



To inspire confident learners who will thrive in a changing world.

Religious Education

Intent of study at Swinford School

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.

At Swinford CE Primary School, we believe that by the end of their time at school, all of our children will have the opportunity to study RE through different 'lenses' such as psychology, philosophy, sociology and theology to find out about people's differing worldviews. This will enable our children to find out about what different people believe and how this makes a difference to how they live. Throughout their time at Swinford CE Primary School, our children will be given the opportunity to study a range of world religions and non-religious worldviews. As a school, we are committed to ensuring that our RE curriculum is based upon recent research. For this reason, our children will learn through the worldviews approach to RE. This will ensure that they will learn about diversity within the worldviews that they study. All of our children will be given a range of opportunities to ask big questions about religion and belief, reflecting on their own ideas and ways of living. At Swinford Primary School, we believe that our RE curriculum should be challenging, exciting, thought provoking and interesting. We want to ensure that our children go out into the world understanding the differing views of the people that they will come into contact with. Links are made between RE and other curriculum areas, particularly PSHE and RHSE.

Legal requirements

RE at Swinford will meet legal requirements by:

- its inclusion in the curriculum of all registered pupils. In primary school, this is a requirement for all pupils in Reception to Year 6.
- reflecting the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain.
- teaching RE in accordance with Leicestershire locally Agreed Syllabus.

The Church of England's Statement of Entitlement

The Church of England's Statement of Entitlement outlines the aims and expectations for Religious Education in Church of England Schools and guides this school's approach to RE. Page 4 of 13 It begins by stating: Religious Education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10) It will help to educate for dignity and respect encouraging all to live well together. Quoting from the Church of England's Vision for Education: Deeply Christian, Serving the Common Good, it continues Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person. Full details of this document can be found in Appendix One.

Implementation

The planning and teaching of RE has been revised and reorganised this year in light of the Agreed Syllabus for RE in Leicestershire 2021-2026 which incorporates Understanding Christianity units alongside other faiths and belief systems. RE is taught each week

in a discrete lesson; it is often developed further through CW themes and seasonal celebrations. Lessons are creatively taught so that pupils of all abilities can engage in the learning. We ensure that RE is taught in an open and unbiased way in order to help instil respect for different views, faiths and opinions. Lessons are creatively presented and children are encouraged to explore and express their thoughts through art, music and drama. RE lessons often involve visits and visitors, discussion and debate, as well as videos and video calls and times for reflection. During KS2 the children will complete a faith visit into Leicester to visit a Mosque, Synagogue and Hindu temple. We often use All Saints church in Swinford and work closely with the clergy and church members there.

Impact

Pupils at Swinford are confident at sharing their knowledge and understanding, and expressing their thoughts and feelings linked to their RE learning. They are enabled to develop their love of learning and their religious literacy is strong. This means that they have a deeply rooted respect for the range of beliefs and cultures they study and a thirst for discovering more about the world around them. Pupils are also able to talk about their own journey of faith and are confident in articulating their thoughts and opinions. RE work is evaluated and monitored through teacher assessment and whole school moderation.

Assessment

Assessment is on-going throughout each RE topic. Teachers assess learning in lessons and misconceptions are quickly clarified. Assessment takes different forms but may include a written activity where children demonstrate their learning. Pupils achieve these end of phase outcomes in making sense of beliefs; understanding the impact and making connections.

Teaching and learning approach	End KS1 Pupils can ...	End lower KS2 Pupils can ...	End upper KS2 Pupils can ...	End KS3 Pupils can ...
<p>Element 1: Making sense of beliefs</p> <p>Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</p>	<ul style="list-style-type: none"> identify core beliefs and concepts studied and give a simple description of what they mean give examples of how stories show what people believe (e.g. the meaning behind a festival) give clear, simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> identify and describe the core beliefs and concepts studied make clear links between texts/sources of authority and the core concepts studied offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority 	<ul style="list-style-type: none"> give reasoned explanations of how and why the selected core beliefs and concepts are important within the religions studied taking account of context(s), explain how and why people use and make sense of texts/sources of authority differently in the light of their learning, explain how appropriate different interpretations of texts/sources of authority are, including their own ideas
<p>Element 2: Understanding the impact</p> <p>Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.</p>	<ul style="list-style-type: none"> give examples of how people use stories, texts and teachings to guide their beliefs and actions give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> make simple links between stories, teachings and concepts studied and how people live, individually and in communities describe how people show their beliefs in how they worship and in the way they live identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> make clear connections between what people believe and how they live, individually and in communities using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures 	<ul style="list-style-type: none"> give reasons and examples to account for how and why people put their beliefs into practice in different ways, individually and in various communities (e.g. denominations, times or cultures; faith or other communities) show how beliefs guide people in making moral and religious decisions, applying these ideas to situations in the world today

Teaching and learning approach	End KS1 Pupils can ...	End lower KS2 Pupils can ...	End upper KS2 Pupils can ...	End KS3 Pupils can ...
<p>Element 3: Making connections</p> <p>Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.</p>	<ul style="list-style-type: none"> think, talk and ask questions about whether the ideas they have been studying, have something to say to them give a good reason for the views they have and the connections they make 	<ul style="list-style-type: none"> make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live give good reasons for the views they have and the connections they make 	<ul style="list-style-type: none"> make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make 	<ul style="list-style-type: none"> give coherent accounts of the significance and implications of the beliefs and practices studied in the world today evaluate how far the beliefs and practices studied help pupils themselves and others to make sense of the world respond to the challenges raised by questions of belief and practice, both in the world today and in their own lives, offering reasons and justifications for their responses

Long Term Coverage

In the Leicestershire syllabus these key questions are covered and built on from EYFS to KS3.

	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)	KS3 (Applying/Interpreting)
Religion/belief	Christianity plus others	Christians, Jews and Muslims	Christians, Muslims, Hindus and Jews		Christians, Muslims, Buddhists, Sikhs
Christianity: God Creation Fall People of God Incarnation Gospel Salvation Kingdom of God	F1 Why is the word 'God' so important to Christians? [God] F2 Why is Christmas special for Christians? [Incarnation] F3 Why is Easter special for Christians? [Salvation]	1.1 What do Christians believe God is like? [God] 1.2 Who do Christians say made the world? [Creation] 1.3 Why does Christmas matter to Christians? [Incarnation] 1.4 What is the 'good news' Christians believe Jesus brings? [Gospel] 1.5 Why does Easter matter to Christians? [Salvation]	L2.1 What do Christians learn from the creation story? [Creation/Fall] L2.2 What is it like for someone to follow God? [People of God] L2.3 What is the 'Trinity' and why is it important for Christians? [God/Incarnation] L2.4 What kind of world did Jesus want? [Gospel] L2.5 Why do Christians call the day Jesus died 'Good Friday'? [Salvation] L2.6 For Christians, what was the impact of Pentecost? [Kingdom of God]	U2.1 What does it mean if Christians believe God is holy and loving? [God] U2.2 Creation and science: conflicting or complementary? [Creation] U2.3 Why do Christians believe Jesus was the Messiah? [Incarnation] U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel] U2.5 What do Christians believe Jesus did to 'save' people? [Salvation] U2.6 For Christians, what kind of king is Jesus? [Kingdom of God]	3.1 What does it mean for Christians to believe in God as Trinity? [God] 3.2 Should Christians be greener than everyone else? [Creation] 3.3 Why are people good and bad? [Fall] 3.4 Does the world need prophets today? [People of God] 3.5 What do people do when life gets hard? [Wisdom] 3.6 Why do Christians believe Jesus was God on Earth? [Incarnation] 3.7 What is so radical about Jesus? [Gospel]
Buddhism: Buddha Dhamma Sangha					3.8 The Buddha: how and why do his experiences and teachings have meaning for people today? [Buddha/dhamma/sangha]
Hinduism: Samsara and moksha Brahman (God) and atman Karma and dharma			L2.7 What do Hindus believe God is like? [Brahman/atman] L2.8 What does it mean to be Hindu in Britain today? [Dharma]	U2.7 Why do Hindus want to be good? [Karma/dharma/samsara/moksha]	3.9 Why don't Hindus want to be reincarnated and what do they do about it? [Samsara/moksha/Brahman/atman/karma/dharma]
Islam: God/Tawhid Iman (faith) Ibadah (worship) Akhirah (life after death) Akhlaq (virtue/morality)		1.6 Who is a Muslim and how do they live? [God/Tawhid/ibadah/iman]	L2.9 How do festivals and worship show what matters to a Muslim? [Ibadah]	U2.8 What does it mean to be a Muslim in Britain today? [Tawhid/iman/ibadah]	3.10 What is good and what is challenging about being a Muslim teenager in Britain today? [Iman/ibadah/akhlaq]

Religion/belief	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)	KS3 (Applying/Interpreting)
Judaism: God Torah The People and the Land		1.7 Who is Jewish and how do they live? [God/Torah/People]	L2.10 How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land]	U2.9 Why is the Torah so important to Jewish people? [God/Torah]	3.11 What is good and what is challenging about being a Jewish teenager in the UK today? [People and the Land]
Sikhism: God Values (Nam Simran, kirat karna, vand chhakna, seva) The Gurus Panth (community)					3.12 How are Sikh teachings on equality and service put into practice today? [God/the Gurus/values/Panth]
Non-religious worldviews				U2.10 What matters most to Humanists and Christians?	3.13 What difference does it make to be non-religious in Britain today?
Thematic	F4 Being special: where do we belong?	1.8 What makes some places sacred to believers?	L2.11 How and why do people mark the significant events of life?	U2.11 Why do some people believe in God and some people not?	3.14 Good, bad; right, wrong: how do I decide?
	F5 Which places are special and why?	1.9 How should we care for others and the world, and why does it matter?	L2.12 How and why do people try to make the world a better place?	U2.12 How does faith help when life gets hard?	3.15 How far does it make a difference if you believe in life after death?
	F6 Which stories are special and why?	1.10 What does it mean to belong to a faith community?			3.16 Why is there suffering? Are there any good solutions?
				Note: For Church schools, two additional units are provided in the Understanding Christianity materials:	3.17 Should happiness be the purpose of life?
				How can following God bring freedom and justice? [People of God] What difference does the Resurrection make for Christians? [Salvation]	3.18 How can people express the spiritual through the arts?

Leicestershire Agreed Syllabus 2021-2026 SWINFORD RE UNITS PLANNER

Seahorses	A1	A2	A3	A4	A5	A6
	F4 - Being special: where do we belong?	F2: UC Incarnation - Why is Christmas special for Christians ?	F1 UC God/Creation- Why is the word God so important to Christians ?	F3 - UC Salvation - Why is Easter special to Christians?	F5- What places are special and why?	F6 What times/stories are special and why?

	Autumn 1	Autumn 2	Spring 1 & 2	Summer 1 & 2
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Seals Year A	1.7 Who is Jewish and how do they live?	1.3 UC Incarnation - Why does Christmas matter to Christians?	1.4 UC Gospel - What is the "good news" Christians believe that Jesus brings?	1.10 What does it mean to belong to a faith community?	1.7 Who is Jewish and how do they live? Part 2	1.9 How should we care for our world and for others, and why does it matter?
Seals Year B	1.6 Who is a Muslim and how do they live?	1.1 UC God - What do Christians believe that God is like?	1.6 Who is a Muslim and how of they live (part 2)	1.5 UC Salvation - Why does Easter matter to Christians?	1.2 UC Creation - Who do Christians say made the world?	1.8 What makes some places sacred to believers?

Turtles Year A	2.1 UC Creation - What do Christians learn from the creation story?	2.3 UC - God/Incarnation - What is the Trinity and why is it important to Christians?	2.9 How do festivals and worship show what matters to a Muslim?	L2.10 How do festivals and family life show what matters to Jews?	2.6 UC Kingdom of God - For Christians, what was the impact of Pentecost?	L2.12 How and why do people try to make the world a better place?
Turtles Year B	L2.7 What do Hindus believe God is like?	2.4 UC Gospel - What kind of world did Jesus want?	L2.8 What does it mean to be a Hindu in Britain today?	2.5 UC Salvation - Why do Christians call the day Jesus died "Good Friday"?	2.2 UC People of God - What is it like for someone to follow God?	L2.11 How and why do people mark the significant events of life?

Dolphins Year A	U2.2 UC Creation- Creation and science: conflicting or complementary?	U2.1 UC God - What does it mean for Christians to believe that God is holy and loving?	U2.8 What does it mean to be a Muslim in Britain today?	U2.9 Why is the Torah important to Jewish people?	U2.4 UC Gospel- How do Christians decide how to live? What would Jesus do?	U2.10 What matters most to Humanists and Christians?
Dolphins Year B	U2.3 UC Incarnation - Why do Christians believe that Jesus is the Messiah?	U2.11 Why do some people believe in God and some people not?	U2.7 Why do Hindus want to be good?	U2.5 UC Salvation - What does Christians believe Jesus did to "save" people?	U2.6 UC Kingdom of God - For Christians, what kind of king was Jesus?	U2.12 How does faith help people when life gets hard?

Progression

Core Concept – God			
End of EYFS	End of Key Stage One	End of Lower Key Stage Two	End of Upper Key Stage Two
<p><i>Pupils will know that...</i> The word God is a name.</p> <p>Christians believe God is Creator of the universe.</p> <p>Christians believe God made our wonderful world and so we should look after it.</p>	<p><i>Pupils will know that...</i> Christians believe in God, and that they find out about God in the Bible.</p> <p>Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this.</p> <p>Christians worship God and try to live in way</p>	<p><i>Pupils will know that...</i> Christians believe God is Trinity: Father, Son and Holy Spirit (see Incarnation).</p> <p>Jesus the Son is seen by Christians as revealing what God the Father is like. They believe he promises to stay with them and Bible stories show how God keeps his promises.</p> <p>Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.</p> <p>Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.</p>	<p><i>Pupils will know that...</i> Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</p> <p>Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving, and full of grace.</p> <p>Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love.</p> <p>Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.</p> <p>Christians believe getting to know God is like getting to know a person rather than learning information.</p>

CORE CONCEPT- CREATION & THE FALL

End of EYFS	End of Key Stage One	End of Lower Key Stage Two	End of Upper Key Stage Two
<p><i>Pupils will know that...</i> The word God is a name.</p> <p>Christians believe God is Creator of the universe.</p> <p>Christians believe God made our wonderful world and so we should look after it.</p>	<p><i>Pupils will know that Christians believe...</i> God created the universe.</p> <p>The Earth and everything in it are important to God.</p> <p>God has a unique relationship with human beings as their Creator and Sustainer.</p> <p>Humans should care for the world because it belongs to God</p>	<p><i>Pupils will know that Christians believe...</i> God the Creator cares for the creation, including human beings.</p> <p>As human beings are part of God's good creation, they do best when they listen to God.</p> <p>The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). This means that humans cannot get close to God without God's help.</p> <p>The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short.</p> <p>Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.</p>	<p><i>Pupils will know that...</i> There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.</p> <p>These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts?</p> <p>There are many scientists throughout history and now who are Christians.</p> <p>The discoveries of science make Christians wonder even more about the power and majesty of the Creator.</p>

CORE CONCEPT – PEOPLE OF GOD

End of EYFS	End of Key Stage One	End of Lower Key Stage Two	End of Upper Key Stage Two
		<p><i>Pupils will know that...</i></p> <p>The Old Testament tells the story of a particular group of people, the children of Israel — known as the People of God — and their relationship with God.</p> <p>The People of God try to live in the way God wants, following his commands and worshipping him.</p> <p>They believe he promises to stay with them and Bible stories show how God keeps his promises.</p> <p>The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God and to attract all other nations to worshipping God.</p> <p>Christians believe that, through Jesus, all people can become People of God</p>	<p><i>Pupils will know that..</i></p> <p>The Old Testament pieces together the story of the people of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God.</p> <p>The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus’ death and resurrection also rescue people from slavery to sin.</p> <p>Christians apply this idea to living today by trying to serve God and to bring freedom to others: for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.</p> <p>Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God: for example, as salt and light in the world.</p>

CORE CONCEPT -INCARNATION

End of EYFS	End of Key Stage One	End of Lower Key Stage Two	End of Upper Key Stage Two
<p><i>Pupils will know that...</i> Christians believe God came to Earth in human form as Jesus.</p> <p>Christians believe Jesus came to show that all people are precious and special to God.</p>	<p><i>Pupils will know that...</i> Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</p> <p>The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).</p> <p>Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus' coming</p>	<p><i>Pupils will know that...</i> Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit.</p> <p>Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</p> <p>Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help to express this belief.</p> <p>Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</p>	<p><i>Pupils will know that...</i> Jesus was Jewish.</p> <p>Christians believe Jesus is God in the flesh.</p> <p>They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.</p> <p>The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.</p> <p>Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)</p> <p>Christians see Jesus as their Saviour (see Salvation).</p>

CORE CONCEPTS - GOSPEL

End of EYFS	End of Key Stage One	End of Lower Key Stage Two	End of Upper Key Stage Two
<p><i>Pupils will know that..</i></p>	<p><i>Pupils will know that..</i> Christians believe Jesus brings good news for all people.</p> <p>For Christians, this good news includes being loved by God, and being forgiven for bad things.</p> <p>Christians believe Jesus is a friend to the poor and friendless.</p> <p>Christians believe Jesus' teachings make people think hard about how to live and show them the right way</p>	<p><i>Pupils will know that..</i> Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.</p> <p>Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people.</p> <p>Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour.</p> <p>Christians try to be like Jesus — they want to know him better and better.</p> <p>Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</p>	<p><i>Pupils will know that..</i> Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.</p> <p>Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable.</p> <p>Christians believe that Jesus' good news not only transforms lives now, but also points toward a restored, transformed life in the future. (See Salvation and Kingdom of God).</p> <p>Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community</p>

CORE CONCEPTS – SALVATION

End of EYFS	End of Key Stage One	End of Lower Key Stage Two	End of Upper Key Stage Two
<p><i>Pupils will know that...</i> Christians remember Jesus' last week at Easter.</p> <p>Jesus' name means 'He saves'.</p> <p>Christians believe Jesus came to show God's love.</p> <p>Christians try to show love to others.</p>	<p><i>Pupils will know that...</i> Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross.</p> <p>Christians believe Jesus builds a bridge between God and humans.</p> <p>Christians believe Jesus rose from the dead, giving people hope of a new life.</p>	<p><i>Pupils will know that...</i> Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</p> <p>The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.</p> <p>Christians today trust that Jesus really did rise from the dead, and so is still alive today.</p> <p>Christians remember and celebrate Jesus' last week, death and resurrection.</p>	<p><i>Pupils will know that...</i> Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.</p> <p>The Gospels give accounts of Jesus' death and resurrection. The New Testament says that Jesus' death was somehow 'for us'.</p> <p>Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom.</p> <p>Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).</p> <p>Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).</p> <p>Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.</p>

CORE CONCEPTS – KINGDOM OF GOD

End of EYFS	End of Key Stage One	End of Lower Key Stage Two	End of Upper Key Stage Two
		<p><i>Pupils will know that...</i> Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now. ('Your kingdom come, your will be done on earth as it is in heaven'.)</p> <p>Christians believe Jesus is still alive, rules in their hearts and lives through the Holy Spirit, if they let him.</p> <p>Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.</p> <p>Christians celebrate Pentecost, as the beginning of the Church.</p> <p>Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.</p>	<p><i>Pupils will know that...</i> Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.</p> <p>The parables suggest that there will be a future Kingdom, where God's reign will be complete.</p> <p>The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.</p> <p>Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.</p>

Key Takeaways

A1	F4 – Being Special	Retell religious stories making connections with personal experiences. Share and record occasions when things have happened in their lives that made them feel special. Recall simply what happens at a traditional Christian infant baptism and dedication. Recall simply what happens when a baby is welcomed into a religion other than Christianity.
A2	F2 – UC Incarnation	Talk about people who are special to them. Say what makes their family and friends special to them. Recall simply what happens at a traditional Christian festival (Christmas). Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus. Retell religious stories, making connections with personal experiences
A3	F1 – UC God	Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world. Retell stories, talking about what they say about the world, God, human beings. Think about the wonders of the natural world, expressing ideas and feelings. Say how and when Christians like to thank their Creator. Talk about what people do to mess up the world and what they do to look after it.
A4	F3 – UC Salvation	Recognise and retell stories connected with celebration of Easter. Say why Easter is a special time for Christians. Talk about ideas of new life in nature. Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature. Talk about some ways Christians remember these stories at Easter
A5	F5 – Special Places	Talk about somewhere that is special to themselves, saying why. Recognise that some religious people have places which have special meaning for them. Talk about the things that are special and valued in a place of worship. Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God. Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. Express a personal response to the natural world.

A6	F6 – What times and stories are special.	Talk about some religious stories. Recognise some religious words, e.g. about God. Identify some of their own feelings in the stories they hear. Identify a sacred text e.g. Bible, Torah. Talk about some of the things these stories teach believers (for example, 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.
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Seals – Year 1 and 2

These are shared with the children in the form of Knowledge organisers.

A1	1. 7 Who is Jewish and what do they believe?	Jewish people have many items in their homes which help them show that they follow the Jewish faith. This may include a mezuzah box which contains the Shema, a very important prayer from the Torah which tells Jews about their relationship with God. The mezuzah box can be seen on doorposts in Jewish homes and Jewish people will touch it as a reminder of their faith. Sometimes there will be a Star of David on a mezuzah box or somewhere else in a Jewish home to show people that the home is a Jewish home. You can also find a Star of David in a synagogue to show it is a Jewish place of worship. Some Jewish people will also keep Shabbat when they will not work or travel and will have a special meal to remember the day God rested when he had created the world.
A2	UC Incarnation	Christmas is a very important celebration around the world as a religious celebration for Christians and also as a secular celebration for many people who are not Christian. At Christmas people remember the birth of Jesus in a manger in Bethlehem. Christians use the weeks before Christmas known as advent to prepare for the celebration of God becoming human in Jesus. Christians believe that Christmas is a time to remember how Jesus came to earth as both God and human and they call this belief the incarnation. Advent is a time when people will use advent calendars, wreaths, and candles to remember the days leading up to the birth of Jesus. The story of the birth of Jesus is celebrated in many ways including through cards, Nativity plays and church services. Christians remember Mary and Joseph and the events of the story, including Jesus being born in a manger as there was no room anywhere else and how the first visitors to see him were the

		shepherds. The shepherds were the first people to visit Jesus in the manger and this shows how Jesus was born for everyone, rich and poor alike.
A3	UC Gospel 1:10 –What does it mean to belong to a faith community?	<p>Jesus chose people from many different roles in life to be his Apostles. Jesus often chose people to follow him who were outcasts at the time. One person he chose was man named Matthew who was a tax collector. The Romans employed tax collectors to collect money from the people and they were hated as they gave the money to the Romans and kept some for themselves. Jesus showed forgiveness to Matthew by asking him to become one of his followers. Jesus wanted his apostles and disciples to be world changers, so like Matthew they would be able to spread Jesus’ message of love, forgiveness, and peace. Jesus chose people like Matthew as this would show everyone as it showed that anyone who wanted to could change. Jesus also chose other world changers to help him spread his message of forgiveness, these included the fishermen, Simon called Peter and his brother Andrew and James and John. As with Matthew these were unlikely people for Jesus to call to be his apostles. Christians believe that Jesus’ message of ‘forgive and be forgiven’ is still needed today and they will work to show this in all that they do. In Leeds, for example, the Christians at St. George’s Crypt have been helping the homeless people for over 90 years and are putting into place Jesus’ teaching and following his good news.</p> <p>Many people in the world belong to a faith community. A faith community is a group of people who believe the same things as each other about God or the religion they follow. People within the faith community will often have special events to welcome people such as an aqiqah in Islam or a baptism in Christianity. Faith communities will also have many symbols and items which show they belong to that religion, for example in Christianity you may often see the ichthus, this is a symbol known around the world to represent Christianity. Christians will also use a parable from the Bible to show how important people are. In Judaism you will often see a mezuzah or a seder plate to recognize that a person belongs to a Jewish faith community and there are special rules about what can cannot be done on Shabbat. In Islam the faith community will show what they believe about Allah and about Muhammad by what they wear and what they do, for example many Muslims will have calligraphy pictures at home to show they are Muslims. People will often show they belong to each other to having a wedding ceremony which each faith community will celebrate in a different way.</p>
A4	1.7 Who is Jewish and how do they live? (pt2)	Jewish people worship in a synagogue. Synagogues can look different but many of the key features will be the same. Some of the key features of a synagogue are the Ark, the bimah and the eternal light which are all found in the prayer room. The Jewish day of rest is the Sabbath on Saturday, so Jewish people start celebrating Shabbat on a Friday. The Torah is the Jewish sacred book; it is kept in the Ark in the synagogue and read from the Bimah. It teaches Jewish people how to live a good life. For people of faith, places of

	1.9 How and why should we care for our world and others?	<p>worship are special. A church is the special place for Christians and The synagogue is a special place for Jewish people.</p> <p>Christian and Jewish people believe that God created the world and the people in it. They believe that God created people in His Image. People can read this story in the book of Genesis which is the first book in the Christian Old Testament and the first Book of Moses for Jewish people. This means that everybody on earth is different and unique, and we are all part of the worldwide community. Everyone who is religious or non-religious believes we should take care of the world and everyone in it. In the Bible and the Torah there are many stories and teachings about how we should take care for planet, which is known as stewardship and how we should show love for each by looking after everyone. In the book of Psalms, Jewish people are told how much God loves and cares for them and in the Gospels, Christians are taught that God loves and cares for them as well. People want to show how much they love and care for each other and they do this through helping other people by giving help like Mother Teresa did or by giving tzedakah. Many Jewish people believe the festival of Sukkot is about helping others just as God helped the Jewish people when they left Egypt.</p>
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B1	Who is a Muslim and what do they believe?	<p>Muslims believe there is only one God, and nothing is equal to God (Tawhid). There are no pictures of Allah instead attributes of are explored through the 99 names. Muslim will worship Allah through praying five times a day, known as salah, by reading the Qur'an and by going to the mosque. An important way for Muslims to worship Allah is to complete the 5 pillars. The Shahadah is the first pillar in Islam and many Muslims use the Shahadah to help them remember and think about Allah every day, it is whispered into a baby's ear after they are born and said by someone, usually in a mosque who wants to become a Muslim. The Shahadah also tells Muslims that Muhammad is the prophet of Allah who received the Qur'an, the Muslim holy book from God. Muhammad received the first verses of the Qur'an on The Night of Power when he was on Mount Hira and for the rest of his life, he received messages from Allah which Muslims can read in the Qur'an. The Qur'an also tells Muslims about the Five Pillars. Most Muslims will pray five times a day and this is known as Salah. Many Muslims will give money to the poor and this is usually 2.5% of their income and is known as Zakat. During the month of Ramadan, those Muslims who can, will go without food and water during daylight hours and this is known as Sawm.</p>
B2	UC God	<p>Jesus told his followers many stories that helped them understand God. A story such as this is known as a parable. An important story Jesus told was the Parable of the Lost Son, in this story a man has a son who</p>

		<p>leaves home and spends all of his money, he is often known as the prodigal son. When he goes home his father welcomes him home and is loving and forgiving to him. This shows that God will forgive people who come back to him because he is loving and caring as he is The Father who created the world and everyone in it. Anyone can ask God for forgiveness, and they will be welcomed back into God's family. The story of Jonah tells Christians that God sent him to Nineveh to help the people understand what was holy so that they could worship God and he would forgive them for what they had done wrong. These stories tell Christians that if they ask God to forgive them when they worship him through prayer and when they go to church he will. They can ask him for help when they are sad or worried or they can tell him when they are happy.</p>
B3	<p>Who is a Muslim and what do they believe?</p> <p>UC Salvation</p>	<p>In Islam there is only one God, Allah and someone who follows the religion of Islam is a Muslim. The Shahadah, is a statement of belief that Muslims say and think about many times a day. Muslims also believe that God sent a messenger or Prophet to spread Islam, and this was Muhammad who is also mentioned in the Shahadah. Muslims believe there is only one God, and nothing is equal to God (Tawhid). There are no pictures of Allah instead attributes of are explored through the 99 names. The 5 pillars are a way of showing their submission to Allah. It can make a big difference to how Muslims live and provides a structure to their lives. These are important to most Muslims, but Shi'a Muslims may give them different names and also perform other obligatory acts. The Shahadah is the first pillar in Islam and many Muslims try to keep or complete all of the pillars during their lifetime. Most Muslims will pray five times a day and this is known as Salah, although Shi'a Muslims will combine the prayers into three. Many Muslims will give money to the poor and this is usually 2.5% of their income and is known as Zakat. During the month of Ramadan, those Muslims who can, will go without food and water during daylight hours and this is known as Sawm. The final pillar, which is only undertaken by Muslims who can afford it is called the Hajj and this is a pilgrimage to Makkah, they should try to make that journey once in their lifetime.</p> <p>Easter is the most important celebration for Christians during the year. It is a time for them to reflect on the events in the life of Jesus from Palm through to Easter Sunday. Christians remember how through his death and resurrection Jesus healed the rift between humanity and God caused by sin. Christians refer to Jesus as Saviour as he saved them from being away from God and brought them salvation so that when they die, they can have eternal life in heaven with God. Easter can be celebrated in many ways, religious and secular. During Easter week, sometimes called Holy Week, many Christians will feel a lot of different emotions, they will feel happy on Palm Sunday when Jesus rode into Jerusalem on a donkey. They may feel sad and upset on Good Friday as they remember this as the day Jesus died. In Easter Sunday they will feel very happy as they remember the resurrection of Jesus when he defeated death and came back to life with a promise of</p>

A1	UC Creation	<p>The Bible has many stories in it about humanity's relationship with God. These stories together are called the Big Story which starts with the story of Creation in the book of Genesis in the Old Testament. The Bible talks about God existing before the Creation story and being in all parts of the Big Story. The story of creation tells people about God creating the universe and everything in it. At the end of each of the days of Creation God saw that everything was good. In the Creation story God asks humans to be stewards and to take responsibility and to look after Creation for him. Christians have read the Creation and interpret that this is what God wants them to do. The book of Genesis in the Bible also talks about an event called the Fall. In this story Adam and Eve went against what God had told them. God had commanded that they should not eat the fruit of the tree of knowledge, but they gave into temptation and committed a sin against God. The leader of the Catholic denomination, the Pope, wrote a letter telling people to follow the teaching of stewardship from the Bible and to look after the planet but not to interpret it wrongly and not to do they wanted with the world that would harm it.</p>
A2	UC God - Trinity	<p>At the time of Jesus many people were waiting for someone to come from God who would save them and to heal the rift between them and God and they called this person the Messiah. Jesus' cousin was a man called John the Baptist. He told the people about the coming Messiah and baptised them, so they were ready for the Messiah's arrival. This is why he is called John the Baptist. The water symbolised the washing away of sin. Jesus was baptised by John the Baptist in the River Jordan to show that Jesus was the Messiah, and this story can be found in scripture. At Jesus' baptism a dove appeared, and God's voice was heard to say that Jesus was his son, and he was pleased with him. These events show the Christian belief in the Trinity, a belief in God the Father, God the son, Jesus, and God the Holy Spirit. This is a very important belief for Christians. When people join Christianity, they are baptised using water just as Jesus was. Different Christian groups or denominations will perform baptism differently. Some will have an infant baptism for a baby, and some will wait until a person can decide to become a Christian themselves and this is called a believer's baptism.</p>
A3	How do festivals and family life show what matters to Jews?	<p>Jewish people will rest on Shabbat, the seventh day of the week because in the Torah they are told that as God rested on the seventh day of Creation, they should also do this. The Torah contains the Ten Commandments, and the fourth commandment is to rest on Shabbat. In the UK today there are different groups of Jewish people, Orthodox Jewish people follow the Torah without changing and Progressive Jewish people will follow the Torah but adapt it to the present day. Jewish people have many festivals to help them remember key events in Jewish history. Rosh Hashanah may be celebrated differently depending on where the family have come from, but for all Jewish people it is a celebration of the Jewish New Year. Ten days after Rosh Hashanah is Yom Kippur, this is when Jewish people set aside a day to ask for forgiveness. Many</p>

	<p>How do festivals and family life show what matters to a Muslim?</p>	<p>Jewish people will fast on Yom Kippur which focuses on the meaning of the day. At the end of Yom Kippur, the final prayer will end with the Shema an important saying for Jewish people. One of the most famous stories in the Torah is of Moses when he led the Jewish people to freedom from slavery in Egypt. This is the festival of Pesach which is remembered by a special meal.</p> <p>The words Islam, Muslims and Salaam all share the same root SLM which means peace. Islam means to submit to Allah by trusting him with everything they have. To help Muslims to know what to do they will read the Qur'an which was given to Prophet Muhammad on the Night of Power. The first chapter of the Qur'an tells Muslims all about Allah. The belief in the oneness of Allah is called tawhid. This belief is also said by Muslims when they say the Shahadah, their statement of belief which is also the first of the Five Pillars of Islam. The pillars are actions Muslims try to complete to worship Allah. One pillar is called Salah, and this is when a Muslim will pray five times a day facing the Ka.ba in Makkah. Another is called Sawm, and this is when a Muslim is fasting during the month of Ramadan, if they are able to. Muslims will also give money to charity, and this is known as Zakah. This is 2.5% of their wealth and helps the poorest people in society. At least once during their lifetime a Muslim should go on a holy journey or pilgrimage to the city of Makkah in Saudi Arabia. All of the five pillars show that a Muslim is submitting to Allah by doing what he wants them to do.</p>
<p>A4</p>	<p>How and why do people try to make the world a better place?</p>	<p>Many religious and non-religious worldviews tell people what is wrong with the world and suggest how it can be put right. The Golden Rule is something that worldviews view as something that everyone can follow. In Jewish worldviews there is the teaching of Tikkun Olam which means to mend or repair the world. This can be done through charity work and caring for the planet or acting as a steward because God asked people to look after the earth, he had created for them. Stewardship is also important in Christianity and Islam as God asked humanity to look after the earth he had created. Christians believe the Jesus came to bring them salvation so that rift between God and humanity at the Fall can be repaired. They believe that Jesus died on the cross so that they could have a new relationship with God. Muslims believe they have a duty to make the world a better place for the people who live in it as a form of worship to Allah. One of the five pillars of Islam, Zakat requires them to give charity to help people poorer than they are. People who follow the Humanist worldview view believe that we have a duty to help everyone because we are human and not because of the commandment of God, as they do not believe in a god.</p> <p>After Jesus' resurrection he spent time with his disciples and told them to wait in Jerusalem and then he went back to Heaven to be with God. The book of Acts in the New Testament tells Christians about the events on</p>

	UC Kingdom of God – What was the impact of Pentecost?	the day of Pentecost when the Holy Spirit was received by the disciples, and this enabled them to speak in tongues. This amazed the people who saw it as the disciples were speaking the different languages of all the visitors in Jerusalem. This was important as the disciples could tell everyone about God and Jesus. Many of the disciples who received the Holy Spirit at Pentecost were baptised to show that their sins had been washed away and they were part of the Christian community. After the day of Pentecost, the disciples followed the example of the Apostles and did God’s work and spread his message of forgiveness. Christians today follow this example and guided and supported by the power of the Holy Spirit to carry on this work and spread the message in the UK and around the world, just as the book of Acts tells people the disciples did. The Holy Spirit is one of the three persons of the Trinity, a key Christian belief of one God, Father, Son and Holy Spirit.
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B1	What do Hindu’s believe that God is like?	The Hindu tradition is diverse and ever changing and according to the 2021 Census, 1.7% of the population of the UK are Hindus. The ultimate reality is known as Brahman who is the source of everything in the universe. The atman is a spark of Brahman in every living creature and the namaste welcome is a way of recognising the spark of Brahman inside every living creature. The Aum symbol represents Brahman but also the first sound in the creation of the universe. Brahman can be found in many different forms, known as deities. For many Hindus the three most important deities are known as the Trimurti. Brahma is the creator deity who is responsible for the creation of the universe. Vishnu is the preserver deity who maintains the universe and Shiva is the destroyer deity so that new things can begin in the cycle of life and death. Another important deity for Hindus is Lakshmi, at Diwali many Hindus will put statues of Lakshmi outside their homes in the hope that she will visit the home and bring the family good fortune for the new year
B2	UC – Gospel What kind of world did Jesus want?	The first four people Jesus called to follow him were fishermen who were working on the Sea of Galilee. Each one of these decided to give up their work and become a follower of Jesus. Jesus asked them to become fishers of men. To help people understand how they should live, and the kind of world Jesus wanted, he told them stories with meanings. One of these was the parable of the Good Samaritan. Each of the four books in the Bible which contain these parables and stories about the life of Jesus is known as a gospel. Disciples is a name for those who follow Jesus and believe that he is the Son of God. The clergy are carrying on the role that Jesus gave his disciples to become fishers of men. Evangelists will go out into the world and tell people all about Jesus and his message so they can follow his example and teaching. A Christian may decide to

		become a vicar and they work in their local community to tell people about Jesus and to help them as Jesus helped people, such as when he healed the man with leprosy.
B3	<p>What does it mean to be a Hindu in Britain today?</p> <p>UC Salvation</p>	<p>The Hindu Dharma has its origins in India and is the most ancient of the larger religious worldviews in the world today. For many Hindus it is important that they connect with Brahman, the ultimate reality and they will perform puja in their home or in the mandir. The puja will take place at the shrine which is often dedicated to a deity within the Hindu Dharma. The shrine will often contain a murti which is a statue of the deity. The puja focuses the Hindu on Brahman and helps them fulfil their dharma or purpose. Many stories in the Hindu Dharma try to explain what the dharma is for humans and they will help Hindus to fulfil their duty. One of the great epic poems of the Hindu Dharma is the Ramayana which is connected to the festival of Diwali. The main characters of the Ramayana, Rama and his wife Sita are good examples to Hindus as to how they can fulfil their dharma. The story of the Ramayana is one of good overcoming evil and the festival of Diwali is celebrated all over the world to remember this.</p> <p>The most important festival for Christians is Easter and it is a time when they remember the crucifixion of Jesus on Good Friday and his resurrection on Easter Sunday. Holy Week is the title given to the last week of Jesus' life and begins on Palm Sunday. On this day Christians remember how Jesus entered the city of Jerusalem on a donkey. The events of Holy Week include Jesus and his disciples sharing a meal which is called The Last Supper, his trial, crucifixion and resurrection. In the big story of the Bible, Christians believe that the Fall led to a split between humans and God and that Jesus died so that people would receive forgiveness for the sins they have committed. This belief is that Jesus' death led to the salvation of humanity so they can be with God as they were during the Creation and before the Fall. Good Friday is called good because, by the act of Jesus being crucified on Calvary and by defeating death and being resurrected on Easter Sunday, he restored the relationship between God and humanity. His act of sacrifice although sad became good because Christians believe anyone can be saved and go back to God</p>
B4	UC People of God	<p>In the Bible the Old Testament teaches the story of the people of God and how they lived their lives. There are many stories of prophets who brought messages to the people of God about how they should behave and the promise God makes with the people. Noah was told by God to build an Ark as the people did not listen to God. When the flood arrived Noah took his family and the animals into the Ark. At the end of the flood God placed a rainbow in the sky and made a covenant with Noah that he wouldn't send another flood or destroy the earth again. God also made a covenant with Abram who is also called Abraham. God asked Abram to leave where he was living and to move to the land that God would give him and his family. Abram did exactly</p>

	<p>How and why people mark significant events in their life.</p>	<p>as God had said even though it was not the easy thing for him to do even though it was the righteous thing for him to do. In a wedding ceremony Christians also make a promise to care and look after each other and they will make these promises in from of God which is also a covenant with him. The covenant made at a wedding is similar to the covenant with Noah in that the person is making promises to God and God is promising something to them as well.</p> <p>Many religious worldviews will hold a ceremony to celebrate significant points in the religious journey a person is talking. These take place at various points in a person’s life and help to show their commitment to their religion. Baptism is an important ceremony in Christianity as it celebrates someone becoming a member of the Christian community. This can happen for babies or for older people when they wish to join the Church. At the age of thirteen many Jewish boys will have a Bar Mitzvah and many girls at the age of twelve will have a Bat Mitzvah. This ceremony shows they have reached the part of their journey to take responsibility for their religious life. Many Hindu boys and some Hindu girls will have a Sacred Thread ceremony which means they are taking responsibility for their religious life as well. Many religious people will choose to mark their marriage with a religious wedding ceremony to represent the next stage in their lives and to show commitment to their married partner.</p>
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Dolphins – Year 5 and 6

A1	UC Creation	<p>There have been many different ideas about how the universe began from religion and from science. Genesis chapter 1 in the Bible explains about a Creator God who made the world in six days and then rested on the seventh day. Some Christians have a literal understanding of the Bible and believe this happened as exactly as it says. Their interpretation of the Creation is that God made everything in six periods of twenty-four hours. Some people have the theory that universe began with an explosion and they call this the Big Bang Theory. Some people only believe one of these stories and say that they are conflicting accounts of the creation of the universe. Other people, such as religious scientists, believe that the stories about how the universe began are complementary and talk about the same thing but in different ways.</p>
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A2	UC God	<p>Christians use the Bible to explore what God is like, reading many different books in the Old Testament and the New Testament to understand better the nature of God. The book of the prophet Isaiah in the Old Testament talks about his experience of God. He talks about how God is holy and powerful. For Christians, God is omnipotent, which means he is all powerful, for example as the Creator in the book of Genesis. God is also described as omnipresent, this means that God is everywhere because he is eternal and is outside time because he is not limited by time as he created it. God is also described as omniscient, this means he knows everything that has happened, is happening and will happen because he is outside of time and can see every moment in time. When a believer reads the letter 1 John they will find God described as loving because he is kind and forgiving to his creation. God loves his people and he came to earth as Jesus so that he could heal the rift between himself and humanity that had been caused by The Fall</p>
A3	<p>What does it mean to be a Muslim in Britain today?</p> <p>Why is the Torah so important for Jewish people?</p>	<p>Approximately 24% of the world's population would call themselves a Muslim and approximately 7% of the population of England and Wales would do so as well. The word Islam means submission to the will of Allah and the word Muslim is not only the name of someone who follows Islam but also someone who submits to the will of Allah. Many Muslims will perform five activities that show they worship Allah, this is known as ibadah or worship. These five activities are known as the Five Pillars of Islam. The shahadah is a statement of belief that Muslims say and believe, showing there is only one god and that Muhammad is the Seal of the Prophets of Allah. Muslims must pray everyday and this compulsory prayer is know as Salah. For 28 days every year those Muslims who are able to will fast during the month of Ramadan and this fasting is known as Sawm. Every year many Muslims will give charity to people who are less fortunate than themselves and this is known as Zakah. The final pillar which some Muslims will do but which is not compulsory but is expected if they can is the pilgrimage to Makkah. This is known as the Hajj.</p> <p>The Jewish people are a diverse group with different views about how the laws in the Torah are applied in everyday life. The Torah is important to all Jewish people and every synagogue will have a Sefer Torah contained in an ark to show how important and special it is. The Torah will tell Jewish people what God allows them to do and what God wants them to do. Anything that God allows Jewish people to do is known as kosher. When this is applied to what Jews can and cannot eat this is known as kashrut, for example a Jewish person cannot eat pork as God forbids it. Orthodox Jewish people will follow what God has told them exactly in the Torah as it is the word of God. Progressive Jewish people believe that the Torah was written by humans and reflects the place of God in the life of the author. They will interpret the Torah for modern day life as some of the laws cannot be followed today. Secular Jewish people identify as being Jewish but do not</p>

		tend to identify with Jewish beliefs. Pesach is a very important Jewish festival which can be celebrated differently by the different Jewish groups. Some Jewish people may choose to remember Miriam at Pesach whilst other Jewish people may have a vegan meal to reflect what they believe.
A4	UC Gospel	The story of the Exodus is a very important story in the Bible and the Torah. Jacob had taken his family to live in Egypt and after a while the Children of God were put into slavery in Egypt as Pharaoh needed them to work for him. The slaves were waiting for someone to rescue them and to lead them into freedom and bring them justice. God chose Moses to lead His people out of slavery and into a land He had promised them. Moses led The People of God out of slavery and was given the Ten Commandment by God at Mount Sinai. This is an important story for Christians as it helps them to understand how important freedom and justice are in the world today.
	Humanism & Christianity	Everybody in the world has their own personal worldview and this can be religious or nonreligious. There are similarities and differences between these different worldviews. All worldviews have different moral ways of living and this affects how people treat other people and the world around them. A Christian will have values which are based on the life of Jesus and the teachings of the Christian Church. For many Christians the Bible has authority because for many it is the Word of God. People who hold Humanism as a world view will have the belief that they should be free to work out for themselves what makes us happy and that we should be kind to the planet and animals. A person who holds this worldview is known as a Humanist. Not all non-religious people are humanists. Treating others as we want to be treated can be found in many worldviews and is called The Golden Rule.

B1	Why do Christians believe that Jesus was the messiah?	When Adam and Eve disobeyed God in the Garden of Eden they were sent away from God. This is known as The Fall. Humans cannot sort this out themselves and need a rescuer to bring them back to God, a Saviour. In the Old Testament there is a prophecy that God will send a Messiah to bring people back to him. The prophet Micah and the prophet Isaiah both speak of this rescuer who God will send to heal the damage done by people's disobedience. Christians say this saviour is Jesus, who is God in human form which is a belief they call the incarnation. People who want to find out how the events of the life Jesus show he is God in the flesh will make a theological study of the gospel story, looking at events such as the birth of Jesus, his crucifixion
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		and resurrection to show how he healed the gap between God and humans. Some Christians will refer to Jesus as Immanuel as God is with them on earth
B2	Why do some people believe in God and some do not.	There are a rising number of people who identify as 'no religion'. These may include people who call themselves atheist who believe that god does not exist. Some people who identify as no religion may call themselves a humanist. Other people are not sure whether there is god or not and they would call themselves an agnostic whereas someone who would say that there is a god is known as a theist. People who study philosophy like to think about the answers to the big questions that are difficult to answer. They will try to use reason to prove whether god exists or not. A theologian will use religious texts and actions to provide evidence for the existence of god, for Christian theologians this would mean looking at the Bible and for Muslim theologians at the Qur'an. The study of psychology investigates how the mind works and how people think and feel. A psychologist will investigate how the impact of believing or not believing in god will affect how someone thinks and feels.
B3	Why do Hindus want to be good? UC Salvation	<p>In the Hindu Dharma all animals and humans have a spark of Brahman inside them and this is called atman. Brahman is represented in the form of many deities. The atman is pure, eternal and unchanging. This is someone's true self, but is tangled up with a creature's physical body. The belief in reincarnation is that the atman moves from one living creature to the next in a cycle which is called samsara. Karma is the law of cause and effect, someone's positive actions lead to good karma and negative actions lead to bad karma and these will have consequences in the next life. Your karma is linked to your dharma and if you fulfil your duty you will have good karma. The Hindu stories help people to understand what their dharma is and how they would live their life. A key part of everyone's dharma is not to cause harm to any living creature and this is known as ahimsa and is a very important belief for Hindus. If someone fulfils their dharma, understands the atman and leads a good life they will attain moksha, a release from samsara.</p> <p>Easter is a very special time for Christians as they remember Jesus being crucified on Good Friday and his resurrection on Easter Sunday. Christians will read the Biblical accounts of Easter in the gospels which will tell them about the events and they will use theological ways of study to find out what these events means. Through this they are able to interpret what the story means for them as Christians today. Christians believe that God became human so that He could bring salvation to everyone. Christians refer to the birth of Jesus as the incarnation as this is when God became flesh. They believe that the sacrifice of Jesus on the cross enables them to have eternal life with God in heaven after they have died. They believe that Jesus dying and being resurrected healed the rift between God and man caused by The Fall. In churches different Christians</p>

		will remember the events of Easter in many ways. However, they will all focus on how God has saved people and given them eternal life. When a person has died, Christians will have a service known as a funeral for the dead person. The funeral service expresses the belief that the dead person has eternal life with God because of Jesus' sacrifice on the cross.
B4	UC Kingdom of God How faith helps people in good and sad times.	Throughout his life Jesus told parables to help the people understand what the Kingdom of God was like and to invite people to join his kingdom. These Biblical stories or parables, such as the stories of The Great Banquet and the Unforgiving Son tell Christians they should accept God's invitation to become part of his kingdom and not to be distracted by things in the world. In the parable of the Unforgiving Son a young man was given his inheritance by his father but when a great famine came he lost all of his money and he went back to his father who forgave him and welcomed him. In this, Jesus taught that forgiving people is at the heart of what it is to be part of God's kingdom. Christians follow what Jesus told them to do and many of them will challenge unjust social structures in their local area and around the world by supporting charities that help those less fortunate than themselves. By acting as Jesus told them to, Christians believe that they will have salvation and will be able to be near to God as the events of the Fall meant that people fell away from God. Know some key concepts about life after death, comparing beliefs and sources of authority, and exploring whether these beliefs make a difference to people when facing death and bereavement. Christianity: Bible teaching on resurrection of the body, judgement by God, salvation through Jesus, heaven. Hinduism: law of karma affects the reincarnation of the individual atman, pinning it to samsara, the cycle of life death and rebirth, until it can escape (moksha) and be absorbed back to Brahman. One secular/non-religious view about what happens after death, e.g. Humanism: i.e. nothing: we might continue in people's memories and through our achievements, but death is final. Know that some people might thank God in good times, and how, more broadly, living a life of gratitude can lead to happier and healthier lives, whether religious or non-religious.

SEND

The teachers anticipate the barriers for SEND children to taking part particular activities within a lesson and plan adaptations and scaffolds so that they can still access the lesson. Sometimes no adaptations will need to be made. The class teacher knows the children well and adapt the lesson accordingly.

We are ambitious about what our children with SEN can achieve and not believe their ability is 'fixed' for every subject. We should take into consideration their barriers to learning but we don't let these limit their opportunities - just because they find reading difficult, it doesn't mean that they won't be able to interpret the messages contained in religious texts and the moral and spiritual messages. We make adaptations by:-

- Progressive and sequenced - revisiting the vocab and keys facts previously learnt. This will give children with SEN more time and opportunities to understand the concepts and vital knowledge they need to access the learning.
- Visual word mats - Visual word mats for children with SEN. These can be used to pre-teach new vocabulary prior to the lesson, to help children visualise the concepts they are using in class and to help with spelling and writing activities. These children could be given the challenge of learning the meaning of a small number of words and practise them throughout the week.
- Check in - For children with SEN, a RE lesson can be overwhelming with all the new information they are given as well as trying to comprehend ideas that may be very alien to them. It is important to find time for these children to discuss what they do understand and explaining any language, facts or ideas they are finding challenging.
- Working walls – displays including vocabulary, images and facts on working walls and refer to these regularly. Encourage children with SEN to use these if they are unsure in lessons.

For some activities, you may need to provide a 'parallel' activity for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way. Occasionally, pupils with SEN and/or disabilities will have to work on different activities, or towards different objectives, from their peers.

Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussions. Avoid the need for copying lots of information. For example, notes on interactive whiteboards can be printed off for all pupils.

Make sure pupils are well prepared for visits, particularly to different places of worship. Preparation can include using photographs, videos, artefacts etc, so that pupils are not worried about unfamiliar situations.

Multi-sensory approaches - The acceptance that others have different views and that they have a right to hold and express them can present barriers for younger pupils and those with behavioural, emotional and social difficulties (BESD) or an autistic spectrum disorder (ASD). Many of

these barriers can be removed by using multi-sensory approaches, eg through drama and role-play, visits to places of worship, or sharing special meals.

Learning about religion can present barriers for pupils with complex needs because of the abstract concepts involved. For example, some pupils will have difficulty understanding abstract concepts such as spirituality, belief, opinion, friendship, justice, cooperation, conflict and empathy. Drama, role-play, games and simulations, can develop understanding of such concepts. Use of good-quality artefacts allows pupils to understand aspects of the different faiths. Artefacts can be used to develop pupils' observation skills and use of language. Pupil-made videos or digital camera presentations of situations involving moral dilemmas can be powerful aids to learning, particularly for pupils for whom writing presents barriers. ICT Digital image technologies, both still and moving, are valuable tools for teaching RE. Pupils can use image technology to support the writing process – e.g. creating a storyboard of pictures as a scaffold for writing a narrative about a moral choice. ICT can offer alternatives to writing as a way of responding to text – e.g. creating an electronic presentation with images, as a response to text.

Planning support might include pre-tutoring important RE vocabulary, concepts and/or processes, where appropriate, and preparing grids for recording information, which can be helpful for some pupils. Recognise that the language of RE may be challenging for many pupils, e.g.: language used in religious texts may be difficult to understand and will need to be explained some vocabulary can have different meanings in different contexts, and metaphor, e.g. in the sayings of religious leaders or parables, can be interpreted literally by some pupils, thus creating confusion or misunderstanding. Plan to teach new vocabulary explicitly at the start of a new topic. Make sure that pre-tutoring on RE vocabulary is available for pupils, where appropriate. It may be necessary to present the same information in a range of different ways to aid understanding.

The Right of Withdrawal from Religious Education

It is hoped that in a Church of England School it will not be necessary for any pupils to be withdrawn from RE. However, we recognise that this may sometimes be necessary. At Swinford School we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasions, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history and citizenship. We would ask any parent considering this to contact the head teacher to discuss any concerns and anxieties about the policy, provision and practice of religious education at our school.

Managing the Right of Withdrawal

The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs. Parents should be made aware of its learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish. The school may also wish to review such a request each year, in

discussion with the parents. The use of the right to withdraw should be at the instigation of parents, and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given. Parents have the right to choose whether or not to withdraw their child from RE without influence from the school, although a school should ensure that parents or carers are informed of this right and are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision. Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated.

If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises. Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This RE could be provided at the school in question, or the pupil could be sent to another school where suitable RE is provided if this is reasonably convenient. If neither approach is practicable, outside arrangements can be made to provide the pupil with the kind of RE that the parent wants, and the pupil may be withdrawn from school for a reasonable period of time to allow them to attend this external RE. Outside arrangements for RE are allowed as long as the diocese (VA schools) is satisfied that any interference with the pupil's attendance at school resulting from the withdrawal will affect only the start or end of a school session.

Resources

NATRE: www.natre.org.uk

This is the National Association of Teachers of Religious Education. It works to support those who teach and lead in all schools

RE Online: www.reonline.org.uk

A website with free use, quality assured resources that ensure a comprehensive coverage of religious and worldviews. It has useful resources that include: – Emailing a believer: If the children have any questions when they are studying different faiths – and world views you can send them to a believer via the website. Teach RE: Resources to support your subject knowledge as a teacher. – Supporting RE: teaching resources – Festivals calendar: a calendar that informs you of religious festivals throughout the year.

RE Quest: <http://request.org.uk/>

A website with different resources to explore many different aspects of the Christian faith.

True Tube: www.truetube.co.uk

A website that provides short films, lesson plans and assembly scripts for RE, PSHE and Citizenship. You do not need a log in to view/stream the videos on the site but may need a log in should you want to download or save anything. It is quick and easy to create a personal log in, if you need one.

BBC Teach has films including 'Religions of the World' (KS1), 'My Life, My Religion' plus many films and resources to support Religious Studies from Early Years up to GCSE. <https://www.bbc.co.uk/teach>

BBC Bitesize has short film clips and supporting resources including quizzes and interactive activities to support RE at all Key Stages. <https://www.bbc.co.uk/bitesize>

Humanists UK has a user-friendly website with powerpoints, short films and resources for students and teachers. <https://humanism.org.uk/humanism/>