teachers must assess pupils' progress in relation to learning:

- what people do as a result of their beliefs (Human and Social Science)
- what people believe and why (Theology)
- how people address 'big' questions (Philosophy)

While knowledge, skills and understanding are central to religious education, it is also vital that pupils are encouraged to develop positive attitudes to their learning and to the beliefs and values of others. The following four attitudes are essential for good learning in religious education and need to be consistently developed at each key stage:

Self-awareness in religious education, this includes pupils:

- ☐ feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule
- ☐ developing a realistic, positive sense of their own religious, moral and spiritual ideas
- ☐ recognising their own uniqueness as human beings and affirming their self-worth
- ☐ becoming increasingly sensitive to the impact of their ideas and behaviour on other people.

Respect for all in religious education, this includes pupils:

- ☐ developing skills of listening and a willingness to learn from others, even where the views of others are different from their own
- ☐ being ready to value difference and diversity for the common good
- ☐ appreciating that some views are not inclusive and considering the issues that this raises for individuals and for society
- ☐ being prepared to recognise and acknowledge their own bias
- ☐ being sensitive to the feelings and ideas of others.

Open-mindedness in religious education, this includes pupils:

- ☐ being willing to learn and gain new understanding
- ☐ engaging in argument about religious, moral or spiritual questions,

while being able to disagree reasonably and respectfully and without belittling or abusing others

- ☐ being willing to go beyond surface impressions
- ☐ distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith.

Appreciation and wonder in religious education, this includes pupils:

- ☐ developing their capacity to respond to questions of meaning and purpose
- ☐ appreciating the sense of wonder at the world in which they live
- ☐ recognising that knowledge is bounded by mystery

□ developing their imagination and curiosity.