

# Finlay Community School

## Religious Education – The Big Question

### Our Whole School Curriculum Intent

At Finlay, we aim to teach a broad and balanced curriculum that enables children to enjoy, achieve and succeed in line with the National Curriculum. We provide opportunities to develop the children's cultural capital and ensure they are life-long learners, who are ready for the next step of their education and to thrive in society. In addition to teaching the National Curriculum, we also aim for our children to leave school with a SMILE! Our SMILE values are: social awareness, mental health and wellbeing, independence, life skills and excellent aspirations. We provide opportunities to develop these values in all curriculum areas.

### Our Religious Education (RE) Intent

At Finlay, we teach the National Curriculum. As stated in the Non-Statutory Guidance 2010 for teaching RE in English schools, the curriculum for a maintained school must be a balanced and broadly based one which 'promotes the spiritual, moral, cultural, mental and physical development of pupils and society, and prepares pupils for the opportunities, responsibilities and experiences of later life.'

In addition to this, we follow the Gloucestershire Agreed Syllabus for RE (2017-2022). The principal aim of Religious Education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

We feel this ties in closely with our 'SMILE' values, as our pupils gain a better understanding of the local and wider community, they learn more about the world in which they live and how they can participate positively in our society, expressing their insights while respecting the ideas, beliefs and values of others.

# Whole School Curriculum Overview: Religious Education (The Big Question)

## Reception

- F4: Where do we belong?
- F2: Why is Christmas special for Christians?
- F1: Why is the word 'God' so important to Christians?
- F3: Why is Easter so special to Christians?
- F5: What places are special and why?
- F6: What times/stories are special and why?

## Year 1

- 1.10: What does it mean to belong to a faith community?
- 1.1: What do Christians believe God is like?
- 1.7: Who is Jewish and how do they live?
- 1.2: Who do Christians say made the world?
- 1.9: How should we care for the world and others, and why does it matter?

- Multi-Faith
- Christianity
- Judaism
- Islam
- Hinduism

## Year 2

- 1.6: Who is a Muslim and how do they live? Part 1
- 1.3: Why does Christmas matter to Christians?
- 1.6: Who is a Muslim and how do they live? Part 2
- 1.5: Why does Easter matter to Christians?
- 1.4: What is the 'good news' Christians believe Jesus brings?
- 1.8: What makes some places sacred to believers?

## Year 3

- L2.1: What do Christians learn from the Creation story?
- L2.2: What is it like for someone to follow God?
- L2.9: How do festivals and worship show what matters to a Muslim?
- L2.10: How do festivals and family life show what matters to Jewish people?
- L2.4: What kind of world did Jesus want?
- L2.12: How and why do people try to make the world a better place?

## Year 4

- L2.3: What is the Trinity and why is it important for Christians?
- L2.7: What do Hindus believe God is like?
- L2.8: What does it mean to be a Hindu in Britain today?
- L2.5: Why do Christians call the day Jesus died 'Good Friday'?
- L2.6: For Christians, when Jesus left, what was the impact of Pentecost?
- L2.11: How and why do people mark the significant events in life?

## Year 5

- U2.1: What does it mean if Christians believe God is holy and loving?
- U2.8: What does it mean to be a Muslim in Britain today?
- U2.3: Why do Christians believe Jesus was the Messiah?
- U2.9: Why is the Torah so important to Jewish people?
- U2.4: Christians and how to live: What would Jesus do?
- U2.10: What matters most to Humanists and Christians?

## Year 6

- U2.2: Creation and science: conflicting or complimentary?
- U2.11: Why do some people believe in God and some people do not?
- U2.7: Why do Hindus want to be good?
- U2.5: What do Christians believe Jesus did to save people?
- U2.6: For Christians, what kind of king is Jesus?
- U2.12: How does faith help people when life gets hard?

# Computing Coverage Term by Term (EYFS – Year 6)

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Pre-School</b> <i>'I wonder...'</i>	Who is who? Who lives at your house? How do you feel? What happens in autumn?	Who lives, far, far away? What happens in Winter? Christmas	What is beyond the clouds? What would I find on a treasure island? Could I walk with dinosaurs? What would I find in the the woods?	Who helps me when I am hurt? Who helps my pet if they are hurt? Who can check my teeth? How can I be safe on the road?	What would I find on the farm? What would I find at the zoo? What would I find under the sea? What would I find on safari?	How do plants grow? How do mini beasts grow? What happens in summer? Who helps me at school?
		Begin to develop positive attitudes about the differences between people.			Begin to understand the need to respect and care for the natural environment and all living things.	Develop their sense of responsibility and membership of a community.(PSED) Continue developing positive attitudes about the differences between people.
<b>Reception</b>	<i>It's Good to be Me</i>	<i>Let's Celebrate</i>	<i>Once Upon a Time</i>		<i>Are we nearly there yet?</i>	<i>Moving on up!</i>
<b>Religious Education Unit</b>	<i>Where do we belong? (F4)</i>	<i>Why is Christmas special for Christians? (F2)</i>	<i>Why is the word 'God' so important to Christians? (F1)</i>  <i>Build constructive and respectful</i>	<i>Why is Easter special to Christians? (F3)</i>  <i>Understand that some places are special to members of their community. Recognise that people have different beliefs and</i>	<i>What places are special and why? (F5)</i>	<i>What times/ stories are special and why? (F6)</i>  <i>See themselves as an individual (PSED) Express their feelings and</i>

			relationships (PSED)	celebrate special times in different ways.		consider the feelings of others.(PSED)
<b>Year 1</b>	Finlay Toy Factory		Where oh Where is Finlay Bear		The Great Space Race	
Religious Education Unit	What does it mean to belong to a faith community? (Unit 1.10)	What do Christians believe God is like? (Unit 1.1)	Who is Jewish & how do they live? (Unit 1.7 - Double Unit)		Who do Christians say made the world? (Unit 1.2)	How should we care for the world and others, and why does it matter? (Unit 1.9)
<b>Year 2</b>	Heroes in History Florence Nightingale and Mary Seacole		Around the World in ... Days Passport theme		The Great Fire of London & The Tudors	
Religious Education Unit	Who is a Muslim and how do they live - Part 1 (Unit 1.6)	Why does Christmas matter to Christians? (Unit 1.3)	Who is a Muslim and how do they live - Part 2 (Unit 1.6)	Why does Easter matter to Christians? (Unit 1.5)	What is the 'good news' Christians believe Jesus brings? (Unit 1.4)	What makes some places sacred to believers? (Unit 1.8)
<b>Year 3</b>	Rock and Roll! Stone Age and Iron Age		Deadly Disasters		Navigating the Nile/ Ancient Egyptians	
Religious Education Unit	What do Christians learn from the Creation story? (Unit L2.1)	What is it like for someone to follow God? (Unit L2.2)	How do festivals and worship show what matters to a Muslim? (Unit L2.9)	How doe festivals and family life show what matters to Jewish people? (Unit L2.10)	What kind of world did Jesus want? (Unit L2.4)	How and why do people try to make the world a better place? (Unit L2.12)
<b>Year 4</b>	Rotten Romans Glorious Glevum		Journey to the River Sea! Come Sail with Me!		Ancient Greeks Olympics	

Religious Education Unit	What is the Trinity and why is it important for Christians? (Unit L2.3)	What do Hindus believe God is like? (Unit L2.7)	What does it mean to be a Hindu in Britain today? (Unit L2.8)	Why do Christians call the day Jesus died 'Good Friday'? (Unit L2.5)	For Christians, when Jesus left, what was the impact of Pentecost? (Unit L2.6)	How and why do people mark the significant events in life? (Unit L2.11)
Year 5	Chocolate! Ancient Maya		Deforestation The Rainforest - North and South America		Invaders and Settlers - Saxons, Vikings and Mayans	
Religious Education Unit	What does it mean if Christians believe God is holy and loving? (Unit U2.1)	What does it mean to be a Muslim in Britain today? (unit U2.8)	Why do Christians believe Jesus was the Messiah? (Unit U2.3)	Why is the Torah so important to Jewish people? (Unit U2.9)	Christians and how to live: 'What would Jesus do?' (Unit U2.4)	What matters most to Humanists and Christians? (Unit U2.10)
Year 6	We'll Meet Again! World War 2		Ice Explorer Arctic and Antarctica		Let Me Entertain You! History of Entertainment	
Religious Education Unit	Creation and Science: conflicting or complimentary? (Unit U2.2)	Why do some people believe in God and some people do not? (Unit U2.11)	Why do Hindus want to be good? (Unit U2.7)	What do Christians believe Jesus did to 'save' people? (U2.5)	For Christians, what kind of king is Jesus? (Unit U2.6)	How does faith help people when life gets hard? (Unit U2.12)

# Progression of Knowledge, Skills and Understanding in the National Curriculum

## Religious Education: The Big Question (Glos Agreed Syllabus)

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fl: God	<p>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</p> <p>Retell stories, talking about what they say about the world, God, human beings</p> <p>Think about the wonders of the natural world, expressing ideas and feelings</p> <p>Say how &amp; when Christians like to thank their creator</p> <p>Talk about what people do to</p>	<p>Identify what a parable is</p> <p>Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father</p> <p>Give clear, simple accounts of what the story means to Christians</p> <p>Give at least two egs of a way in which Christians show their belief in God as loving &amp; forgiving</p> <p>Give an eg of how Christians put their beliefs</p>				<p>Identify some different biblical texts, using technical terms accurately</p> <p>Explain connections between biblical texts and Christian ideas of God, using theological terms</p> <p>Make clear connections between Bible texts studied &amp; what Christians believe about God; eg through how cathedrals are designed</p> <p>Show how Christians put their beliefs into practice in worship</p>	
1.1 God							
U2.1 God							

	<p>mess up the world and what they do to look after it</p>	<p>into practice in worship</p> <p>Think, talk &amp; ask questions about whether they can learn anything from the story for themselves, exploring different ideas</p> <p>Give a reason for the ideas they have and the connections they make,</p>				<p>Weigh up how biblical ideas &amp; teachings about God as holy &amp; loving might make a difference in the world today, developing insights of their own.</p>	
<p>1.2 Creation</p> <p>L2.1 Creation</p> <p>U2.2 Creation</p>		<p>Retell the story of creation from Genesis 1:1-23</p> <p>Recognise that 'Creation' is the beginning of the 'big story' of the Bible</p> <p>Say what the story tells Christians about God, Creation &amp; the world</p> <p>Give at least one eg of what Christians do to say 'thank you' to God for Creation</p>		<p>Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'</p> <p>Make clear links between Genesis Ch 1 and what Christians believe about God &amp; creation</p> <p>Recognise the story of 'The Fall' in Genesis Ch 3 gives an explanation of why things go wrong in the world</p>			<p>Identify what type of text some Christians say Genesis 1 is, &amp; its purpose</p> <p>Taking account of the context, suggest what Genesis 1 might mean, &amp; compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations</p> <p>Make clear connections</p>

		<p>Think, talk &amp; ask questions about living in an amazing world</p> <p>Give a reason for the ideas that they have &amp; the connections they make between the Christian/Jewish Creation story &amp; the world they live in</p>		<p>Describe what Christians do because they believe God is Creator (eg: follow God, wonder at how amazing God's creation is, care for the Earth)</p> <p>Describe how and why Christians might pray to God, say sorry &amp; ask for forgiveness</p> <p>Ask questions and suggest answers about what might be important in the Creation story for Christians and non-Christians living today.</p>		<p>between Genesis 1 and Christian belief about God as Creator</p> <p>Show understanding of why many Christians find science &amp; faith go together</p> <p>Identify key ideas arising from their study of Genesis 1 &amp; comment on how far these are helpful or inspiring, justifying their responses</p> <p>Weigh up how far the Genesis 1 creation narrative is in conflict, or is complimentary, with a scientific account, giving good reasons for their views.</p>
<p>F2: Christmas</p> <p>1.1 Incarnation</p> <p>U2.3 Incarnation</p>	<p>Talk about people who are special to them</p> <p>Say what makes their family &amp; friends special to them</p>		<p>Give a clear, simple account of the story of Jesus' birth &amp; why Jesus is important for Christians</p>		<p>Explain the place of Incarnation &amp; Messiah within the 'big story' of the Bible</p> <p>Identify Gospel &amp; prophecy</p>	

Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus

Recall simply what happens at a traditional Christian festival (Christmas)

Retell religious stories, making connections with personal experiences

Recognise that stories of Jesus' life come from the Gospels

Give examples of ways in which Christians use the story of the Nativity to guide their beliefs & actions at Christmas

Decide what they personally have to be thankful for, giving a reason for their ideas

Think, talk & ask questions about Christmas for people who are Christians and people who are not.

texts, using technical terms

Explain connections between biblical texts, Incarnation & Messiah using theological terms

Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas

Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible

Weigh up how far the idea of Jesus as the Messiah - a saviour from God - is important in the world today and, if it is true, what difference that might make in people's lives,

						giving good reasons for their answers.	
1.4 Gospel L2.4 Gospel U2.4 Gospel			<p>Tell stories from the Bible &amp; recognise a link with the concept of 'Gospel' or good news</p> <p>Give clear, simple accounts of what Bible texts mean to Christians</p> <p>Recognise that Jesus give instructions to people about how to behave</p> <p>Give at least 2 egs of ways in which Christians follow the teachings studied about forgiveness &amp; peace, &amp; bringing good news to the friendless</p> <p>Give at least 2 egs of how Christians put these beliefs into practice in the</p>	<p>Identify texts that come from a Gospel, which tells the story of the life &amp; teaching of Jesus</p> <p>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'</p> <p>Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian</p> <p>Give egs of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways</p>		<p>Identify features of Gospel texts (eg parable, teachings, narrative)</p> <p>Taking account of the context, suggest meanings of Gospel texts studied, &amp; compare their own ideas with ways in which Christians interpret biblical texts</p> <p>Make clear connections between Gospel texts, Jesus' 'good news' &amp; how Christians live in the Christian community &amp; in their individual lives</p> <p>Make connections between Christian teachings (eg about peace,</p>	

			<p>Church community and their own lies</p> <p>Think, talk &amp; ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.</p>	<p>Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas</p>		<p>forgiveness, healing) &amp; the issues, problems, opportunities in the world today, including their own lives</p> <p>Articulate their own responses to the issues studied, recognising different points of view.</p>	
<p>F3: Easter</p> <p>1.5 Salvation</p> <p>L2.5 Salvation</p> <p>U2.5 Salvation</p>	<p>Recognise and retell stories connected with the celebration of Easter</p> <p>Talk about ideas of new life in nature</p> <p>Recognise some symbols Christians use during Holy Week EG: palm crosses, cross, eggs etc and make connections with the signs of new life in nature</p> <p>Talk about some ways Christians</p>		<p>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible</p> <p>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)</p> <p>Recognise that Jesus gives instructions about how to behave</p> <p>Give at least 3 egs of how Christians show</p>		<p>Recognise the word 'Salvation', &amp; that Christians believe Jesus came to 'save' or 'rescue' people (eg by showing them how to live)</p> <p>Offer informed suggestions about what the events of Holy Week mean to Christians</p> <p>Give egs of what Christians say about the importance of the events of Holy Week.</p>		<p>Outline the 'big story' of the Bible, explaining how Incarnation &amp; Salvation fit into it</p> <p>Explain what Christians mean when they say Jesus' death was a sacrifice</p> <p>Make clear connections between the Christian belief in Jesus' death as a sacrifice &amp; how Christians celebrate Holy Communion/ Lord's Supper</p>

	remember these stories at Easter		<p>their beliefs about Jesus' death &amp; resurrection in church worship at Easter</p> <p>Think, talk &amp; ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas &amp; giving a good reason for their ideas.</p>		<p>Make simple links between the Gospel accounts and how Christians mark Easter events in their communities</p> <p>Describe how Christians show their beliefs about Jesus in worship in different ways</p> <p>Raise thoughtful questions &amp; suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions</p>		<p>Show how Christians put their beliefs into practice in different ways</p> <p>Weigh up the value &amp; impact of ideas of sacrifice in their own lives &amp; in the world today</p> <p>Articulate their own responses to the idea of sacrifice, recognising different points of view</p>
<p>1.6/1.7 Other Religions Jews/Muslims</p> <p>L2.9 Muslim festivals/ worship</p> <p>L2.10 Jewish festivals/ family life</p> <p>L2.7 Hindu belief in God</p>		<p>1.6 - Jews</p> <p>Recognise the words of the Shema as a Jewish prayer</p> <p>Re-tell simply some stories used in Jewish celebrations (eg Chanukah)</p>	<p>1.7 - Muslims</p> <p>Recognise the words of the Shahadah and that it is very important for Muslims</p> <p>Identify some of the key Muslim beliefs about God found in the Shahadah</p>	<p>L2.9 Muslims</p> <p>Identify some beliefs about God in Islam, expressed in Surah 1</p> <p>Make clear links between beliefs about God and ibadah (eg how God is worth</p>	<p>L2.7 Hindus</p> <p>Identify some Hindu deities &amp; say how they help Hindus describe God</p> <p>Make clear links between some stories (eg Svetaketu, Ganesh, Diwali)</p>	<p>U2.8 Muslims</p> <p>Identify &amp; explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (eg Tawhid, Muhammed as the Messenger, Qur'an as the message)</p>	<p>U2.7 Hindus</p> <p>Identify &amp; explain Hindu beliefs (dharma, karma, samsara, moksha) using technical terms accurately</p> <p>Give meanings for the story of</p>

<p>L2.8 Being Hindu in Britain today</p> <p>U2.7 Why do Hindus want to be good?</p> <p>U2.8 Being a Muslim in Britain today</p> <p>U2.9 Importance of the Torah to Jews</p>		<p>Give examples of how the stories used in celebrations (eg: Shabbat, Chanukah) remind Jews about what God is like</p> <p>Give egs of how Jewish people celebrate special times (eg Shabbat, Chanukah, Sukkot)</p> <p>Make links between Jewish ideas of God found in the stories and how people live</p> <p>Give an eg of how some Jewish people might remember God in different ways (eg mezuzah, on Shabbat)</p> <p>Talk about what they think is good about reflecting, thinking, praising &amp; remembering for Jewish people,</p>	<p>and the 99 names, and give a simple description of what some of them mean.</p> <p>Give egs of how stories about the Prophet* show what Muslims believe about Muhammed</p> <p>Give egs of how Muslims use the Shahadah to show what matters to them</p> <p>Give egs of how Muslims use stories of the Prophet to guide their beliefs and actions (eg care for creation, fast in Ramadan)</p> <p>Give egs of how Muslims put their belief about prayer into action</p> <p>Think, talk &amp; ask questions about Muslim</p>	<p>worshipping; how Muslims submit to God)</p> <p>Give egs of ibadah (worship) in Islam (eg prayer, fasting, celebrating) &amp; describe what they involve</p> <p>Make links between Muslim beliefs about God &amp; a range of ways in which Muslims worship ( eg in prayer &amp; fasting, as a family &amp; as a community, at home &amp; in the mosque)</p> <p>Raise questions &amp; suggest answers about the value of submission &amp; self-control to Muslims, &amp; whether there are benefits for people who are not Muslims</p> <p>Make links between the Muslim idea of</p>	<p>&amp; what Hindus believe about God</p> <p>Offer informed suggestions about what Hindu murtis express about God</p> <p>Make simple links between beliefs about God &amp; how Hindus live (eg choosing a deity &amp; worshipping at a home shrine; celebrating Diwali)</p> <p>Identify some different ways in which Hindus worship</p> <p>Raise questions &amp; suggest answers about whether it is good to think about the cycle of create/ preserve/ destroy in the world today</p> <p>Make links between the Hindu idea of</p>	<p>Describe ways in which Muslim sources of authority guide Muslim living (eg Qur'an guidance on Five Pillars; Hajj practices, follow the example of the Prophet)</p> <p>Make clear connections between Muslim beliefs &amp; ibadah (eg Five Pillars, festivals, mosques, art)</p> <p>Give evidence &amp; egs to show how Muslims put their beliefs into practice in different ways</p> <p>Make connections between Muslim beliefs studied &amp; Muslim ways of living in Britain/ Gloucestershire today</p> <p>Consider &amp; weigh up the value of eg submission,</p>	<p>the man in the well &amp; explain how it relates to Hindu beliefs about samsara, moksha etc</p> <p>Make clear connections between Hindu beliefs about dharma, karma, samsara &amp; moksha &amp; ways in which Hindus live</p> <p>Connect the 4 Hindu aims of life and the 4 stages with beliefs about dharma, karma, moksha etc</p> <p>Give evidence &amp; egs to show how Hindus put their beliefs into practice in different ways</p> <p>Make connections between Hindu beliefs studied (eg karma &amp; dharma) &amp; explain how &amp; why they are important to Hindus</p>
---	--	--	---	--	---	---	---

		<p>giving a good reason for their ideas</p> <p>Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them.</p>	<p>beliefs and ways of living</p> <p>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</p> <p>Give a good reason for their ideas about whether prayer, respect, celebrations and self-control have something to say to them too.</p>	<p>living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.</p>	<p>everyone having a 'spark' of God in them &amp; ideas about the value of people in the world today, giving good reasons for their ideas.</p>	<p>obedience, generosity, self-control &amp; worship in the lives of Muslims today &amp; articulate responses on how far they are valuable to people who are not Muslims</p> <p>Reflect on &amp; articulate what is its like to be a Muslim in Britain today giving good reasons for their views.</p>	<p>Reflect on &amp; articulate what impact belief in karma &amp; dharma might have on individuals &amp; the world, recognising different points of view</p>
				<p>L2.10 Jews</p> <p>Identify some Jewish beliefs about God, sin &amp; forgiveness &amp; describe what they mean</p> <p>Make clear links between the story of the Exodus and Jewish beliefs about God &amp; his relationship with the Jewish people</p>	<p>L2.8 Hindus</p> <p>Describe how Hindus show their faith within their families in Britain today (eg home puja)</p> <p>Describe how Hindus show their faith within their faith communities in Britain today (eg arti/bhajans)</p>	<p>U2.9 Jews</p> <p>Identify &amp; explain Jewish beliefs about God</p> <p>Give examples of some texts that say what God is like &amp; explain how Jewish people interpret them</p> <p>Make clear connections between Jewish</p>	

				<p>Offer informed suggestions about the meaning of the Exodus story for Jews today</p> <p>Make simple links between Jewish beliefs about God &amp; his people &amp; how Jews live (eg through celebrating forgiveness, salvation &amp; freedom at festivals)</p> <p>Describe how Jews show their beliefs through worship in festivals, both at home &amp; in wider communities</p> <p>Raise questions &amp; suggest answer about whether it is good for Jews &amp; everyone else to remember the past &amp; look forward to the future</p>	<p>at the mandir; festivals like Diwali)</p> <p>Identify some different ways in which Hindus show their faith (eg between different communities in Britain, or between Britain &amp; parts of India)</p> <p>Identify the terms dharma, Sanatan Dharma &amp; Hinduism &amp; say what they mean</p> <p>Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)</p> <p>Raise questions &amp; suggest answers about what is good about being a Hindu in Britain today, &amp; whether taking part in family &amp; community rituals is a</p>	<p>beliefs about the Torah &amp; how they use &amp; treat it</p> <p>Make clear connections between Jewish commandments and how Jews live (eg in relation to kosher laws)</p> <p>Give evidence &amp; egs to show how Jewish people put their beliefs into practice in different ways (eg some differences between Orthodox &amp; Progressive Jewish practice)</p> <p>Make connections between Jewish beliefs studied &amp; explain how &amp; why they are important to Jewish people today</p> <p>Consider &amp; weigh up the value of eg tradition, ritual,</p>	
--	--	--	--	--	---	---	--

				<p>Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom &amp; justice in the world today, including pupils' own lives, &amp; giving good reasons for their ideas.</p>	<p>good thing for individuals &amp; society, giving good reasons for their ideas.</p>	<p>community, study &amp; worship in the lives of Jews today, &amp; articulate responses on how far they are valuable to people who are not Jewish.</p>	
<p>F5: Special Places 1.8 Sacred Places</p>	<p>Talk about somewhere that is special to themselves, saying why</p> <p>Recognise that some religious people have places which have special meaning for them</p> <p>Talk about the things that are special and valued in a place of worship</p> <p>Begin to recognise that for Christians, Muslims or Jews, these special things</p>		<p>Recognise that there are special places where people go to worship, and talk about what people do there</p> <p>Identify at least 3 objects used in 2 religions and give a simple account of how they are used and something about what they mean.</p> <p>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</p>				

link to beliefs about God

Get to know & use appropriate words to talk about their thoughts and feelings when visiting a church

Express a personal response to the natural world

Give egs of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe

Give simple egs of how people worship at a church, mosque or synagogue

Talk about why some people like to belong to a sacred building or community

Think, talk & ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas

Talk about what makes some places special to people, and what the

			<p><i>difference is between religious and non-religious special places.</i></p>				
<p>1.9 World and others</p> <p>L2.12 Making the world a better place</p>		<p>Identify a story or text that says something about each person being unique and valuable</p> <p>Give an example of a key belief some people find in one of these stories (eg that God loves all people)</p> <p>Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</p> <p>Give an eg of how people show they care for others (eg by giving to charity), making a link to one of the stories</p> <p>Give egs of how Christians &amp; Jews can show care for</p>		<p>Identify some beliefs about why the world is not always a good place (eg Christian ideas of sin)</p> <p>Make links between religious beliefs &amp; teachings &amp; why people try to live &amp; make the world a better place</p> <p>Make simple links between teachings about how to live &amp; ways in which people try to make the world a better place (eg tikkun olam &amp; the charity Tzedek)</p> <p>Describe some egs of how people try to live</p> <p>Identify some differences in how people put</p>			

		<p>the natural Earth</p> <p>Say why Christians &amp; Jews might look after the natural world</p> <p>Think, talk &amp; ask questions about what difference believing in God makes to how people treat each other and the natural world</p> <p>Give good reasons why everyone (religious &amp; non-religious) should care for others and look after the natural world.</p>		<p>their beliefs into action</p> <p>Raise questions &amp; suggest answers about why the world is not always a good place, &amp; what are the best ways of making it better</p> <p>Make links between some commands for living from religious traditions, non-religious worldviews &amp; pupils' own ideas</p> <p>Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.</p>			
F4: Belonging 1.10 Belonging	Retell religious stories making connections with personal experiences	Recognise that loving others is important in lots of communities					

	<p>Share and record occasions when things have happened in their lives that make them feel special</p> <p>Recall simply what happens at a traditional Christian infant baptism and dedication</p> <p>Recall simply what happens when a boy is welcomed into a religion other than Christianity</p>	<p>Say simply what Jesus and one other religious leader taught about loving other people</p> <p>Give an account of what happens at a traditional Christian &amp; Jewish or Muslim welcome ceremony, and suggest what the actions/symbols mean</p> <p>Identify at least 2 ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)</p> <p>Give egs of ways in which people express their identity &amp; belonging within faith communities, responding</p>					
--	--	---	--	--	--	--	--

		<p><i>sensitively to differences</i></p> <p><i>Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.</i></p>					
F6: Special Stories	<p><i>Talk about some religious stories</i></p> <p><i>Recognise some religious words (eg about God)</i></p> <p><i>Identify some of their own feelings in the stories they hear</i></p> <p><i>Identify a sacred text (eg Bible, Torah)</i></p> <p><i>Talk about some of the things these stories teach believers (eg What Jesus teaches about being friends with the friendless in the story of Zacchaeus, what Jesus'</i></p>						

	<p>story about the ten lepers teaches about saying 'thank you' and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right) etc</p>						
L2.2 People of God				<p>Make clear links between the story of Noah and the idea of covenant</p> <p>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony</p> <p>Make links between the story of Noah and how we live in school and the wider world.</p>			
L2.3 - Trinity (God/ Incarnation)					<p>Recognise what a 'Gospel' is &amp; give an eg of the kinds of</p>		

*stories it contains*

*Offer suggestions about what texts about baptism & Trinity mean*

*Give egs of what these texts mean to some Christians today*

*Describe how Christians show their beliefs about God the Trinity in worship in different ways (eg: in baptism & prayer) & in the way they live*

*Make links between some Bible texts studied & the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.*

L2.6 Pentecost  
(Kingdom of  
God)

U2.6 - Kingdom  
of God

Make clear links  
between the  
story of  
Pentecost &  
Christian beliefs  
about the  
'kingdom of  
God' on Earth

Offer informed  
suggestions  
about what the  
events of  
Pentecost in  
Acts 2 might  
mean

Give egs of  
what Pentecost  
means to some  
Christians now

Make simple  
links between the  
description of  
Pentecost in  
Acts 2, the  
Holy Spirit, the  
kingdom of  
God, & how  
Christians live  
now

Describe how  
Christians show  
their beliefs  
about the Holy  
Spirit in  
worship

Make links  
between ideas

Explain  
connections  
between biblical  
texts and the  
concept of the  
kingdom of God

Consider  
different  
possible  
meanings for  
the biblical texts  
studied,  
showing  
awareness of  
different  
interpretations

Make clear  
connections  
between belief in  
the kingdom of  
God & how  
Christians put  
their beliefs into  
practice

Show how  
Christians put  
their beliefs into  
practice in  
different ways

Relate the  
Christian  
'kingdom of  
God' model (eg  
loving others,  
serving the  
needy) to  
issues, problems  
& opportunities

					<p>about the kingdom of God in the Bible &amp; what people believe about following God today, giving good reasons for their ideas.</p>	<p>in the world today</p> <p>Articulate their own responses to the idea of the importance of love &amp; service in the world today.</p>
<p>L2.11 - marking significant events in life</p>					<p>Identify some beliefs about love, commitment &amp; promises in 2 religious traditions &amp; describe what they mean</p> <p>Offer informed suggestions about the meaning &amp; importance of ceremonies of commitment for religious &amp; non-religious people today</p> <p>Describe what happens in ceremonies of commitment (eg baptism, sacred thread, marriage) &amp; say what these rituals mean</p>	

Make simple links between beliefs about love & commitment & how people in at least 2 religious traditions live (eg through celebrating forgiveness, salvation & freedom at festivals)

Raise questions & suggest answers about whether it is good for everyone to see life as a journey, & mark the milestones

Make links between the ideas of love, commitment & promises in religious & non-religious ceremonies

Give good reasons why they think ceremonies of commitment are or are not valuable today.

U2.10 What matters most to humanists & Christians

Identify & explain beliefs about why people are good and bad (eg Christian & Humanist)

Make links with sources of authority that tell people how to be good (eg Christian idea of being made in the image of 'God' but 'fallen', & Humanists saying people can be 'good without God')

Make clear connections between Christian & Humanist ideas about being good & how people live

Suggest reasons why it might be helpful to follow a moral code & why it might be difficult, offering different points of view

						<p>Raise important questions &amp; suggest answers about how &amp; why people should be good</p> <p>Make connections between the values studied &amp; their own lives, &amp; their importance in the world today, giving good reasons for their views.</p>	
U2.11 Why do some people believe in God & some people do not?							<p>Define the terms 'theist', 'atheist' &amp; 'agnostic' &amp; give egs of statements that reflect these beliefs</p> <p>Identify &amp; explain what religious &amp; non-religious people believe about God, saying where they get their ideas from</p> <p>Give egs of reasons why people do or do not believe in God</p>

*Make clear connections between what people believe about God & the impact of this belief on how they live*

*Give evidence & egs to show how Christians sometimes disagree about what God is like (eg some differences in interpreting Genesis)*

*Reflect on & articulate some ways in which believing in God is valuable in the lives of believers, & ways it can be challenging*

*Consider & weigh up different views on theism, agnosticism & atheism, expressing insights of their own about why people believe in God or not*

							<p>Make connections between belief &amp; behaviour in their own lives, in light of their learning.</p>
<p>U2.12 How does faith help people when life gets hard?</p>							<p>Describe at least 3 egs of ways in which religions guide people in how to respond to good &amp; hard times in life</p> <p>Identify beliefs about life after death in at least 2 religious traditions, comparing &amp; explaining similarities &amp; differences</p> <p>Make clear connections between what people believe about God &amp; how they respond to challenges in life (eg suffering, bereavement)</p> <p>Give egs of ways in which beliefs about resurrection/</p>

							<p>judgement/ heaven/ karma/ reincarnation make a difference to how someone lives</p> <p>Interpret a range of artistic expressions of afterlife, offering &amp; explaining different ways of understanding these</p> <p>Offer a reasoned response to the unit question, with evidence &amp; example, expressing insights of their own.</p>
--	--	--	--	--	--	--	--

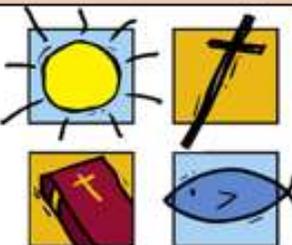
Key

Multi-faith units
Judaism study units
Islam study units
Christianity study units
Hinduism study units



# Finlay Community School - Reception - R.E knowledge organiser



Overview	
Religious Education	
-In <u>Religious Education</u> , we learn about the different religions around the world.	
- <u>Religions</u> are made up of ideas that a group of people believe in.	
-Religious Education helps us to <u>make sense of the world</u> and the <u>different things and people that are in it.</u>	
In <u>EYFS</u> , R.E. is based within 'Personal and Social Development' and 'Understanding the World' learning areas.	

Personal and Social Development	
<b>Self-Regulation</b> We all have things <u>in common</u> and things that make us <u>unique</u> (different to everyone else). This is good - it is what makes you, you! Our <u>opinion</u> is what we think about something, and <u>differ</u> to others' opinions. We all have different <u>likes &amp; dislikes</u> , e.g. we may have different hobbies. <b>Managing self</b> <u>Emotions</u> are our <u>inner feelings</u> . There are lots of words to describe our emotions -It is important that we understand our emotions, and the <u>emotions of other people.</u> -Our <u>behaviour</u> is the way that we act. Good behaviour means <u>following rules</u> , and <u>treating people and things with kindness and respect.</u> We show resilience perseverance in challenges. <b>Building Relationships</b> Develop a sense of responsibility and membership of the community. It is important to build constructive and respectful relationships. We express how we feel and considers others feelings. See themselves as an individual.	<b>Key Vocabulary</b>  Religion  Community  Tradition  Way of Life  Unique  Emotions  Behaviour  Relationships

Understanding the World – People and Communities		
	<b>Past and present</b>	-A <u>way of life</u> is how you choose to spend your time. -Different people around the world (including those from different religions) have different ways of life. Parts of your way in life may include your rituals (habits) – e.g. eating, celebrating, praying, dressing.
	<b>People, culture and community</b>	-A <u>community</u> is a group of people who live in a particular place or have something in common. -E.g. all of the teachers, parents and children at your school make up your <u>school community</u> . -People of the same religion are a <u>religious community</u> . -A <u>tradition</u> is something that people in a group or community do, that has been passed down over time. -E.g. eating certain foods, wearing certain clothes. -Your traditions may be a part of your religion.
	<b>People, culture and community</b>	There are many different events that we celebrate through the year. Some of these are a part of religions. Birthdays Weddings Christmas Eid Diwali Holi Funerals Christening Anniversary Easter

Understanding the World – The World		
	<b>The Natural world</b>	- Explore the natural environment around us - make observations, drawings and pictures of plants and animals. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Key Questions			
Where do you live?	What makes you similar/different to other people?	How is your life similar/different to other people?	What do you think good behaviour is?
Who are you close to?	What traditions do you have?	What celebrations do you have?	Describe your way of life

# Characteristics of Effective Religious Education Teaching

## What would I see in a unit of RE? What would I see in a Lesson?

<i>Recap at the beginning of the theme to teach children how this unit links to their previous learning.</i>	<i>Children making sense of beliefs through identifying, describing, explaining &amp; analyzing beliefs/concepts</i>	<i>Use/verbalise personal reflections with increasing clarity</i>
<i>Language rich: using and developing religious/technical/theological language</i>	<i>5 minute recap at the beginning of each lesson to encourage retention of key knowledge and vocabulary.</i>	<i>Children making connections to evaluate, reflect on and enquire into key concepts</i>
<i>Children understanding the impact of religion by examining, explaining, recognizing &amp; appreciating how people put their beliefs into action</i>	<i>Use primary and secondary sources/use of visits &amp; visitors where appropriate</i>	<i>Development of knowledge, skills and understanding in line with the Gloucestershire Syllabus (2017-2022)</i>