

Finlay Community School

Religious Education – The Big Question 2025/2026

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. This correlates with our whole school vision of Aspire, Belong and Achieve. 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 the 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 (2017-2025). 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

- I.10: What does it mean to belong to a faith community?
- I.1: What do Christians believe God is like?
- I.7: Who is Jewish and how do they live?
- I.2: Who do Christians say made the world?
- I.9: How should we care for the world and others, and why does it matter?

Multi-Faith Islam
Christianity Hinduism
Judaism

Year 2

- I.6: Who is a Muslim and how do they live? Part 1
- I.3: Why does Christmas matter to Christians?
- I.6: Who is a Muslim and how do they live? Part 2
- I.5: Why does Easter matter to Christians?
- I.4: What is the 'good news' Christians believe Jesus brings?
- I.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?
- L2.10: How do festivals and family life show what matters to Jewish people?
- L2.9: How do festivals and worship show what matters to a Muslim?
- 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
Reception	It's Good to be Me	Let's Celebrate	I wonder: What it's like in space? What it's like in Australia? What it's like in Antarctica?	I wonder: What materials are waterproof? What the weather is like in each season? What it is like at The Farm?	Once Upon a Time Moving on up!	
Religious Education Unit	Where do we belong? (F4)	Why is Christmas special for Christians? (F2)	Why is the word 'God' so important to Christians? (F1)	Why is Easter special to Christians? (F3)	What places are special and why? (F5)	What times/ stories are special and why? (F6)
Year 1	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)
Year 2	The Great Fire of London & The Tudors		Around the World in ... Days Passport theme		Heroes in History Florence Nightingale and Mary Seacole	
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?	What makes some places sacred to believers? (Unit 1.8)

					(Unit 1.4)	
Year 3	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 family life show what matters to Jewish people? (Unit L2.10)	How do festivals and worship show what matters to a Muslim? (Unit L2.9)	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)
Year 4	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	Invaders and Settlers - Saxons, Vikings and Mayans		Deforestation The Rainforest - North and South America		Chocolate! Ancient Maya	
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
FI: God 1.1 God U2.1 God	Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world (C&L Sp: 1.2) Articulate ideas & thoughts in well-formed sentences. 2.1 Describe events in some detail ELG: express ideas about their experiences, using tenses, conjunctions with modelling/support) Retell stories, talking about what they say about the	Identify what a parable is 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 Give clear, simple accounts of what the story means to Christians Give at least two egs of a way in which Christians show their belief in God as loving & forgiving Give an eg of how Christians put their beliefs				Identify some different biblical texts, using technical terms accurately Explain connections between biblical texts and Christian ideas of God, using theological terms Make clear connections between Bible texts studied & what Christians believe about God; eg through how cathedrals are designed Show how Christians put their beliefs into practice in worship	

	world, God, human beings (C&L L,A&U 1.3 Engage in story times 2.2 Listen to & talk about stories to build familiarity 2.3 Retell a story, some with exact repetition, some in own words ELG: Listen attentively & respond to what they hear with relevant questions, comments, actions.) Think about the wonders of the natural world, expressing ideas and feelings (Understanding the World: Explore the natural world around them; Recognise some environments that are different to the one in which they live; Understand the effect of	into practice in worship Think. talk & ask questions about whether they can learn anything from the story for themselves, exploring different ideas Give a reason for the ideas they have and the connections they make,				Weigh up how biblical ideas & teachings about God as holy & loving might make a difference in the world today, developing insights of their own.	
--	--	---	--	--	--	---	--

changing seasons on the natural world around them
ELG: Know some similarities and differences between the natural world around them & contrasting environments, drawing on experiences & what has been read in class)

Say how & when Christians like to thank their creator
(Understanding the World:
Recognise that people have different beliefs and celebrate special times in different ways)

Talk about what people do to mess up the world and what they do to look after it
(Understanding the World:

	Explore the natural world around them ELG: Understand some important processes and changes in the natural world, including seasons/changing states of matter)						
1.2 Creation L2.1 Creation U2.2 Creation		Retell the story of creation from Genesis 1:1-23 Recognise that 'Creation' is the beginning of the 'big story' of the Bible Say what the story tells Christians about God, Creation & the world Give at least one eg of what Christians do to say 'thank you' to God for Creation Think, talk & ask questions about living in		Place the concepts of God and Creation on a timeline of the Bible's 'Big Story' Make clear links between Genesis Ch 1 and what Christians believe about God & creation Recognise the story of 'The Fall' in Genesis Ch 3 gives an explanation of why things go wrong in the world Describe what Christians do because they believe God is			Identify what type of text some Christians say Genesis 1 is, & its purpose Taking account of the context, suggest what Genesis 1 might mean, & compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations Make clear connections between Genesis 1 and Christian

		an amazing world Give a reason for the ideas that they have & the connections they make between the Christian/Jewish Creation story & the world they live in		Creator (eg: follow God, wonder at how amazing God's creation is, care for the Earth) Describe how and why Christians might pray to God, say sorry & ask for forgiveness Ask questions and suggest answers about what might be important in the Creation story for Christians and non-Christians living today.			belief about God as Creator Show understanding of why many Christians find science & faith go together Identify key ideas arising from their study of Genesis 1 & comment on how far these are helpful or inspiring, justifying their responses 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.
F2: Christmas 1.1 Incarnation U2.3 Incarnation	Talk about people who are special to them (Understanding the world: P, C & C 1:1 Talk about members of their		Give a clear, simple account of the story of Jesus' birth & why Jesus is important for Christians Recognise that stories of Jesus'			Explain the place of Incarnation & Messiah within the 'big story' of the Bible Identify Gospel & prophecy texts, using technical terms	

	immediate family & community. 2.1 Name and describe people who are familiar to them C&L Sp: 1.2 Articulate ideas & thoughts in well-formed sentences) Say what makes their family & friends special to them (Understanding the world: P, C & C 1:1 Talk about members of their immediate family & community. 2.1 Name and describe people who are familiar to them C&L Sp: 1.2 Articulate ideas & thoughts in well-formed sentences) Begin to recognise the word 'incarnation' as describing		life come from the Gospels Give egs 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.			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	
--	---	--	--	--	--	---	--

	the belief that God came to Earth as Jesus (C&L L,A&U 1.2 Learn new vocabulary 2.1 Ask questions to find out more & to check they understand what has been said to them ELG: Make comments about what they have heard & ask questions to clarify their understanding. Sp: 1.1 Use new vocabulary through the day ELG: Offer explanations for why things might happen, making use of new vocabulary) Recall simply what happens at a traditional Christian festival (Christmas) (Understanding the World: P,C					reasons for their answers.	
--	---	--	--	--	--	-----------------------------------	--

	&C 2.2 Recognise that people have different beliefs and celebrate special times in different ways) Retell religious stories, making connections with personal experiences (C&L: L, A & U 1.3 Engage in story times 2.2 Listen to and talk about stories to build familiarity & understanding 2.3 Retell the story, with some exact repetition and some in their own words ELG: Listen attentively & respond to what they hear with relevant questions, comments & actions)						
1.4 Gospel L2.4 Gospel			Tell stories from the Bible & recognise a link with the concept	Identify texts that come from a Gospel, which tells the story		Identify features of Gospel texts (eg parable,	

U2.4 Gospel			of 'Gospel' or good news Give clear, simple accounts of what Bible texts mean to Christians Recognise that Jesus give instructions to people about how to behave Give at least 2 egs of ways in which Christians follow the teachings studied about forgiveness & peace, & bringing good news to the friendless Give at least 2 egs of how Christians put these beliefs into practice in the Church community and their own lives Think, talk & ask questions about whether Jesus' 'good news' is only	of the life & teaching of Jesus Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian Give egs of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways Make links between the importance of love in the Bible stories studied and life in the world today, giving a good	teachings, narrative) Taking account of the context, suggest meanings of Gospel texts studied, & compare their own ideas with ways in which Christians interpret biblical texts Make clear connections between Gospel texts, Jesus' 'good news' & how Christians live in the Christian community & in their individual lives Make connections between Christian teachings (eg about peace, forgiveness, healing) & the issues, problems, opportunities in the world today, including their own lives	
-------------	--	--	--	---	--	--

			good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.	reason for their ideas		Articulate their own responses to the issues studied, recognising different points of view.	
F3: Easter I.5 Salvation L2.5 Salvation U2.5 Salvation	Recognise and retell stories connected with the celebration of Easter (Understanding the World: 2.2 Recognise that people have different beliefs and celebrate different times in different ways. C&L: L, A&U 1.3 Engage in story times 2.3 Retell the story with some exact repetition & some in their own words) Talk about ideas of new life in nature (Understanding the World: TNW: 1.2 Explore the natural world around them.		Recognise that Incarnation and Salvation are part of a 'big story' of the Bible Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) Recognise that Jesus gives instructions about how to behave Give at least 3 egs of how Christians show their beliefs about Jesus' death & resurrection in church worship at Easter Think, talk & ask questions		Recognise the word 'Salvation', & that Christians believe Jesus came to 'save' or 'rescue' people (eg by showing them how to live) Offer informed suggestions about what the events of Holy Week mean to Christians Give egs of what Christians say about the importance of the events of Holy Week. Make simple links between the Gospel accounts and how Christians mark Easter events in their communities		Outline the 'big story' of the Bible, explaining how Incarnation & Salvation fit into it Explain what Christians mean when they say Jesus' death was a sacrifice Make clear connections between the Christian belief in Jesus' death as a sacrifice & how Christians celebrate Holy Communion/ Lord's Supper Show how Christians put their beliefs into practice in different ways Weigh up the value & impact of ideas of

	2.1 Describe what they see, hear and feel whilst outside C&L: L,A&U: 1.2 Learn new vocabulary Sp: 1.2 use new vocabulary) 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 (Understanding the World: P,C &C: 2.2 Recognise people have different beliefs & celebrate different times in different ways. ELG: Know some similarities & differences between religious/cultural communities in this country, drawing on		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 & giving a good reason for their ideas.		Describe how Christians show their beliefs about Jesus in worship in different ways Raise thoughtful questions & suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions		sacrifice in their own lives & in the world today Articulate their own responses to the idea of sacrifice, recognising different points of view
--	--	--	---	--	---	--	---

	<i>their experiences & what has been read in class.)</i> <i>Talk about some ways Christians remember these stories at Easter</i>						
1.6/1.7 Other Religions Jew.s/Muslims L2.9 Muslim festivals/ worship L2.10 Jewish festivals/ family life L2.7 Hindu belief in God L2.8 Being Hindu in Britain today U2.7 Why do Hindus want to be good? U2.8 Being a Muslim in Britain today U2.9 Importance of the Torah to Jew.s		1.6 - Jew.s Recognise the words of the Shema as a Jewish prayer Re-tell simply some stories used in Jewish celebrations (eg Chanukah) Give examples of how the stories used in celebrations (eg: Shabbat, Chanukah) remind Jew.s about what God is like Give egs of how Jewish people celebrate special times (eg Shabbat, Chanukah, Sukkot)	1.7 - Muslims Recognise the words of the Shahadah and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean. Give egs of how stories about the Prophet* show what Muslims believe about Muhammed	L2.9 Muslims Identify some beliefs about God in Islam, expressed in Surah 1 Make clear links between beliefs about God and ibadah (eg how God is worth worshipping; how Muslims submit to God) Give egs of ibadah (worship) in Islam (eg prayer, fasting, celebrating) & describe what they involve Make links between Muslim beliefs about	L2.7 Hindus Identify some Hindu deities & say how they help Hindus describe God Make clear links between some stories (eg Svetaketu, Ganesh, Diwali) & what Hindus believe about God Offer informed suggestions about what Hindu murtis express about God Make simple links between beliefs about God & how Hindus live (eg	U2.8 Muslims Identify & explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (eg Tawhid, Muhammed as the Messenger, Qur'an as the message) 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) Make clear connections between Muslim	U2.7 Hindus Identify & explain Hindu beliefs (dharma, karma, samsara, moksha) using technical terms accurately Give meanings for the story of the man in the well & explain how it relates to Hindu beliefs about samsara, moksha etc Make clear connections between Hindu beliefs about dharma, karma, samsara & moksha & ways in which Hindus live

		Make links between Jewish ideas of God found in the stories and how people live Give an eg of how some Jewish people might remember God in different ways (eg mezuzah, on Shabbat) Talk about what they think is good about reflecting, thinking, praising & remembering for Jewish people, giving a good reason for their ideas Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them.	Give egs of how Muslims use the Shahadah to show what matters to them Give egs of how Muslims use stories of the Prophet to guide their beliefs and actions (eg care for creation, fast in Ramadan) Give egs of how Muslims put their belief about prayer into action Think, talk & ask questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas	God & a range of ways in which Muslims worship (eg in prayer & fasting, as a family & as a community, at home & in the mosque) Raise questions & suggest answers about the value of submission & self-control to Muslims, & whether there are benefits for people who are not Muslims Make links between the Muslim idea of 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.	choosing a deity & worshipping at a home shrine; celebrating Diwali) Identify some different ways in which Hindus worship Raise questions & suggest answers about whether it is good to think about the cycle of create/ preserve/ destroy in the world today Make links between the Hindu idea of everyone having a 'spark' of God in them & ideas about the value of people in the world today, giving good reasons for their ideas.	beliefs & ibadah (eg Five Pillars, festivals, mosques, art) Give evidence & egs to show how Muslims put their beliefs into practice in different ways Make connections between Muslim beliefs studied & Muslim ways of living in Britain/ Gloucestershire today Consider & weigh up the value of eg submission, obedience, generosity, self-control & worship in the lives of Muslims today & articulate responses on how far they are valuable to people who are not Muslims Reflect on & articulate what is its like to be	Connect the 4 Hindu aims of life and the 4 stages with beliefs about dharma, karma, moksha etc Give evidence & egs to show how Hindus put their beliefs into practice in different ways Make connections between Hindu beliefs studied (eg karma & dharma) & explain how & why they are important to Hindus Reflect on & articulate what impact belief in karma & dharma might have on individuals & the world, recognising different points of view
--	--	---	---	--	--	---	--

			Give a good reason for their ideas about whether prayer, respect, celebrations and self-control have something to say to them too.			a Muslim in Britain today giving good reasons for their views.	
				L2.10 Jews Identify some Jewish beliefs about God, sin & forgiveness & describe what they mean Make clear links between the story of the Exodus and Jewish beliefs about God & his relationship with the Jewish people Offer informed suggestions about the meaning of the Exodus story for Jews today Make simple links between Jewish beliefs about God & his people & how Jews live	L2.8 Hindus Describe how Hindus show their faith within their families in Britain today (eg home puja) Describe how Hindus show their faith within their communities in Britain today (eg arti/bhajans at the mandir; festivals like Diwali) Identify some different ways in which Hindus show their faith (eg between different communities in Britain, or between Britain	U2.9 Jews Identify & explain Jewish beliefs about God Give examples of some texts that say what God is like & explain how Jewish people interpret them Make clear connections between Jewish beliefs about the Torah & how they use & treat it Make clear connections between Jewish commandments and how Jews live (eg in relation to kosher laws)	

				(eg through celebrating forgiveness, salvation & freedom at festivals) Describe how Jews show their beliefs through worship in festivals, both at home & in wider communities Raise questions & suggest answer about whether it is good for Jews & everyone else to remember the past & look forward to the future Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom & justice in the world today, including pupils' own lives, & giving good reasons for their ideas.	& parts of India) Identify the terms dharma, Sanatan Dharma & Hinduism & say what they mean Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) Raise questions & suggest answers about what is good about being a Hindu in Britain today, & whether taking part in family & community rituals is a good thing for individuals & society, giving good reasons for their ideas.	Give evidence & egs to show how Jewish people put their beliefs into practice in different ways (eg some differences between Orthodox & Progressive Jewish practice) Make connections between Jewish beliefs studied & explain how & why they are important to Jewish people today Consider & weigh up the value of eg tradition, ritual, community, study & worship in the lives of Jews today, & articulate responses on how far they are valuable to people who are not Jewish.	
--	--	--	--	--	--	---	--

F5: Special Places 1.8 Sacred Places	Talk about somewhere that is special to themselves, saying why (C&L: Sp: 1.2 Articulate their ideas & thoughts in well-formed sentences, 2.1 Describe events in some detail ELG: participate in small group, whole class & 1:1 discussions, offering their own ideas) Recognise that some religious people have places which have special meaning for them (Understanding the World: P,C&C 2.1 Understand that some places are special to members of their community) Talk about the things that are special and		Recognise that there are special places where people go to worship, and talk about what people do there 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. Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship 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				
---	---	--	---	--	--	--	--

	valued in a place of worship (Understanding the World: P,C&C 2.1 Understand that some places are special to members of their community C&L: Sp: 1.2 Articulate their ideas & thoughts in well-formed sentences, ELG: participate in small group, whole class & 1:1 discussions, offering their own ideas) Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God (Understanding the World: P,C &C: 2.2 Recognise people have different beliefs & celebrate different times		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 difference is between religious and non-religious special places.				
--	---	--	---	--	--	--	--

in different ways.
ELG: Know some similarities & differences between religious/cultural communities in this country, drawing on their experiences & what has been read in class.)

Get to know & use appropriate words to talk about their thoughts and feelings when visiting a church
(C&L: L,A&U
1.2 learn new vocabulary, 2.1
Ask questions to find out more and to check they understand what has been said to them
Sp: 1.2
Articulate their ideas and thoughts in well-formed sentences,

	P,S,ED 1.1 Express their feelings and consider the feelings of others 2.1 Identify & moderate their own feelings socially & emotionally 2.2 Think about the perspectives of others ELG: show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly) Express a personal response to the natural world C&L: Sp: 1.2 Articulate their ideas and thoughts in well-formed sentences, P,S,ED 1.1 Express their feelings and consider the feelings of others, ELG:						
--	--	--	--	--	--	--	--

	show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly)						
1.9 World and others L2.12 Making the world a better place		Identify a story or text that says something about each person being unique and valuable Give an example of a key belief some people find in one of these stories (eg that God loves all people) Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world Give an eg of how people show they care for others (eg by giving to charity), making a link to one of the stories		Identify some beliefs about why the world is not always a good place (eg Christian ideas of sin) Make links between religious beliefs & teachings & why people try to live & make the world a better place Make simple links between teachings about how to live & ways in which people try to make the world a better place (eg tikkun olam & the charity Tzedek) Describe some egs of how people try to live			

		Give egs of how Christians & Jews can show care for the natural Earth Say why Christians & Jews might look after the natural world Think, talk & ask questions about what difference believing in God makes to how people treat each other and the natural world Give good reasons why everyone (religious & non-religious) should care for others and look after the natural world.		Identify some differences in how people put their beliefs into action Raise questions & suggest answers about why the world is not always a good place, & what are the best ways of making it better Make links between some commands for living from religious traditions, non-religious worldviews & pupils' own ideas 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.				
--	--	--	--	--	--	--	--	--

F4: Belonging 1.10 Belonging	Retell religious stories making connections with personal experiences (C&L: L,A&U: 1.3 Engage in story times 2.2 Listen & talk about stories to build familiarity & understanding 2.3 Retell stories, once they have a deep familiarity with the text; some exact repetition and some in their own words) Share and record occasions when things have happened in their lives that make them feel special (C&L Sp: 1.2 Articulate their ideas and thoughts in well-formed sentences, L: Writing: 1.1 Formlower	Recognise that loving others is important in lots of communities Say simply what Jesus and one other religious leader taught about loving other people Give an account of what happens at a traditional Christian & Jewish or Muslim welcome ceremony, and suggest what the actions/symbols mean 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) Give egs of ways in which people express their identity &					
---	--	--	--	--	--	--	--

	case/capital letter correctly 1.2 spell words by identifying sounds 2.1 Write short sentences with known sounds, capital letter & full stop) Recall simply what happens at a traditional Christian infant baptism and dedication (C&L: L,A&U: 1.2 Learn new vocabulary, 2.1 Ask questions to find out more and to check they understand what has been said to them ELG: Make comments about what they have heard and ask questions to clarify their understanding Sp: 1.1 Use new vocabulary 1.2 Articulate their ideas and thoughts in well-formed sentences 1.3 Connect one	belonging within faith communities, responding sensitively to differences 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.					
--	--	--	--	--	--	--	--

idea or action
to another using
a range of
connectives
2.1 Describe
events in some
detail
2.4 Use new
vocabulary in
different
contexts
ELG: Participate
in small group,
whole class, 1:1
discussions
offering their
own ideas,
using recently
introduced
vocabulary)

Recall simply
what happens
when a boy is
welcomed into
a religion
other than
Christianity
(C&L: L,A&U:
1.2 Learn new
vocabulary, 2.1
Ask questions
to find out more
and to check
they understand
what has been
said to them
ELG: Make
comments about
what they have
heard and ask

	questions to clarify their understanding Sp: 1.1 Use new vocabulary 1.2 Articulate their ideas and thoughts in well-formed sentences 1.3 Connect one idea or action to another using a range of connectives 2.1 Describe events in some detail 2.4 Use new vocabulary in different contexts ELG: Offer explanations for why things might happen, making use of recently introduced vocabulary when appropriate)						
F6: Special Stories	Talk about some religious stories (C&L: L,A&U: 1.3 Engage in story times 2.1 Ask questions to find out more						

and to check they understand what has been said to them
ELG: Make comments about what they have heard and ask questions to clarify their understanding
Sp: 1.2
Articulate their ideas and thoughts in well-formed sentences)

Recognise some religious words (eg about God)
(C&L: L,A&U: 1.2 learn new vocabulary)

Identify some of their own feelings in the stories they hear
(P,S&ED 1.1
Express their feelings and consider the feelings of others)

Identify a sacred text (eg Bible, Torah)
(C&L: L,A&U:
1.2 Learn new vocabulary
1.1 Use new vocabulary throughout the day)

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' 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

	(Understanding the World: P,C &C 2.2 Recognise that people have different beliefs and celebrate different times in different ways. P,S&ED SR: 2.2 Think about the perspectives of others C&L: Sp: 1.2 Articulate thoughts & ideas in well-formed sentences 1.3 Connect one idea or action to another using a range of conjunctions)						
L 2.2 People of God				Make clear links between the story of Noah and the idea of covenant Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony Make links between the			

				story of Noah and how we live in school and the wider world.			
L2.3 - Trinity (God/ Incarnation)					Recognise what a 'Gospel' is & give an eg of the kinds of 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		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

					their beliefs about the Holy Spirit in worship Make links between ideas about the kingdom of God in the Bible & what people believe about following God today, giving good reasons for their ideas.		'kingdom of God' model (eg loving others, serving the needy) to issues, problems & opportunities in the world today Articulate their own responses to the idea of the importance of love & service in the world today.
L2.11 - marking significant events in life					Identify some beliefs about love, commitment & promises in 2 religious traditions & describe what they mean Offer informed suggestions about the meaning & importance of ceremonies of commitment for religious & non-religious people today Describe what happens in ceremonies of commitment (eg		

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

							Give egs of reasons why people do or do not believe in God 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 Make connections between belief & behaviour in their own lives, in light of their learning.
U2.12 How does faith help people when life gets hard?							Describe at least 3 egs of ways in which religions guide people in how to respond to good & hard times in life Identify beliefs about life after death in at least 2 religious traditions, comparing & explaining similarities & differences Make clear connections between what people believe about God & how they respond to challenges in life (eg

							suffering, bereavement) Give egs of ways in which beliefs about resurrection/ judgement/ heaven/ karma/ reincarnation make a difference to how someone lives Interpret a range of artistic expressions of afterlife, offering & explaining different ways of understanding these Offer a reasoned response to the unit question, with evidence & example, expressing insights of their own.
--	--	--	--	--	--	--	---

Key

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

Knowledge Organisers and Long-Term Plans

Knowledge organisers are used to identify the sequence of learning, key questions per lesson, sticky knowledge, connections and rapid recall information. They also identify key vocabulary. These should be glued in at the beginning of a unit of work. There is a sample of knowledge organisers for each year group included in this guide.

What does it mean to belong to a faith community? (1.10)

Focus: Multi-faith unit

Year: 1

Term: Autumn 1 – 7 lessons

Subject: RE

Rapid Retrieval (Can I still recall)

- That people show others they are special by giving a hug/cuddle/celebrating special occasions (e.g. birthdays)
- That religions believe all people are unique and special to God
- That water and candles are important in welcoming ceremonies
- Special words are used to welcome babies
- What makes us feel special about belonging to a group of people

Clever Connections: (Links to the Golden Threads)

Religion

- Introduction to Christianity – being valued and having a sense of belonging to something important
- Stories from the Bible
- What happens at a baptism/marriage

SMILE Values

Social Awareness:

- local groups for belonging
- An understanding of how our community helps others
- liaison with local church members

Key Question	Sticky Knowledge
Which groups do you belong to and why are they important to you?	• That people belong to communities to feel loved, valued and respected •
What are symbols of belonging and what do they mean?	• Christian symbols include: christening candle, christening clothes, crosses, fish badge, Rosary, Bible • Jewish symbols include: mezuzah, menorah, Kiddush cup, challah bread, kippah • Muslim symbols include: calligraphy, picture of the Ka'aba, prayer cap (taqiyah) (choose 1 or 2 of these religions)
What do religious stories teach about being everyone being valuable?	• Stories such as The Lost Sheep/The Lost Coin show that everyone is valued by God and is important. • Christians believe that all people are important to God. • Jews are told by God to 'Love your neighbour'. • Muslims believe that to be a good Muslim, you must love everyone as you love yourself
What are the actions and symbols of Christian baptism/ dedication and what do they mean?	• The person/baby being baptized wears special clothes because it is a special occasion. • Pouring of water shows that the person/baby is clean, pure and a new member of God's family. • A candle represents being a light in God's world. • A certificate is a reminder that they are part of God's family.
What happens at a different naming ceremony?	• The Muslim ceremony to celebrate the birth of a baby is called 'Aqiqah' • This takes place 7 days after the baby is born. • Parents invite family/friends to say thank you to Allah for the birth of the baby • The baby's head is shaved to show that they belong to Allah. • Adhan is whispered into a baby's ear when they are born.
How can people show that they love someone and belong with someone through a wedding ceremony?	• People make promises, give rings, give gifts, kiss, sign a certificate to show that they love belong with someone in a Christian wedding ceremony. •
What is good about being in a community?	• People in faith communities might worship, pray, give thanks, help charities, help others, sing. • These things bring a sense of belonging/common purpose. • We have our own reasons about what is good about belonging to a community and they can be personal to us.

Vital Vocabulary:

Belonging

Being comfortable and friendly with others



Infant baptism (Christianity)

A Christian ceremony in which someone who wishes to join the church, is sprinkled with water or dipped in water.



Aqiqah (Islam)



A Muslim ceremony to welcome a new baby into the faith.

Wedding ceremony

A ceremony of marriage to become husband and wife



Unique

The only one of its type. Being different from everything else.

Holy water

Water which is blessed by a priest and used for certain religious practices.



Candle

A stick of wax with a wick running through the middle which is burned to give light.



Certificate

A statement on paper which shows that certain facts are true.



Worship

Love and devotion shown to an object or being considered sacred.



Who is a Muslim and how do they live? (Unit 1.6)

Focus: Multi-faith unit

Year: 2

Term: Autumn 1 – 1-6 Lessons; Spring 1 1-5 Lessons

Subject: RE

	Key Question	Sticky Knowledge
Rapid Retrieval (Can I still recall) • Crosses are an important religious symbol. • Baptisms are used in Christianity to welcome people into the Church. • Prayer is used in many different religions: to say sorry, to say thank you and to ask for something. • Special items for Jewish people: Mezuzah, Candlesticks, Challah bread, Challah board, Wine goblet, Kosher food, Star of David. • In Christianity, the story of Genesis 1 explains that God created heaven and earth, plants, animals and people. He created the world in 6 days, and rested on the seventh. Clever Connections: • Christians believe there is one God, and they worship their God. Muslims believe in one God, who is called Allah. Jewish people believe that God is one, and that it is important to love God. • Many people believe that there is a creator of the world: Jews, Christians and Muslims • Jesus is the messenger of God in Christianity. In Islam, Muhammad (PBUH) is the prophet; the messenger of Allah. • In Year 1, we learnt about the Muslim baby naming ceremony: Aqiqah. This is where the Shahadah would be whispered in a baby's ear. • People in faith communities often worship and pray. Prayer is one of the five pillars of Islam, and Muslims pray five times a day. SMILE Values Social Awareness: • An understanding of the beliefs of Muslims. Cultural Capital • Visit to the local Mosque/visit by an Imam.	Who do Muslims believe in?	• Muslims believe in Allah as the one true God. • Allah is the word for God in Arabic. • In Islam, the core belief is that there is only one God. This is called Tawhid.
	What is the Shahadah and what does it tell us about Muslims' beliefs about God?	• This is the first of the five pillars of Islam. • The Shahadah: There is no God but God; Muhammad is the messenger of God. • The Shahadah is part of Muslims' daily prayers and also part of the Call to Prayer. • These words are seen as the best first words for a baby to hear, and are whispered into their ear soon after they are born.
	What are some of the 99 names of Allah and what do they mean?	• Muslims believe it is impossible to fully capture what God is like, so they use 99 Names for Allah to help them understand him better. • Al-Khaaliq- The Creator • Al Sami' – The All Seeing • Al Kabir – The Great • Al Hakim – The Wise <i>One beautiful name for Allah is... This characteristic of God might be important to a Muslim because...</i>
	Who is the Prophet Muhammad?	• Prophet Muhammad was born in Mecca, in Saudi Arabia. • The majority of Muslim scholars believe that the Prophet Muhammad was born on a Monday, the 12th of Rabee Al-Awaal (the third month of the Islamic calendar) • Whenever Muslims mention the Prophet's name, they always follow with 'Peace and blessings be upon him/ PBUH'. • Allah sent Prophet Muhammad as the last messenger to reach Islam to everyone. He sent down the Qur'an to the Prophet Muhammad through Angel Jibreel/Gabriel.
	What does the story of 'The Tiny Ants' and 'The Camel' tell us about Muhammad and Islam?	• The Shahadah says that Muhammad is God's messenger. The stories of the Prophet Mohammad are very important in Islam. • Muslims follow Allah but they learn a lot from the Prophet's example. • The story of the tiny ants shows us that Muhammad cared for all Allah's creations. • The Camel story shows us that Muhammad forbade cruelty to any animal, and cared for animals himself to show others how to do it.
	How, where and when do Muslims read the Qur'an?	• The Qur'an is the holy book for Muslims and is written in Arabic. Muslims believe it is the perfect word of God. • Muslims show respect for the Qur'an by washing their hands before touching it. When they aren't using it, it is often wrapped up in a special cloth and kept on a high shelf to show respect. • It should never touch the floor and is placed on a special stand when being read. Many Muslims learn the Qur'an off by heart. • The Qur'an teaches Muslims how to live a good life. • During Ramadan, many Muslims will read the whole Qur'an.

Key Question	Sticky Knowledge
What are the 5 Pillars of Islam and how do they help Muslims to live their life? Shahadah and Salah	• Shahadah is the first pillar of Islam. • It is a declaration of faith. • Anyone who wishes to be a Muslim must say and believe in the Shahadah. • Muslims repeat the Shahadah every day in their prayer. It reminds Muslims that there is only one God – Allah and that Muhammad is his messenger. • Salah is the second pillar of Islam and is prayer. • Salah should be performed five times a day. The times depend on the sun and so they change daily. • Prayer is important to Muslims as it makes them feel connected to God. They often go to the Mosque to pray, but can pray anywhere that is clean. Muslims may use a prayer mat to pray in places other than the Mosque. • Muslims always face Mecca when they pray.
What are the 5 Pillars of Islam and how do they help Muslims to live their life? Zakah	• The third pillar of Islam is Zakah. • The word Zakah means to purify or increase. • Zakah is when Muslims give a small amount of their wealth once a year to the poor or to those who are in need. • Allah will then purify and increase their wealth as a reward. • Muslims believe it is their personal responsibility to help those in need and to try and spread equality among people
What are the 5 Pillars of Islam and how do they help Muslims to live their life? Fasting	• The fourth pillar of Islam is fasting. • Muslims fast during Ramadan. • Fasting is where Muslims do not eat or drink during daylight, and only eat or drink after sunset. • Fasting teaches patience, to be self-disciplined, to control themselves, and to be grateful for Allah's blessings. • Muslims believe that if they are able to control themselves from eating or drinking, they can control themselves from any bad habits or bad deeds, which will help them to become better Muslims.
What are the 5 Pillars of Islam and how do they help Muslims to live their life? Pilgrimage	• The fifth Pillar of Islam is Pilgrimage. • The Arabic word for pilgrimage is Hajj. • Pilgrimage means to go on a journey; a special journey to a very special and holy place. • Muslims go to Mecca, in Saudi Arabia. It is where the Prophet Muhammad was born • Adult Muslims believe they should make the journey once in their lifetime, if they can afford it and are healthy and well.
How do you think Muslims set a good example to others?	• Consider whether prayer, respect, celebration and self-control are valuable practices and virtues for all people to develop, not only Muslims.

Vital Vocabulary:

Shahadah

There is no God but God; Muhammad (PBUH) is the messenger of God.



99 Names of Allah

Muslims use 99 words to refer to Allah, to capture what he is like. Each name means something different.



Aqiqah



A Muslim ceremony to welcome a new baby into the faith.

Prophet Muhammad (PBUH)

Muhammad (PBUH) is the messenger of Allah. He was born in Mecca. Whenever Muslims mention or hear the Prophet Muhammad (PBUH)'s name, they follow it with 'Peace and blessings be upon him - PBUH'

Tawhid

The belief that there is only one God.



Qur'an

The Muslim holy book. It is written in Arabic.



Five Pillars of Islam

The 5 key practices that a Muslim is obliged to fulfil.

The Five Pillars of Islam

These are the five most important duties for Muslims.



Hajj

Pilgrimage to Mecca.



Fasting

During Ramadan, Muslims do not eat or drink during daylight. Muslims eat after sunset and before sunrise.



What do Christians learn from the Creation Story? (Unit L2.1)

Focus: Christianity

Year: 3

Term: Autumn 1 – Lessons 1-6

Subject: RE

Rapid Retrieval (Can I still recall) - God is special to Christians. Quite a few people believe that God created the whole world - Christmas is special to Christians as this is the birth of baby Jesus. Christians believe God sent Jesus to Earth. - Christians believe that Jesus was going to come as a King and rescue them from the Romans. This is known as the celebration of Palm Sunday. - Christians celebrate Easter to remember Jesus dying on the cross and being resurrected. - The Parable of the Lost Son teaches that God loves people, even when they go their own way. - Luke 6:37-38 – Forgiveness: Jesus teaches his followers that God forgives them, but they need to forgive others too.
Clever Connections: - Many people (e.g. Jews, Christians and Muslims) believe that there is a creator of the world: God. During Harvest Festival, and the time of Harvest, Christians traditionally thank God for Creation. School celebrations and Church celebrations show kindness through giving and sharing to those in need. - In many religions, it is the view that God created the world. In Christianity, the bible teaches the importance of caring for others and the world in which we live. In the creation story (Genesis 1), Jewish and Christian believers believe that God is great, creative, and concerned with creation; that creation is important; that humans are important with it. - In the story of Genesis, it highlights that humans are important but have a role as God's representatives on God's creation. Genesis 2:15 says that they are to care for it, as a gardener tends a garden. The Jewish idea of Tikkun Olam is of a similar idea and is focussed on repairing the world. SMILE Values Social Awareness: - An understanding of the beliefs of Christianity. - An understanding of how Christians can care for the world and work with others to make it a better place. - An understanding of how Christians and the Church support those who are less fortunate.

Key Question	Sticky Knowledge
What do Jews and Christians believe about the way in which the world was created? What does the story of Genesis 1:1-2:3 tell us about creation?	- Christians and Jews believe that God is the creator, and that he created the world. - On Day 1, God created light and dark – he called the light day and the dark night. - On Day 2, God created the sky. He used the sky to separate the water. - On Day 3, God created land. He also created trees and plants. - On Day 4, God created the sun, moon and stars, to separate the light from darkness. - On Day 5, God created living creatures for the sky and sea - On Day 6, God created many different animals. He also created human beings, who were responsible for looking after the animals. - On Day 7, God rested – this became the holy day.
Genesis 1:28-30	- On Day 6, God put Adam and Eve on the earth – the first man and woman. - He gave them instructions to fill the earth with their offspring. - He also told them to tend and care for all that he had created. - God thought it was important that there were people to look after the world that he had created. - Adam was the first human that God created out of the dust of the ground. - God created Eve from one of Adam's ribs. - God put Adam and Eve in the Garden of Eden to live. It was a blissful place.
What was the temptation in the Garden of Eden?	- Adam only had to take care of the garden - God told Adam he could do anything he wanted, apart from one thing. He must not eat the fruit from the Tree of the Knowledge of Good and Evil. - Eve was tempted by the fruit on the beautiful tree as it looked good to eat. - The serpent in the garden tricked Eve into eating the fruit from the special tree. She gave some to Adam and he ate it too. This was known as the original sin. - God found out that Adam and Eve had disobeyed him and he banished them from the Garden of Eden and sent them into the harsh outside world. They had to work hard and faced many troubles.
How do Christians say sorry to God?	- Christians believe it is important to say sorry to God when people sin. - They believe that when people sin, they are separated from God, so need to have their separation repaired. - Christians believe that Jesus was the 'Second Adam' who put right the relationship with God and died for the forgiveness of the world's sins. - To cleanse your soul from sins, Christians believe you can: accept that Christ's death on the cross made up for the sins of mankind; confess their sins and ask for forgiveness; accept that God can cure the sin; be baptised.
How do Christians try to look after the world?	- Some Christians try to be 'stewards' or 'caretakers' - Mucknall Abbey – Worcestershire - A Rocha and their Eco Church - Living lightly campaigns
What do other people believe about creation? Are there other reasons why nature/humans are important and why should we look after them?	- People have different views about how the world began. Christians believe the world was created by God, however those who believe in Science believe in the Big Bang. - We should look after nature and humans as they are placed on this earth and contribute to the world in which we live.

Vital Vocabulary:**Creation**

Bringing something into the universe. In the bible, creation refers to God making the world.

**Story of Genesis**

The story of Genesis is the Creation story from the Bible.

**Offspring**

A person's child or children.

An animal's young
The product or result of something.

**Adam and Eve**

The first man or women on the Earth.

**Garden of Eden**

A Biblical earthly paradise, where the first man and women (Adam and Eve) lived.

**Stewards/Caretakers**

A person responsible for managing or looking after something.

Supervise arrangements or keep at order.

**Mucknall Abbey – Worcestershire**

An Anglican Benedictine monastery in Worcester, England. The Societtt of the Salutation of Mary the Virgin at Mucknell Abbey is a community of monks and nuns based in Worcester.

**A Rocha and their Eco Church**

A Rocha UK developed Eco Church – a brand new award scheme for Churches in England and Wales who want to demonstrate that the gospel is good news for God's Earth. To participate in the Eco Church Scheme, you need to indicate how your Church is caring for God's Earth in your worship and teaching, around your buildings and grounds, in your community engagement at local and global level, and in your personal lifestyles as Church members

**Big Bang Theory of Creation**

The Big Bang theory of creation is how astronomers explain the way the universe began. It is the idea that the universe began as just a single point, then expanded and stretched to grow as large as it is right now.



What is the Trinity and Why is it Important to Christians? (Unit L2.3)

Focus: Christianity

Year: 4

Term: Autumn 1 – Lessons 1-7

Subject: RE

	Key Question	Sticky Knowledge
Rapid Retrieval (Can I still recall) - God is special to Christians. Quite a few people believe that God created the whole world - Christmas is special to Christians as this is the birth of baby Jesus. Christians believe God sent Jesus to Earth. - Christians believe that Jesus was going to come as a King and rescue them from the Romans. This is known as the celebration of Palm Sunday. - Christians celebrate Easter to remember Jesus dying on the cross and being resurrected. - The Parable of the Lost Son teaches that God loves people, even when they go their own way. - Luke 6:37-38 – Forgiveness: Jesus teaches his followers that God forgives them, but they need to forgive others too. Clever Connections: - Water is an important symbol in Christianity. It is used in Christian baptism because of its many symbolic meanings: cleansing, refreshing, life-giving, beautiful, reflective - Baptism celebrations incorporate all aspects of the Holy Trinity. - The Nicene Creed references the Holy Trinity. - In the story of Luke 6:37-38, Jesus teaches forgiveness, and this is evident in the God the Son aspect of the Holy Trinity. - John the Baptist is viewed as a prophet by Christianity and Islam. - Pentecost was the first time anyone had ever had God’s Spirit inside of them rather than just on them or with them. SMILE Values Social Awareness: - An understanding of the beliefs of Christianity. - An understanding of how Christians believe the Holy Spirit helps them to live their lives. - Visiting of a Church to unpick art work and what it shows about Christian beliefs	How and why is water used as a symbol in Christianity? - Water is used as a symbol of cleansing and a source of power - Water is used for many practical purposes like washing and bathing. - It is also very powerful and very strong when used in force. - Water is used in baptism and it vital for all life. - It is believed by some Christians that water used in baptism represents the receiving of the Holy Spirit and that it has a life-giving quality.	
	What do the gospels Matthew 3:13-17 tell us about the holy Trinity? - The Gospel of Matthew 3:13-17 tells us about the Baptism of Jesus - John the Baptist devoted his life to encouraging people to repent of their sins. When he baptised people, he said ‘I baptise you with water for repentance. But after me will come one who is more powerful than I, whose sandals I am not fit to carry. He will baptise you with the Holy Spirit and with fire.’ - One day, Jesus came to the River Jordan to be baptised by John. - As soon as Jesus was baptised, the heavens opened and the Spirit of God came down like a dove. A voice from heaven said, ‘This is my son, whom I love; with him I am well pleased.’	
	How are symbols used to represent the Holy Spirit? - The Holy Spirit is the third part of the Trinity. During Holy Week (Palm Sunday – Easter Sunday), Christians believe that the Holy Spirit was sent to the disciples to help them to continue Jesus’ work and spread His message around the world. - The Holy Spirit is represented in the Christian Church using different symbols: - Dove: when Jesus was baptised in the River Jordan, a dove appeared – a physical sign of God’s presence. - Fire: when the disciples received the gift of the Holy Spirit, flames appeared on their head as a sign they were filled with the energy of the Holy Spirit - Wind: When the Holy Spirit was sent to the disciples, it arrived with a great wind rushing through the wind. The symbol also represents the breath of God breathing new life into the Church. - Water: A symbol of cleansing and of power - Cloud: Clouds provide life-giving water and they represent God who is hidden from sight but is always there. - Anointing oil: oil is used to anoint people. It represents Jesus being given the Holy Spirit to perform certain actions in God’s name, like healing people and doing good deeds.	
	How do paintings portray the holy Trinity and the different roles? - The painting of Verrocchio and the painting by Daniel Bonnell depict Jesus’s baptism. - Christians believe God is three in one: Father, Son, Holy Spirit. - They sometimes describe the trinity according to their roles: God the Father and the Creator, God the son and Savior, and God the Holy Spirit as the presence and power of God at work in all life today.	
	Can I create a piece of artwork that depicts the baptism of Jesus, including symbols for the voice of God and the Holy Spirit? - The Holy Spirit is represented in the Christian Church using different symbols: - Dove: when Jesus was baptised in the River Jordan, a dove appeared – a physical sign of God’s presence. - Fire: when the disciples received the gift of the Holy Spirit, flames appeared on their head as a sign they were filled with the energy of the Holy Spirit - Wind: When the Holy Spirit was sent to the disciples, it arrived with a great wind rushing through the wind. The symbol also represents the breath of God breathing new life into the Church. - Water: A symbol of cleansing and of power - Cloud: Clouds provide life-giving water and they represent God who is hidden from sight but is always there. - Anointing oil: oil is used to anoint people. It represents Jesus being given the Holy Spirit to perform certain actions in God’s name, like healing people and doing good deeds.	
	What is the Nicene Creed and what does it tell us about the Holy Trinity? - The Nicene Creed is the formal summary of Christian beliefs. It shows: - There is one God who exists in three persons - God the Father is the creator of all things - Jesus, as God the Son, suffered and died as a fully human being to save other humans from sin. - Jesus rose from the dead and is seated in Heaven as the Son of God - God the Holy Spirit gives life to all things - The Holy Spirit inspires people and shows them the will of God.	
	How is the Trinity depicted in artwork within the Church?	Visit a local Church or look at art work found within the Church, and look for symbols which depict the Holy Trinity: Dove, Fire, Holy Trinity Triangle, Wind, Water, Cloud, Anointing Oil

Vital Vocabulary:

Baptism

A religious celebration where water is sprinkled on a person's forehead or where they are immersed in water. This symbolises purification or regeneration and admission into the Christian Church.



John the Baptist

John the Baptist is viewed as a prophet. According to the New Testament, he was a preacher who baptised people. John called people to turn to God and prepare for the coming of the messiah (Jesus). He baptised people in the River Jordan.



River Jordan

A river in Southwest Asia, that flows through the Great Rift Valley into the Dead Sea. Many people think it is one of the world's most sacred rivers. It runs through Israel, Jordan and Palestine.



Holy Spirit

The Holy Spirit is part of the Trinity. The Holy Spirit was sent to remind the world of what Jesus taught and did. Pentecost was the first time anyone had ever had God's Spirit inside them instead of just on them or with them.



Baptism Art work – Verrocchio

The Baptism of Christ depicts the Baptism of Jesus by John the Baptist. The angel to the left of the picture is recorded to have been painted by Leonardo de Vinci.



Baptism Art Work – Daniel Bonnell

The Baptism of the Christ with Dove was painted by Daniel Bonnell. It hangs in Saint George's Cathedral in Jerusalem. It is a symbolist work depicting the beginning and the end of Jesus – Baptism and Crucifixion.



The Nicene Creed

The Nicene Creed is a Christian statement of faith, accepted by the Roman Catholic, Orthodox, Anglican and most Protestant churches. It explains: there is one God who exists in three persons: God the Father; Jesus, the Son of God; and God the Holy Spirit.



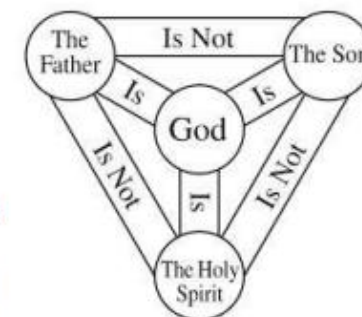
Anointing oil

To anoint is to apply perfumed oil. Anointing is the religious practice of applying special holy oil to someone in order to transfer the magic inherent in the oil to consecrate either to a particular task or role, such as a priest or a ruler.



Holy Trinity

The Holy Trinity: There is one God, who is Father, Son and Holy Spirit. The Trinity, or Holy Trinity, is a way of describing God the Father, God the Son, and God the Holy Spirit. God the Father: The creator of everything God the Son: Human being in the form of Jesus God the Holy Spirit: the power of God in our daily lives.



What Does it Mean if Christians Believe God is Holy and Loving? (Unit U2.1)

Focus: Christianity

Year: 5

Term: Autumn 1 – Lessons 1-6

Subject: RE

	Key Question	Sticky Knowledge
Rapid Retrieval (Can I still recall) - God is special to Christians. Quite a few people believe that God created the whole world - Christmas is special to Christians as this is the birth of baby Jesus. Christians believe God sent Jesus to Earth. - Christians believe that Jesus was going to come as a King and rescue them from the Romans. This is known as the celebration of Palm Sunday. - Christians celebrate Easter to remember Jesus dying on the cross and being resurrected. - The Parable of the Lost Son teaches that God loves people, even when they go their own way. - Luke 6:37-38 – Forgiveness: Jesus teaches his followers that God forgives them, but they need to forgive others too. - Since Pentecost, Christians have been trying to make the world look more like the Kingdom of God. - Christians believe in one God, who is made of three parts: God the Father, God the Son, God the Holy Spirit. Clever Connections: - Holy Week shows that Christians believe Jesus died to forgive them of their sins. - God is portrayed in many positive ways throughout the different Psalms and stories of the Bible, just as Allah is portrayed in 99 different ways through the 99 names of Allah. - There are 10 commandments in Christianity; a set of rules that Christians believe they are to follow. Humanists have a set of 10 commitments to follow. There are rules in society, in jobs and in school – a set of guidelines to follow. SMILE Values Social Awareness: - An understanding of the beliefs of Christianity. - An understanding of what sort of person Christians believe God to be. - Some people don't believe in God, but have similar guidelines for living. - In life, there are rules that need to be followed. Some of these rules are laws, and some are guidelines	What are the important characteristics of a Divine God? What attributes would they require? - In live, many people have 'idols' or people they look up to. These people can display a number of characteristics: - Faithful - Clever, wise, intelligent - Looks out for others/ helps poor/ weak/ others - Strong - Gentle, kind, loving - Talented - Fair	
	What do Christians believe God is like?	Christians believe God is: - Omnipotent: God is all-powerful - Omniscient: God is all knowing/ God knows all things - Eternal: God created time and is not limited by it – God is outside time: God does not get old like human beings - Holy: God is awesome and amazing. God is morally pure and does not like sin – God is separate from human beings who are sinful. - Loving: God wants the very best for human beings, and does a lot to care for them. - Spirit: God is not physical – God does not have a body
	What does the Bible say about God? (Psalm) <i>Analyse the text: What God is like, What God does, What God does not do, The writer knows this because)</i>	- A psalm is a sacred song off hymn, in particular those contained in the Biblical book of Psalms and used in Christian and Jewish worship. - Psalm 103: A Psalm of David says: - God is kind - He heals all diseases - He forgives me for all my sins - He saves my life from the grave - He loads me with love and mercy - He does what is right and fair for all those who are wronged by others - He satisfies us with good things
	What does the Bible say about God? (Isaiah) <i>Analyse the text: What God is like, What God does, What God does not do, The writer knows this because</i>	- The story of Isaiah 6:1-6 says that: - Isaiah saw the Lord, sitting on a very high throne. His long robe filled the temple. - Each creature called 'Holy, holy, holy is the Lord of heaven's armies. His glory fills the whole earth'. - God forgives people of their sins
	What does the Bible say about God? (John) <i>Analyse the text: What God is like, What God does, What God does not do, The writer knows this because</i>	- The story of John 4:7-12 says: - We should love each other, because love comes from God. - God is love: whoever does not love does not know god. - God sent his only Son into the world to give us life through him. - True love is God's love for us, not our love for God. God sent his Son to die in our place to take away our sins. - God lives in us. If we love each other, God's love has reached its goal. It is made perfect in us.
What guidelines do religious and non-religious people have for living?	10 Christian Commandments: - You shall have no other Gods but God. - You shall not make for yourself any idol - You shall not dishonour the name of the Lord your God - Remember the Sabbath and keep it holy - Honour your father and mother - You shall not commit murder - You shall not commit adultery - You shall not steal - You shall not be a false witness - You shall not covet anything which belongs to your neighbour 10 Humanist Commitments: Critical thinking; Ethical development; Peace and social justice; Service and participation; Empathy; Humility; Environmentalism; Global Awareness; Responsibly; Altruism (Selfless concern for the welfare of other living beings).	

Vital Vocabulary

Omnipotent

All-powerful
Having great power and influence



Omniscient

All knowing
Knowing everything

GOD IS OMNISCIENT



Eternal

Lasting or existing forever
Without end



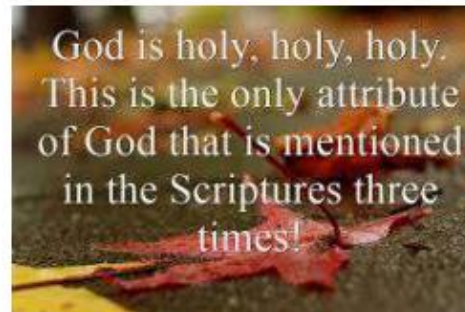
Psalm

The Book of Psalms, is a book in the Old Testament, composed of sacred songs, or sacred poems, which are meant to be sung.



Holy

Dedicated to God or a religious purpose
Sacred



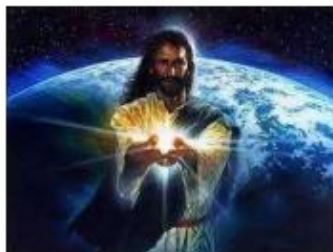
Spirit

The divine force, quality and influence of God over the universe or over his creatures.
The Holy Spirit is the third part of the trinity.



Divine God

Divine means being connected with a God, or like a God.



Ten Commandments

The 10 commandments were spoken to Moses in God's own voice and were then later written on two tablets of stone by the very finger of God. They are extremely important to God.



Ten Commitments – Humanism

Humanists follow Humanism. Humanism is a set of ethics or ideas about how people should live and act. Humanists follow 10 commitments.



Creation and Science: Conflicting or Complementary (Unit U2.2)

Focus: Christianity

Year: 6

Term: Autumn 1 – Lessons 1-6

Subject: RE

	Key Question	Sticky Knowledge														
Rapid Retrieval (Can I still recall) - God is special to Christians. Quite a few people believe that God created the whole world - Christmas is special to Christians as this is the birth of baby Jesus. Christians believe God sent Jesus to Earth. - Christians believe that Jesus was going to come as a King and rescue them from the Romans. This is known as the celebration of Palm Sunday. - Christians celebrate Easter to remember Jesus dying on the cross and being resurrected. - The Parable of the Lost Son teaches that God loves people, even when they go their own way. - Luke 6:37-38 – Forgiveness: Jesus teaches his followers that God forgives them, but they need to forgive others too. - Since Pentecost, Christians have been trying to make the world look more like the Kingdom of God. - Christians believe in one God, who is made of three parts: God the Father, God the Son, God the Holy Spirit. - There are 10 commandments in Christianity; a set of rules that Christians believe they are to follow. Humanists have a set of 10 commitments to follow. There are rules in society, in jobs and in school – a set of guidelines to follow.	What does the story of Genesis 1:1-2:3 tell us about creation?	- Christians and Jews believe that God is the creator, and that he created the world. - On Day 1, God created light and dark – he called the light day and the dark night. - On Day 2, God created the sky. He used the sky to separate the water. - On Day 3, God created land. He also created trees and plants. - On Day 4, God created the sun, moon and stars, to separate the light from darkness. - On Day 5, God created living creatures for the sky and sea - On Day 6, God created many different animals. He also created human beings, who were responsible for looking after the animals. God put Adam and Eve on the Earth – the first man and woman. He gave them instructions to fill the earth with their offspring and to tend and care for all that he had created. Adam and Eve lived in the Garden of Eden. - On Day 7, God rested – this became the holy day.														
	What does the Scientific Account of cosmology tell us about creation?	- According to the Standard Model (a theory of particles in physics), the Universe began almost 14 billion years ago. - It all started with a Big Bang. This describes the origin of matter, space, energy and time. - From this, the universe expanded faster than the speed of light. It expanded and cooled. - As space expanded, gravity began to pull the matter together. When these masses became big enough, galaxies of stars formed. Fusion reactions began, igniting stars. They exploded and the elements scattered. They condensed into solar systems forming new stars and planets.														
	What does the theory of evolution tell us about creation?	The origin of life is still not well understood. About three and a half billion years ago, the first self-replicating cells emerged. These were able to make copies of themselves and survive. They were very simple. Some changes took place over time in these and more complex creatures resulted. 3,000 million years ago: Cyanobacteria – blue/green algae 1,200 million years ago: Multicellular organisms 230-65 million years ago: dinosaurs 200,000 years ago: Modern humans														
	How can the story of Genesis be interpreted differently?	Genesis can be viewed differently by Christians. Here are two different views: <table><tr><td>Belief 1: Genesis 1 is historically accurate: God really did create the world in 6 days</td><td></td><td>View 2: God created the world from nothing, but not in six days. Genesis 1 shows God’s power but not his methods.</td></tr><tr><td>I interpret Genesis literally. ‘Morning and Evening’ really does mean a 24 hour day. Where it says God spoke and make the sun, moon and stars, that’s what happened.</td><td>How I interpret Genesis 1</td><td>I interpret Genesis poetically. It is not a literal scientific text. I believe it tells us what the Creator God is like – amazing, powerful and loving.</td></tr><tr><td>If Genesis 1 is literally true, then science must be wrong. The earth cannot be 13 billion years old, as the scientists say.</td><td>My View of Science</td><td>The scientific description of the universe and life is plausible and okay. The Genesis text expresses ideas about why God created the universe, not how he did it.</td></tr><tr><td>Genesis is written to tell us that God is the all-powerful creator. We should trust his Word, the Bible, to tell us the truth.</td><td>The purpose of Genesis</td><td>The purpose of Genesis is to introduce the ‘big story’ of the Bible – to say a little about what the Creator is like and why human beings matter – and to make people want to worship the amazing God.</td></tr></table>			Belief 1: Genesis 1 is historically accurate: God really did create the world in 6 days		View 2: God created the world from nothing, but not in six days. Genesis 1 shows God’s power but not his methods.	I interpret Genesis literally. ‘Morning and Evening’ really does mean a 24 hour day. Where it says God spoke and make the sun, moon and stars, that’s what happened.	How I interpret Genesis 1	I interpret Genesis poetically. It is not a literal scientific text. I believe it tells us what the Creator God is like – amazing, powerful and loving.	If Genesis 1 is literally true, then science must be wrong. The earth cannot be 13 billion years old, as the scientists say.	My View of Science	The scientific description of the universe and life is plausible and okay. The Genesis text expresses ideas about why God created the universe, not how he did it.	Genesis is written to tell us that God is the all-powerful creator. We should trust his Word, the Bible, to tell us the truth.	The purpose of Genesis	The purpose of Genesis is to introduce the ‘big story’ of the Bible – to say a little about what the Creator is like and why human beings matter – and to make people want to worship the amazing God.
	Belief 1: Genesis 1 is historically accurate: God really did create the world in 6 days		View 2: God created the world from nothing, but not in six days. Genesis 1 shows God’s power but not his methods.													
I interpret Genesis literally. ‘Morning and Evening’ really does mean a 24 hour day. Where it says God spoke and make the sun, moon and stars, that’s what happened.	How I interpret Genesis 1	I interpret Genesis poetically. It is not a literal scientific text. I believe it tells us what the Creator God is like – amazing, powerful and loving.														
If Genesis 1 is literally true, then science must be wrong. The earth cannot be 13 billion years old, as the scientists say.	My View of Science	The scientific description of the universe and life is plausible and okay. The Genesis text expresses ideas about why God created the universe, not how he did it.														
Genesis is written to tell us that God is the all-powerful creator. We should trust his Word, the Bible, to tell us the truth.	The purpose of Genesis	The purpose of Genesis is to introduce the ‘big story’ of the Bible – to say a little about what the Creator is like and why human beings matter – and to make people want to worship the amazing God.														
Clever Connections: The story of creation, and The Big Bang theory are often complimentary, as outlined by Pope Francis, in his Address at Inauguration: “When we read in Genesis the account of creation, we risk imagining that God was a magician. The beginning of the world... comes directly from God, who creates out of love. The Big Bang, which today is described as the origin of the world, does not contradict the divide act of creation; it requires it. Evolution in nature is not opposed to the ideas of Creation, because evolution is based on the creation of things that evolve.” – Pope Francis																
SMILE Values Social Awareness: - An understanding of the beliefs of Christianity. - A detailed understanding of how people believe the world was created: Christian beliefs, Science: cosmology and evolution. Aspirations: - Science careers and learning more about physics	What are Christian views on Religion and Science? <i>Dr Jennifer Wiseman – Senior Astrophysicist; The Clergy Letter Project; Pope Francis</i>	“Science is not a tool for proving or disproving God. If one does have eyes of faith, one can look at the same things we see in the universe and infer some characteristics of God. There are hundreds of billions of galaxies and hundreds of billions of stars in each. The God that I continue to believe in has been working for a long time sculpting the universe through magnificent laws and dynamics of nature.” – Dr Wiseman “The majority of Christians do not read the Bible <i>literally</i>, as they would a Science textbook. Religious truth is different from scientific truth. We believe that the theory of evolution is a foundational scientific truth, one that has stood up to scrutiny. We ask that science remain science, and that religion remain religion – two very different, but complimentary forms of truth.” – The Clergy Letter Project “Many Christians are Scientists. Many people have a faith and accept the findings of modern science. Many look for the answer to life’s questions in both religion and science, finding them complementary worldviews.” – Manchester Anglicans “When we read in Genesis the account of creation, we risk imagining that God was a magician. The beginning of the world... comes directly from God, who creates out of love. The Big Bang, which today is described as the origin of the world, does not contradict the divide act of creation; it requires it. Evolution in nature is not opposed to the ideas of Creation, because evolution is based on the creation of things that evolve.” – Pope Francis														
	Science and religion: Conflicting or complementary															

Vital Vocabulary

Story of Genesis

The story of Genesis is the Creation story from the Bible.



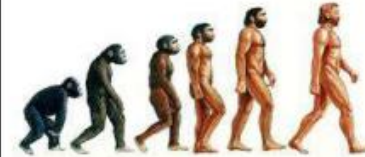
Cosmology

The science of the origin and development of the universe. Modern cosmology is dominated by the Big Bang theory.



Evolution

The process by which different kinds of living things are believed to have developed from earlier forms during the history of the earth.



Christians

A person/s who has/have received Christian baptism or is a believer in Christianity.



Atheists

Someone who does not believe in the existence of any God.

AGNOSTIC VS ATHEIST

Some people think that they are completely the same, some call themselves agnostics and immediately reject the label of an atheist thinking that they can't be both, but these approaches aren't correct.

DEFINITION

An AGNOSTIC doesn't know for sure whether any gods exist or not.

DEFINITION

An ATHEIST is someone who doesn't believe in the existence of any gods.

Agnostics

Somebody who doesn't know for sure whether any Gods exist or not.

AGNOSTIC VS ATHEIST

Some people think that they are completely the same, some call themselves agnostics and immediately reject the label of an atheist thinking that they can't be both, but these approaches aren't correct.

DEFINITION

An AGNOSTIC doesn't know for sure whether any gods exist or not.

DEFINITION

An ATHEIST is someone who doesn't believe in the existence of any gods.

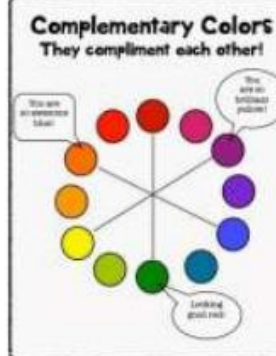
Conflicting

Opposite ideas
Different



Complementary

Ideas that relate to one another



Creation

Bringing something into the universe. In the bible, creation refers to God making the world.



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, using knowledge organisers to support this.</i>	<i>Children making sense of beliefs through identifying, describing, explaining & 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 & appreciating how people put their beliefs into action</i>	<i>Use primary and secondary sources/use of visits & visitors where appropriate</i>	<i>Development of knowledge, skills and understanding in line with the Gloucestershire Syllabus (2017-2022)</i>