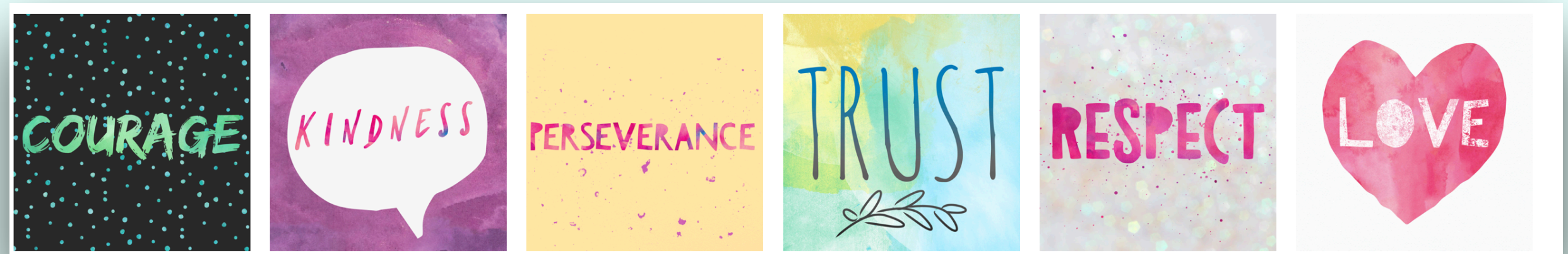
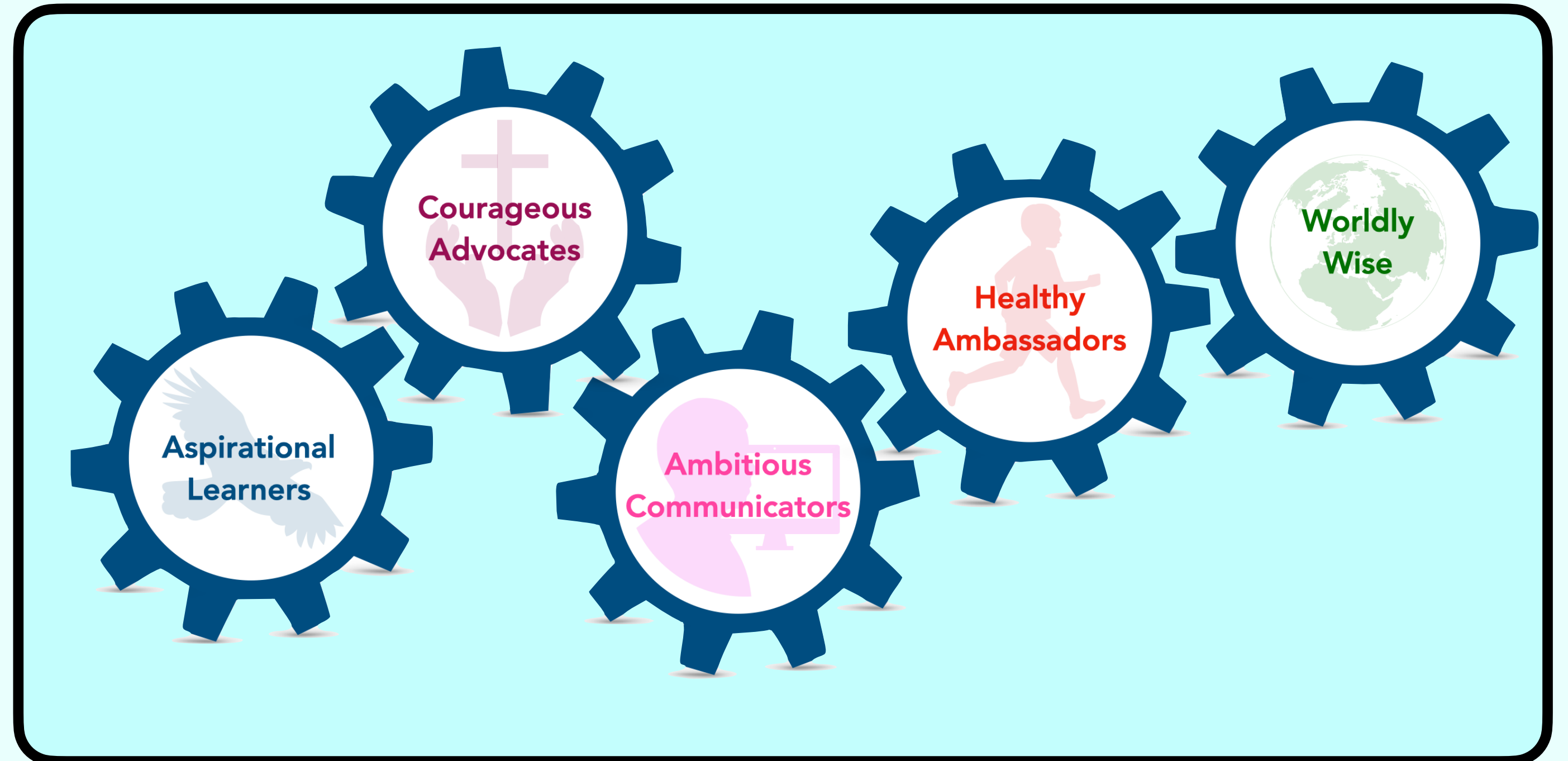




Religion and World Views Flight Path

Hand in hand we learn, we grow, we soar

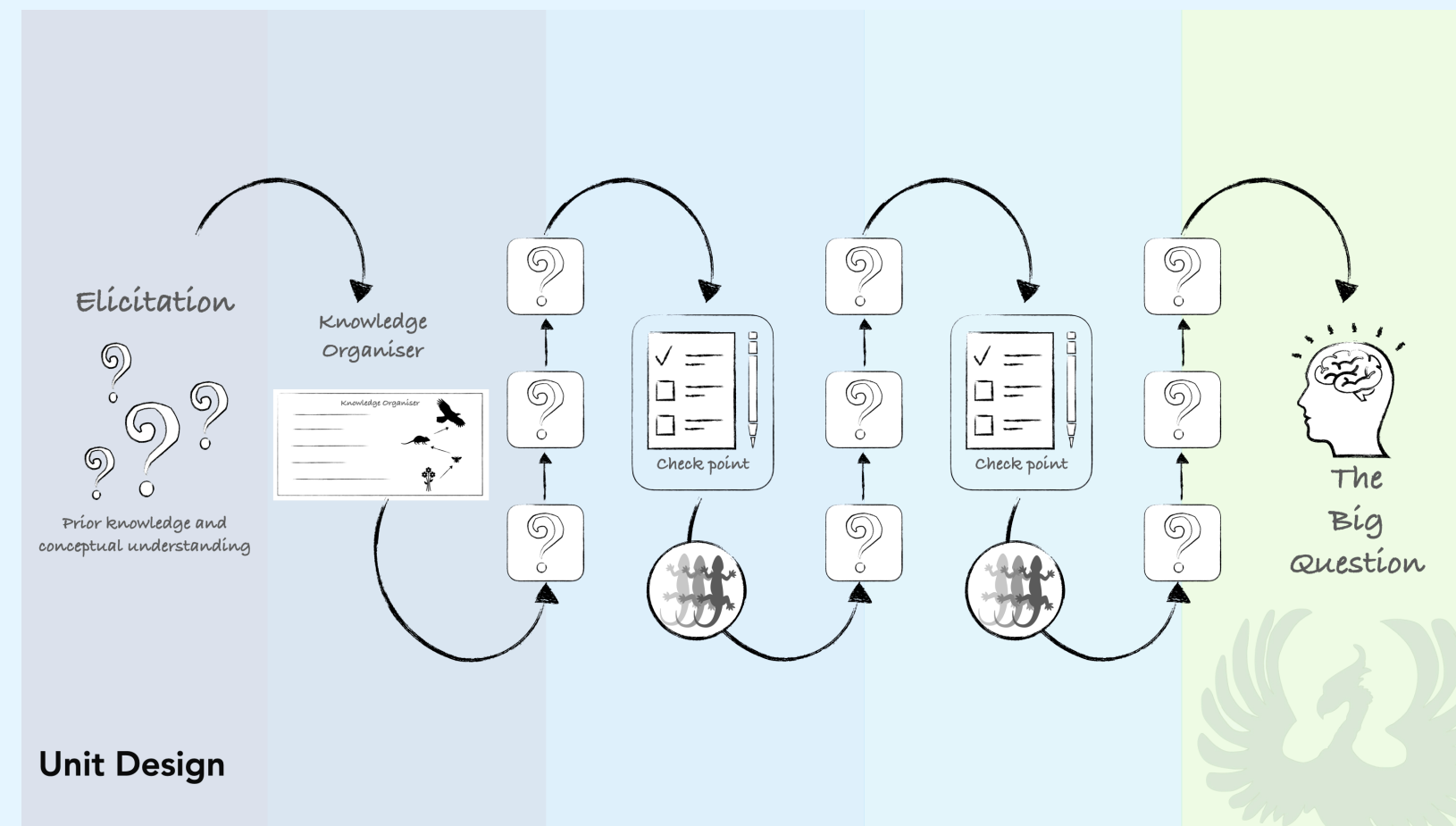


Our Curriculum Drivers



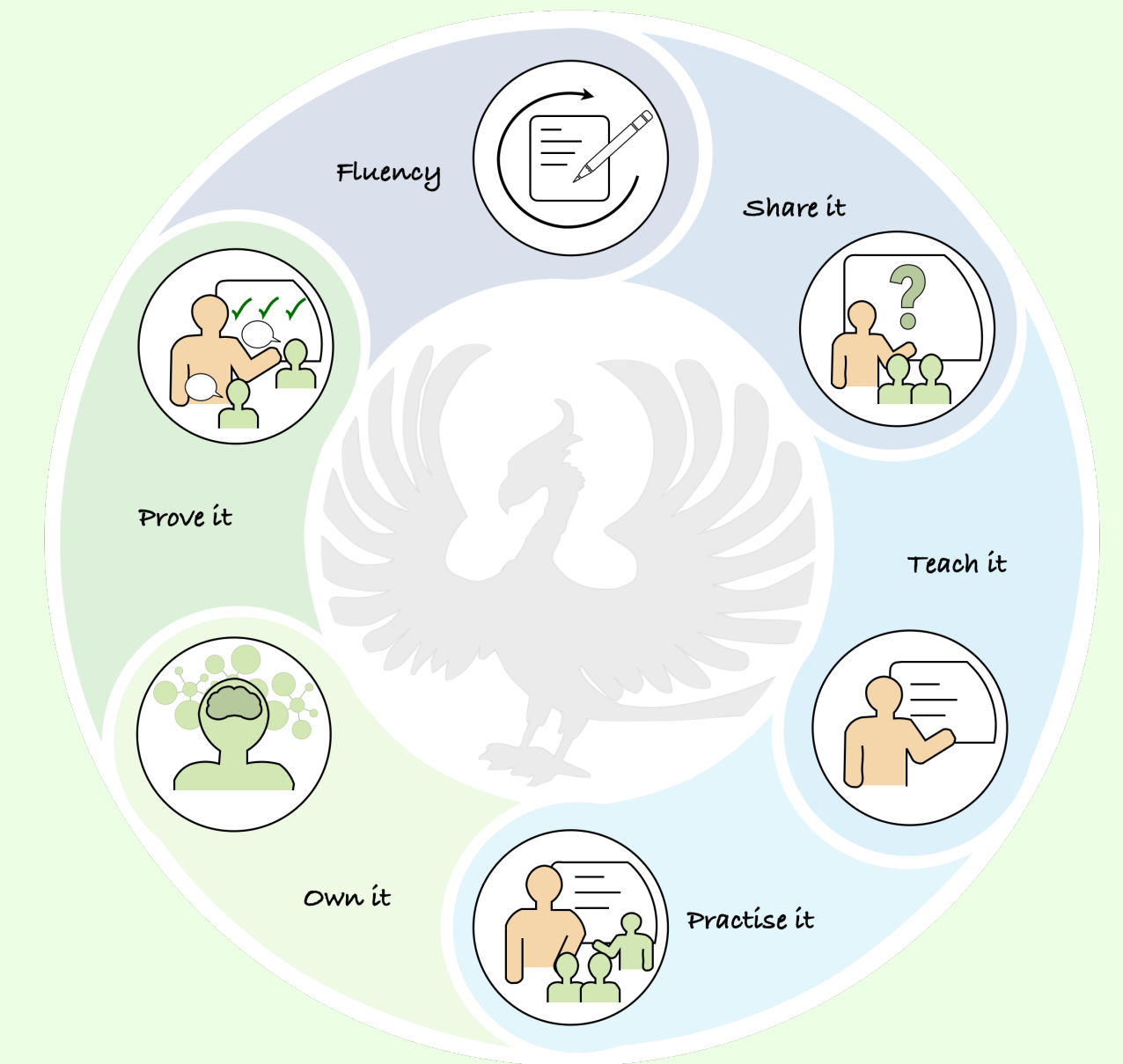
These articulate the ambition of our curriculum and how it will enable children to be confident, successful and ambitious citizens, prepared for life outside of school.

Our Unit Design



These are the principles that teachers adhere to when designing a unit of work, to ensure it builds upon prior learning and leads to secure schema.

Our Lesson Design



This is the structure we follow during lessons to reduce cognitive load and ensure all children are able to succeed.

Curriculum Intent

The Religious Education curriculum at St Bartholomew's provides opportunities for children to explore the lives and religions of those both within and beyond their own experiences. This enables them to grow as respectful and responsible world citizens, as well as connecting the impact that religion has had on Britain's own cultural heritage. R&WV teaching is underpinned by our school Christian vision and values, as well as the British values of democracy, rule of law, individual liberty, mutual respect for, and tolerance of those, with different faiths and beliefs as well as for those without faith.

Children are equipped with the understanding and skills required to be empathetic, considerate individuals who can critically evaluate and reflect upon big questions within core theological concepts. Through creative and investigative approaches to teaching, pupils develop knowledge and understanding of major world religions and world views.

Implementation

At St Bartholomew's, we use The Emmanuel Project to enable children to gain a coherent understanding of the beliefs and practices of major world religions. RE&WV is taught weekly in line with Church of England Statement of Entitlement: this should aim to be close to 10% but must be no less than 5% in key stages 1-4. Christianity as the majority religion studied in each year group and is at least 50% of the RE&WV curriculum time.

Teaching provides pupils with a safe space to discuss and debate religious, spiritual and philosophical ideas and provide them with the tools to be curious, ask appropriate questions and express their views sensitively. Learning is creative and inspiring and enables children to use subject specific vocabulary. Pupils participate in activities which promote a greater understanding of their place in the world, and their rights and responsibilities as global citizens.

Impact

By the time students leave St Bartholomew's in Year 6, they will be ready to enter secondary school able to understand the importance of religion and world views in people's lives. They will be able to ask questions of themselves about their religious and non-religious influences, and how they impact their way of life. They will have a rich religious vocabulary with which to compare different religions and world views, and will be able to understand how belonging to a faith or world view might influence their life or the lives of others. They will have a deep understanding of Christian beliefs and celebrations as well as beliefs and celebrations that Jewish people, Muslims, Sikhs, Hindus, Buddhists and Humanists hold.

In order to achieve this final outcome, milestones will be met across each key stage.

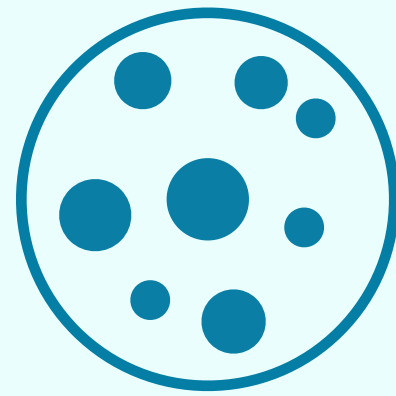
In EYFS, pupils will engage with the Christian religion by exploring why God is important to Christians, and learning the Christmas story, as well as encountering a story from the Muslim faith by the end of the Autumn term. At the end of the Spring term, pupils will be able to express how they can help others and explore why Christians celebrate Easter, as well as encounter a story from the Sikh or Buddhist faith. By the end of the Summer term, pupils will express why they are unique and precious and explore how we can care for our world, as well as encounter celebrations from the Hindu or Jewish faith.

At the end of Key Stage 1, pupils will have been introduced to all seven of the 'Key Concepts' through studying Christianity and Judaism and encountering the religion of Islam. Children will begin to take this isolated information and make links between religions and their own beliefs by beginning to think like theologians. They will know have heard stories from both the Old Testament and the New Testament as well as parables that Jesus told. They will begin to understand why faith stories, artefacts and symbols are important to religious people and will be able to share what is also important to them. They will practise respectful questioning when exploring the beliefs and faiths of others.

By the end of Lower Key Stage 2, pupils will have an understanding of the expectations a believer of Christianity, Islam and Hinduism will uphold. They will be able to talk about how religious and spiritual ideas are expressed in different religions, including use of symbols, celebrations and ways of worship. Pupils will also begin to make links with how religious people respond to global issues and how they respond to them themselves.

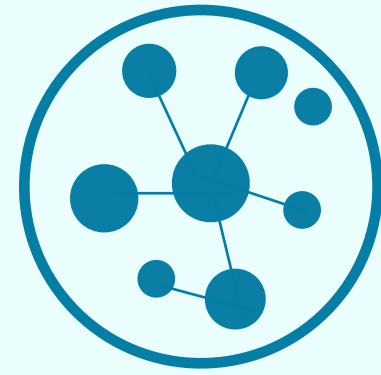
In order to evaluate the level to which children are retaining knowledge and are able to apply their learning to a range of situations, we use a range of techniques.

- Regular feedback, marking and pupil voice feedback.
- Subject monitoring including book scrutinies.
- Regular low stakes assessment, using a range of creative approaches.
- Cross-curricular opportunities to apply skills in other curriculum areas.



Information

Isolated facts that can have no organisational basis or links



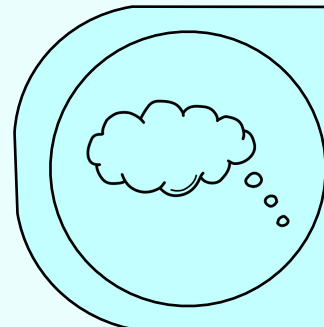
Schema

Knowledge organised in a meaningful way - memories (emotional), concepts, knowledge



Key Concepts (Big Ideas)

Key concepts identify the content or focus areas of study

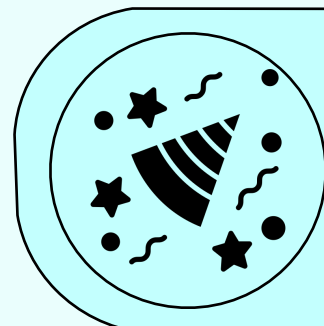
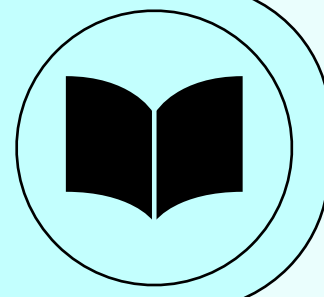


Beliefs

What people believe about God, humanity and the natural world.

Stories

Accounts of imaginary or real people and events, told for entertainment or learning.

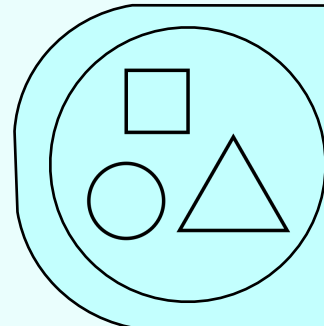
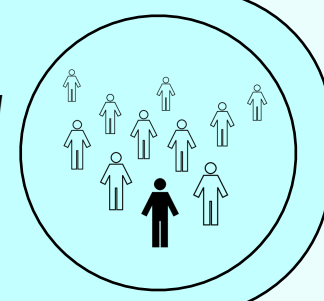


Celebrations

The action of celebrating an important day or event.

Leaders

Someone who inspires passion and motivation in followers.

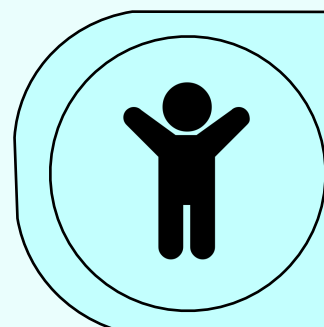
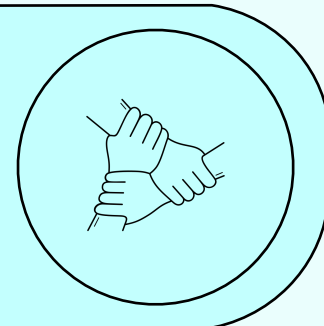


Symbols

A mark, sign or word that indicates, signifies or is understood as representing an idea, object or relationship.

Belonging

A feeling of being welcomed and accepted as part of a group.



Myself

The way a person views their traits, beliefs and purpose within the world.

Second Order Concepts

'The kinds of questions a Theologian asks'

Second-order concepts: these shape the key questions asked in a subject and organise the subject knowledge.

Beliefs, teaching and sources

What links can I make between different faith stories?

How are beliefs taught through faith stories?

Why are faith stories important?

Identity and belonging

Which things influence myself and others?

What benefits and challenges can your identity present?

What impact does society, heritage and belief have on different groups of people?

Values and commitments

What things are important to me and why?

What are the benefits and problems of holding strong values and commitments?

What affects the way I choose to think and behave?

Meaning purpose and truth

How do my own thoughts compare to others?

What learning can I take away from the faith stories I know?

What questions do I have about the meaning and purpose of life?

Practises and ways of life

How does someone's faith change the way they live?

What ways do people show their commitment to their faith?

How similar and different are religious practises?

Forms of expression

What symbols are used to represent faith?

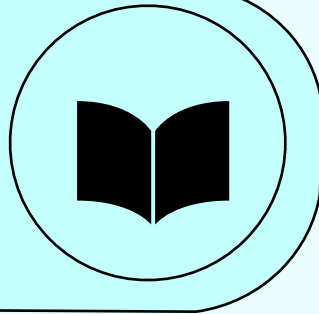
How do people show their beliefs?

Why are words, art and symbols used to share beliefs?

Key Concepts (Big Ideas)

Stories

Accounts of imaginary or real people and events, told for entertainment or learning.



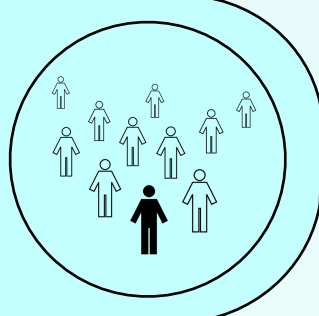
Beliefs

What people believe about God, humanity and the natural world.



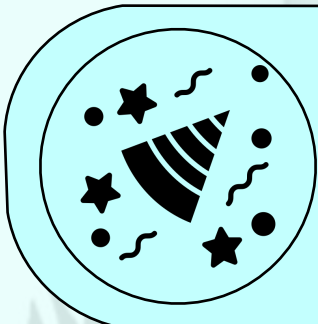
Leaders

Someone who inspires passion and motivation in followers.



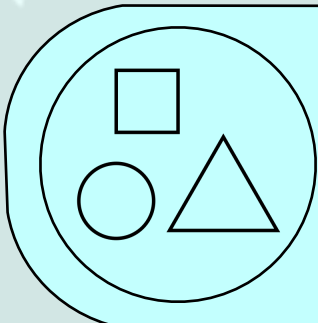
Celebrations

The action of celebrating an important day or event.



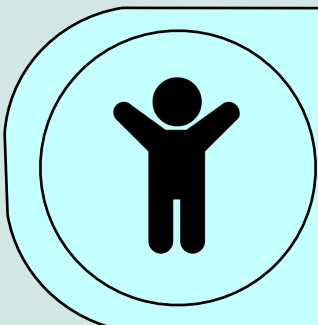
Symbols

A mark, sign or word that indicates, signifies or is understood as representing an idea, object or relationship.



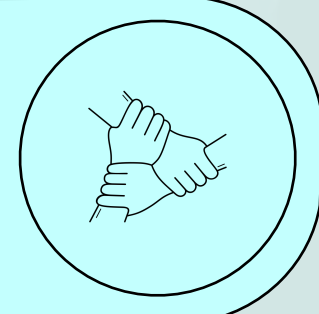
Myself

The way a person views their traits, beliefs and purpose within the world.



Belonging

A feeling of being welcomed and accepted as part of a group.



EYFS	Year 1	Year 2	Year 3/4 A	Year 3/4 B	Year 5	Year 6	Whole School Themes
<p>Jesus welcomes the children (T1)</p> <p>The Nativity (T2)</p> <p>The Good Samaritan (T3)</p> <p>Easter Story (T4)</p> <p>Creation (T5/6)</p>	<p>Jesus and the Children (T1)</p> <p>The story of Ruth (T2)</p> <p>The Lost Sheep (T3)</p> <p>Creation Story (T6)</p>	<p>Jonah (T1)</p>	<p>The Prodigal Son (T1)</p> <p>The story of Bilal (T2)</p> <p>The story of the Starfish (T3)</p> <p>Holy Week (T4)</p> <p>Parables (T5)</p> <p>Exodus (T6)</p>	<p>Jesus and Zaccheaus (T1)</p> <p>The life of Muhammad (T2)</p> <p>Ramayana (T3)</p> <p>The Three Servants (T4)</p> <p>Jonah (T5)</p> <p>Guru Amar Das and the Emperor (T6)</p>	<p>The Gospel (T1)</p> <p>Sunnah of the Prophet (T2)</p> <p>Bhagavad Gita (T3)</p>	<p>The Last Supper (T5)</p> <p>Hindu traditional stories (T3)</p> <p>Sermon on the Mount (T6)</p> <p>Story of Solomon (T6)</p>	<p>The Christmas Story</p> <p>The Easter Story</p>
<p>God created the world (T5)</p>	<p>Prayer (T4)</p> <p>God created the world (T6)</p> <p>Mitzvot (T3)</p>	<p>Incarnation (T2)</p>	<p>Reconciliation (T1)</p> <p>Sacrifice (T2)</p> <p>Submission (T3)</p> <p>Covenant (T6)</p>	<p>Saviour (T1)</p> <p>Equality (T2)</p> <p>Stewardship (T4)</p> <p>Dharma T5</p> <p>Simian</p>	<p>Saviour (T5)</p> <p>Moksha (T3)</p> <p>Enlightenment /Eightfold Path (T6)</p> <p>The Holy Trinity (T4)</p>	<p>Brahman (T3)</p> <p>Towhead, or the oneness of God (Islam) (T2)</p> <p>Agnostic beliefs (T4)</p>	
<p>People who help us</p>	<p>Jesus (T4)</p>	<p>Muhammed (T3)</p> <p>Jesus (T5)</p> <p>Moses (T6)</p>	<p>Muhammad (T3)</p> <p>Noah (T6)</p>	<p>Guru Nanak (T6)</p>	<p>Buddha (T6)</p>	<p>Upanishads (Hindu religious texts) (T3)</p> <p>Solomon (T6)</p>	
<p>Christmas (T2)</p> <p>Easter (T3)</p>	<p>Pentecost (T5)</p> <p>Shabbat (T6)</p>	<p>Rosh Hashana (T1)</p> <p>Eid/Ramadan (T3)</p>	<p>Holy Week (T4)</p> <p>Palm Sunday (T5)</p>	<p>Diwali (T5)</p> <p>Weddings (T5)</p> <p>The Holy Spirit</p>	<p>Eucharist/ Holy Communion (T5)</p> <p>Laylat-ul Qadr (T2)</p>	<p>Christian funerals (T5)</p>	<p>Christmas, Easter, Lent, Advent, Pentecost</p> <p>Eid, Ramadan</p> <p>Diwali, Holi</p> <p>Lunar New Year</p> <p>Yom Kippur, Hannuka</p> <p>Remembrance Day</p>
<p>Stained glass windows (T2,T3)</p> <p>The cross (T4)</p>	<p>Baptism (T1)</p> <p>Wind and fire (T5)</p> <p>Symbols of Easter (T4)</p>	<p>Advent Wreath (T2)</p> <p>Aron Kodesh Ark (T6)</p>	<p>Prayer/ calligraphy (T2)</p> <p>The cross (T4)</p> <p>The call to prayer (T3)</p> <p>The rainbow (T6)</p>	<p>The Shahadah (T1)</p> <p>Wearing a turban (T2)</p> <p>The Granth Sahib (T3)</p> <p>The Hangar (T6)</p> <p>Ik Onkar (T3)</p>	<p>The Gospel (T1)</p> <p>Revelation as a Rope (Islam) (T2)</p> <p>Krishna in many forms (T3)</p> <p>The Lotus (T6)</p>	<p>Aum (T3)</p>	
<p>What makes me special (T1)</p> <p>How others help me (T3)</p> <p>Who matters to me (T5)</p>	<p>Good deeds (T2)</p>	<p>Forgiveness (T1)</p> <p>Christmas traditions (T2)</p>	<p>Reconciliation (T1)</p> <p>Sewa, or acts of kindness (T3)</p>	<p>Sin (T1)</p> <p>Social duty or service (T3)</p> <p>Making a positive difference (T5)</p> <p>Showing equality (T6)</p>	<p>Madrassah or learning</p> <p>Belonging</p> <p>Devotion</p> <p>Inspiration</p> <p>Thankfulness</p> <p>Moral decisions</p>	<p>How to live (Humanism) (T4)</p> <p>Comparing ways of life (T4)</p> <p>Practices I might adopt (T4)</p> <p>Wordly Wise (T6)</p>	
<p>Jesus welcomes the children (T1)</p> <p>Helping others (T6)</p>	<p>Belonging to God and the church (T1)</p> <p>Welcome to synagogue (T2)</p>	<p>Jewish Community (T6)</p>	<p>Call to Prayer (T2)</p> <p>Remembrance Day (T4)</p>	<p>Allah (T2)</p> <p>Karma (T3)</p> <p>Jesus' Sacrifice (T1)</p> <p>Simran (T6)</p>	<p>Desmond Tutu (T1)</p> <p>Jesus meeting Zacchaeus (T5)</p>	<p>Diversity (T5)</p> <p>Laylat-ul Qadr (T2)</p> <p>Humanism (T4)</p>	<p>Remembrance Day</p>

Learning about Religion and Belief

	EYFS	Year 1	Year 2
Beliefs, teachings and sources	I can remember something that happens in the story of Jesus welcoming the children	I can remember the story of Jesus and the children and know who it is special to	I can tell the story of Jonah and say why it might be important to a Jewish person
	I can tell part of the nativity story e.g. when dressed as a character or using figures from a crib set	I can remember the story of Ruth and know it is special to Jewish people (and Christians)	I can tell the story about Simeon meeting Jesus and say why it might be important to a Christian
	I can remember how the traveller in the Good Samaritan story was saved or rescued	I can remember Jesus' parable of the Lost Sheep and know who it is special to	I can tell a story about Muhammad and an animal and say what it teaches a Muslim about compassion
	I can remember something that happens in the Christian story of Easter	I can remember the story of Jesus teaching his disciples to pray and know who it is special to	I can tell one of the Easter stories and say why it might be important to a Christian
	I can remember something that happens in the Bible story of Creation	I can remember the story of Jesus' ascension and know who it is special to	I can tell one of the stories about Jesus and say why it might be important to a Christian
	I can remember the different things created by God in the Bible story of Creation	I can remember the Biblical story of creation and know it is special to Jewish people	I can tell parts of the story of Moses and say why they might be important to Jewish people
Practices and ways of life	I can recognise something a Christian might do to follow the Golden Rule which Jesus taught them	I can use the right words to talk about what happens at a baby's baptism	I can talk about something Jewish people do together as part of their celebration / worship at Rosh Hashanah
	I can recognise something a family is doing at Christmas because they are Christians	I can talk about something that might be a 'mitzvah' or 'good deed' for Jewish people	I can talk about how Christians use an Advent wreath in their church services
	I can recognise some images of a Christian praying and identify this as part of their religion	I can use the right words to talk about how a Christian learns the stories Jesus told	I can talk about how Muslims use the words of the Bismillah e.g. in prayers, before food or before reading the Qur'an
	I can recognise something a Christian is doing because of their religion e.g. making the sign of the cross	I can use the right words to talk about Christians praying at mealtimes e.g. grace, God, amen	I can talk about Christians taking communion together as part of their Easter worship at church
	I can recognise that Christians use God's name with care because God is their Creator	I can use the words Jesus, Holy Spirit, birthday, and church to talk about Pentecost	I can talk about how Christians learn more about following Jesus as part of their worship at church
	I can recognise something a Christian does because they believe God wants them to care for the world	I can use the right words to say how a Jewish family celebrates Sukkot: (God, sukkah, lulav, blessings)	I can talk about some things Jewish people do together when the Torah is read in the synagogue
Forms of expression	I can recognise why a 'thank you' song to God is important to a Christian	I can suggest why some items used at a baptism (candle, shell, water) are important to a Christian	I can say what the sound of the shofar or tasting honey means for Jewish people at Rosh Hashanah
	I can recognise an image of Jesus e.g. in a nativity set, stained glass window, icon	I can suggest why a tzedakah box (pushke) is important to a Jewish family	I can say what Posada stands for and what being involved might make a Christian think about
	I can recognise the important Christian parable of the Good Samaritan e.g. in a painting, drama, stained glass, poem	I can suggest why the story of the Lost Sheep is important to a Christian	I can say what a crescent moon and star might stand for, and what looking for the new moon at Eid-ul-Fitr is about for a Muslim
	I can recognise things which are important to Christians e.g. pictures of Jesus, different crosses	I can suggest what is important about the Lord's Prayer to a Christian	I can say what different items could be used as symbols of the Easter stories and what they stand for
	I can recognise that the word 'God' is an important name for Christians	I can suggest why red and orange colours are often used at Pentecost celebrations	I can say what some pictures, videos, storybooks or songs say about following Jesus or about who Christians say he is
	I can recognise why a song / prayer about God's world is important to Christians	I can suggest why it is important to Jewish families to build their Sukkah in a special way	I can say what the Aron Kodesh (Ark) is and how it shows the Torah's importance for Jewish people

Learning about Religion and Belief				
	Year 3/4 A	Year 3/4 B	Year 5	Year 6
Beliefs, teachings and sources	I can describe what a Christian might learn from the story of the Lost (Prodigal) Son	I can describe what Christians might learn from the story of Zacchaeus about how people need 'saving'	I can make links that show Christian beliefs in Jesus e.g. as God's Son / Saviour of the World, come from Gospel stories in the Bible	I can suggest reasons for why Christians believe Jesus is God's Son and explain how they draw on the Bible for their ideas
	I can describe what a Muslim might learn from the story of Bilal and the first call to prayer	I can describe what Muslims might learn from a story about Muhammad's life about Allah or about living	I can make links that show how Muslims beliefs and practices come from teachings of the Qur'an or from the Sunnah of the Prophet	I can explain some key Muslim teachings about Tawheed or the one-ness of Allah, linking these to similar or different beliefs in another faith
	I can describe what a Hindu might learn from the story of the Starfish	I can describe what Hindus might learn about dharma or 'right action' from the story of Rama and Sita	I can make links that show how some Hindu beliefs come from the teachings of the Bhagavad Gita	I can explain some key teachings Hindus hold about Brahman / Atman linking these to religious texts e.g. the Upanishads, Hindu spiritual teachers or traditional stories
	I can describe what a Christian might learn from one of the stories of Holy Week	I can describe what Christians might learn from the parable of the Three Servants about good stewardship	I can make links that show how a Christian's belief in 'giving thanks to God' in prayer and worship follows the Bible's teaching	I can explain some key beliefs and ideas promoted by local Humanists, or by the British Humanist Association, about God and about how to live
	I can describe what a Christian might learn about Jesus from the story of Palm Sunday	I can describe what Christians might learn from the story of Jonah about God e.g. obeying God, God's love	I can show that Christian beliefs about how God helps them in their lives link to Bible metaphors about God, and Jesus e.g. Rock, Shepherd	I can explain some Christian teaching about resurrection, saying why resurrection makes a difference to their lives and linking their ideas to different Bible passages
	I can describe what a Jewish person might learn from Noah about the idea of a covenant with God	I can describe what Sikhs might learn from the story of Guru Amar Das and the Emperor about God or how to live	I can make links that show Buddhists want to find enlightenment in their own lives because of the example and teaching of Buddha	I can explain some of the key things Christians say about God's wisdom and about wise ways to live and link their ideas and beliefs to Bible texts
	<i>I can describe how Christians everywhere practise confession and ask God to forgive their sins</i>	I can describe some things Christians do as part of their faith to try to 'save' or help others, some the same, some different	I can use the right religious words to describe and compare what may happen in a church when the Gospels are read	I can use wide religious vocabulary to compare how Christians follow Jesus and how they respond to the belief that Jesus became a human like them
Practices and ways of life	<i>I can describe how Muslims believe in one God, and say prayers as part of their faith, like many religious people</i>	I can describe how Muslims say the words of the Shahadah to witness to their faith, as new believers or as part of prayer	I can use the right religious words to describe the practices and experiences of Muslim children at a madrassah	I can use a wide religious vocabulary to compare the practices of and ways of life of a Muslim with the practice of another religion
	<i>I can describe how Hindus do Sewa, or acts of kindness, and encourage others to do the same</i>	I can describe some things Hindus do to celebrate Rama and Sita's commitment to duty, some the same, some different	I can use the right religious terms to describe what it might mean for Hindus to follow the different pathways to moksha	I can use a wide religious vocabulary to compare different Hindu views on worship e.g. with reference to Sanjay's Super Team, and the film's creator
	<i>I can describe how Christians in many different lands use crosses to show they are Christians</i>	I can describe how most Christians give money as part of their worship and some different ways they might do this	I can use the right religious words to describe what Anglicans do at a Eucharist / Holy Communion and what they might value most	I can use a wide vocabulary to compare the practices and ways of life some Humanists believe are important and why
	<i>I can describe how Christians from different places believe Jesus is king and want to follow his way of life</i>	I can describe some things most Christians would see /do as part of the mission of the church, and some that a smaller number might concentrate on	I can use the right religious words to describe and compare 'Trinitarian' practices which may be involved in belonging to different Christian groups	I can use a wide religious vocabulary to produce a guide to Christian funerals that also compares practices of different Christians
	<i>I can describe how Jewish and Christian people both read and discuss Bible stories to know about God</i>	I can describe some different things Sikhs do which show equality in the langar e.g. welcome everyone, helping provide food	I can use the right religious words to describe different practices of Buddhists in search of enlightenment on the Eightfold Path	I can use a wide religious vocabulary to produce a mini-guide to Jesus' Sermon on the Mount explaining on his teaching is wise even if it is tough
	<i>I can use religious words to describe how Christians act out the idea of reconciliation in church services or practices</i>	I can describe some different ways that Christians show their beliefs about Jesus by using the words 'save/ saviour / sin / God' in Christmas carols or on Christmas cards	I can compare different ways in which Christians pass on the gospel e.g. film, art, music, translation, and suggest reasons why	I can express a Christian's feelings or beliefs about Jesus as 'God with us' in a style used by believers (art, poetry, drama...) and give an explanation
	<i>I can describe what a Muslim might learn from the story of Bilal and the first call to prayer</i>	I can describe some different ways Muslims show / do not show their beliefs about Muhammad in art, calligraphy or design	I can show how Muslims express the idea of revelation as a rope reaching down to earth, suggesting what the image means	I can express the Muslim belief in the one-ness of Allah, using a Muslim style e.g. using patterns, and explain what I am trying to convey
Forms of expression	<i>I can use religious terms to describe how 'Snakes and Ladders' represents some important Hindu beliefs</i>	I can describe some difference ways Hindus show their beliefs in actions / symbols/ words during a wedding	I can show how Hindus express beliefs and feelings about Krishna in many ways e.g. as a child, in his universal form, and suggest why	I can attempt to express ideas about Brahman in a similar style to a metaphorical passage from the Bhagavad Gita and explain what I am trying to convey
	<i>I can use religious words to describe how Christians may make the sign of a cross to show Christian beliefs</i>	I can describe how Christians show their beliefs about giving to God OR God's ownership of the world in the words of a song	I can show how two Last Supper images, express very different Christian beliefs / feelings about Jesus and suggest why	I can express atheist or agnostic beliefs, ideas or feelings in similar ways to Humanists e.g. on posters or badges, and explain what I am trying to convey
	<i>I can use religious terms to describe some ways Christians show their belief that Jesus is their king</i>	I can describe some different ways Christians might show their beliefs about the coming of the Holy Spirit at Pentecost in words, art or symbols	I can show how Christians express beliefs and feelings about God as Trinity in various ways (prayers, music, song, 2D/3D art) and suggest why	I can express, in word or image, some of the beliefs, feelings or ideas a Christian has about resurrection and explain what I am trying to convey
	<i>I can use religious words to describe how a rainbow in the Noah story is a reminder of God's promises</i>	I can describe how the names 'kaur' and 'singh' show the belief that all Sikhs are equal, valued and united	I can show how and why a Buddhist uses the image of a lotus to explain beliefs about growing towards enlightenment	I can express Christian feelings and beliefs in an image or dance based on a Bible passage and explain what I am trying to convey

Learning from Religion and Belief

	EYFS	Year 1	Year 2
Identity and belonging	<p>I can talk about something that happens to me now that didn't happen when I was little</p> <p>I can talk about things that happen to me e.g. places I go at the weekend</p> <p>I can talk about things that happened when I needed help, or how I helped someone</p> <p>I can talk about things that happen to me e.g. going somewhere special, doing things with my family</p> <p>I can talk about when and where people use my name and why</p> <p>I can talk about when I have looked after or cared for someone or something myself</p>	<p>I can talk about how we might welcome people in my family, my class or my religion</p> <p>I can talk about when someone has done a good deed to help me or my friends or family</p> <p>I can talk about times when I feel alone or lost, or need help at home, in class or in my religion</p> <p>I can talk about when I need to ask someone for help in my family, or my class, or my faith</p> <p>I can talk about times in my family / class when I feel alone or lost, or have to wait</p> <p>I can talk about things that my family or my class might like to do or happen on a day of rest</p>	<p>I can ask respectfully what happens when friends or others get things wrong and want to put them right, including a Jewish view</p> <p>I can ask, with respect, about what my friends or different groups do at Christmas, including Christians</p> <p>I can ask respectfully about how my friends or other groups try to help or show compassion, and about why Muslims fast together in Ramadan</p> <p>I can ask, with respect, what happens when groups my friends or others belong to, celebrate a joyful event</p> <p>I can respectfully about how my friends, and people in different groups, including people in a faith group, know they can trust someone</p> <p>I can ask respectfully about what makes a good leader in groups my friends or others belong to, including faith groups</p>
	<p>I can talk about something interesting in the story of Jesus getting lost</p> <p>I can talk about something interesting in a story about Jesus as an adult</p> <p>I can talk about something interesting in a story where someone needed help</p> <p>I can talk about something interesting in a story e.g. that makes me ask a question</p> <p>I can talk about something interesting in the Creation story or in the world around me</p> <p>I can talk about something interesting or wonderful in the Creation story or in the world around me</p>	<p>I can ask why a story is being told and what I learn from it, including a Bible story</p> <p>I can ask why a story is told, and what I learn from it, including the story of Ruth</p> <p>I can ask why Jesus used parables and what I can learn from stories, including a parable</p> <p>I can ask why stories are told, including the story of Jesus feeding the 5000 and what I learn from it</p> <p>I can ask why a story is told, and what I learn from it, including the stories of Ascension and Pentecost</p> <p>I can ask why a story is told, and what I learn from it, including the Creation story</p>	<p>I can talk about the possible meanings in a story, including the Jonah story, and about any questions the story raises</p> <p>I can talk about how stories often have a meaning, and about questions the nativity story makes me ask</p> <p>I can talk about the possible meanings in stories, including a story about Muhammad, and about any questions they raise</p> <p>I can talk about things in the Easter stories that make me, or others, ask questions</p> <p>I can talk about possible meanings in stories, including stories of Jesus, and about any questions they raise</p> <p>I can talk about the meaning in a story, including stories of Moses, and about any questions these raise</p>
Meaning purpose and truth	<p>I can talk about what I think is special (or unique) about me</p> <p>I can talk about a person who is important or special to me</p> <p>I can talk about someone who is special because they help me when I need help</p> <p>I can talk about what is important or special to me e.g. a favourite story, food or a souvenir</p> <p>I can talk about who is important or special to me, my VIP</p> <p>I can talk about what I think is special or wonderful in the natural world</p>	<p>I can talk about a present I have received and why it was important to me</p> <p>I can talk about what is important to me about good deeds that help people and why</p> <p>I can talk about a book that is important to me and why the Bible is special for a Christian</p> <p>I can talk about what happened when someone said thank you to me and why I liked it</p> <p>I can talk about what helps me when I feel alone and why</p> <p>I can talk about why saying thank you, including for food, is important to me</p>	<p>I can talk about what is important to others, including Jewish people, about repentance and 'putting things right', asking respectfully why</p> <p>I can talk about who or what my friends or family would think it was important to help & ask respectfully why</p> <p>I can talk about the importance people set on showing compassion, including Muslims, and ask respectfully why</p> <p>I can talk about what I, and others, think is important to celebrate and ask why Easter is important</p> <p>I can talk about what is important to others, including Christians, when they first trust someone, and ask respectfully why</p> <p>I can talk about what is important for others to remember, including Jewish people, asking respectfully why</p>
	Values and commitments		

EYFS Religion and World Views Flight Path

Learning about religion and belief

- I can remember something that happens in a faith story
- I can recognise something a person is doing because of their religion e.g. praying
- I can recognise an object, picture or word that is important to a religious person

Learning from religion and belief

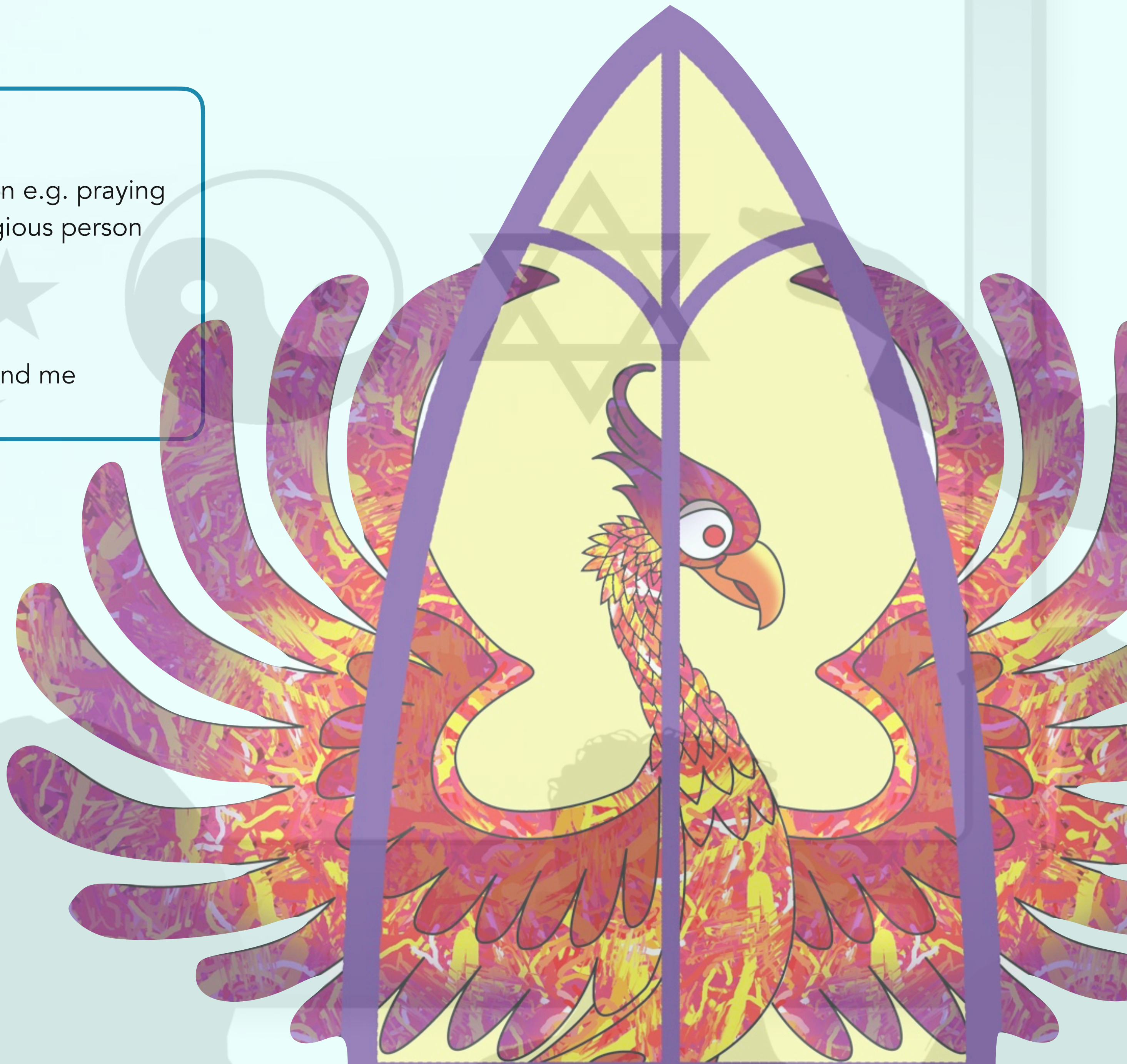
- I can talk about things that happen to me
- I can talk about something interesting in a story or in the world around me
- I can talk about what is important or special to me

Christianity

- Why is the word 'God' so important to Christians?
- Why do Christians perform nativity plays at Christmas?
- How can we help others when they need it?
- Why do Christians put a cross in an Easter garden?
- What makes every single person unique and precious?
- How can we care for our wonderful world?

Encountering stories from other faiths

- A muslim whispering Allah in a baby's ear
- A muslim story: Muhammad and the Ants
- A Sikh story: Har Gobind and the 52 Princesses
- A Buddhist Story: The Monkey King
- Hindus celebrating as Raska Bandhan
- Tu be Shevat: the Jewish 'Birthday go Trees'



Religion and World Views Flight Path Year 1

Learning about religion and belief

- I can remember a faith story and know who it is special to
- I can use the right words to talk about something a person does in their religion
- I can suggest why a particular artefact, text or picture is important to a religious person

Learning from religion and belief

- I can talk about things that happen in my family, my class or my religion
- I can ask why a story is told, and what I learn from it, including a religious story
- I can talk about something which is important for me and why

Christianity

- Why is belonging to God and the church family important to Christians?
- What did Jesus teach about God in his parables?
- Why do Christians pray to God and worship him?
- How does celebrating Pentecost remind Christians that God is with them always?

Judaism

- Why is learning to do good deeds so important to Jewish people?
- Why do Jewish families say so many prayers and blessings?

Religion and World Views Flight Path Year 2

Learning about religion and belief

- I can tell a faith story and say why it might be important to a believer
- I can talk about something religious people do together as part of their worship in a religious building
- I can say what a religious symbol stands for, or what some art, music or words are about for a believer

Learning from religion and belief

- I can ask respectfully about what happens in groups my friends or others belong to, including a faith group
- I can talk about the meaning in a story, including a religious story, and about any questions it raises
- I can talk about what is important to others, including religious believers, and ask respectfully about why

Christianity

- Why was Jesus given the name 'saviour'?
- What are the best symbols of Jesus' death & resurrection at Easter?
- Why do Christians trust Jesus and follow him?

Judaism

- Why do Jewish people talk about repentance at New Year?
- Why is the Torah such a joy for the Jewish Community?

Islam

- How do some Muslims show Allah is compassionate and merciful?



Religion and World Views Flight Path Year 3/4 A

Learning about religion and belief

I can describe what a believer might learn from a religious story / text
I can describe some similar things religious people do as part of their faith / way of life
I can describe some ways people show their beliefs using religious words correctly

Learning from religion and belief

I can recognise some of the things which influence me e.g. family, friends, faith
I can ask good questions about life and communicate some of my ideas for answers
I can link things that are important to me the way I think and behave

Christianity

How do Christians show that reconciliation with God and other is important?
Is the cross a symbol of love, sacrifice or commitment for Christians?
What do Christians mean when they talk about the Kingdom of God?

Hinduism

Why do Hindus want to collect good karma?

Judaism

What symbols and stories help Jewish people remember their covenant with God?

Islam

How does a muslim show their submission and obedience to Allah?

Religion and World Views Flight Path Year 3/4 B

Learning about religion and belief

I can describe what believers might learn from a religious story about God or living
I can describe some things religious people do as part of their faith that are the same and some that are different
I can describe some different ways people show their beliefs using religious words, art or symbols

Learning from religion and belief

I can compare some different ways people show their beliefs using religious words, art or symbols
I can ask important questions about life and compare ideas with those of other people, including people of faith
I can link things that I and others value with the way we choose to think and behave

Christianity

How does believing Jesus is their saviour inspire Christians to save and serve others?
Why do Christians believe they are people on a mission?
Why are good stewardship and generous giving important for every Christian?

Sikhism

How do Sikhs put their beliefs about equality into practice?

Hinduism

How does the story of Rama and Sita inspire Hindus to follow their dharma?

Islam

Why do muslims call Muhammad the 'seal of the prophets'?

Religion and World Views Flight Path Year 5

Learning about religion and belief

I can make links that show how the beliefs of religious groups come from particular sources or teachings

I can use the right religious words to describe practices and experiences involved in belonging to religious groups

I can show how believers express their religious beliefs and feelings in different ways and suggest why

Learning from religion and belief

I can ask questions about groups people choose to belong to or identify with and include reference to people who inspire others to belong

I can ask questions about the meaning and purpose of life and suggest answers of my own, as well as one a believer might give

I can ask about moral decisions I and o there make as a result of particular values or commitments, including some religious beliefs.

Christianity

Why is the gospel such good news for Christians?

What is the great significance of the Eucharist for Christians?

How do Christians try to capture the mystery of God as Trinity?

Islam

What does the Qur'an reveal about Allah and his guidance?

Hinduism

What spiritual pathways to Moksha are written about in Hindu scriptures?

Buddhism

How did Buddha teach his followers to find enlightenment?

Religion and World Views Flight Path Year 6

Learning about religion and belief

I can explain some key beliefs / teachings of a religious group, linking these to texts and saying what they tell believers about God or how to live their lives

I can use a wide religious vocabulary to compare the practices and ways of life in different faiths or denominations

I can express religious beliefs, ideas or feelings in the kind of style used by believers and explain what I am trying to convey

Learning from religion and belief

I can ask about the diverse groups people belong to in society as a result of heritage, choices or beliefs, and the challenges of a particular religious identity

I can compare my one ideas about the meaning and purpose of life, or about what is true, with those of others including those of a religious believer

I can discuss some of the benefits and problems of holding strong values and commitments, including those of a religious or non-religious nature

Christianity

How do Christians show their belief that Jesus is God incarnate?

Should believing in the resurrection change how Christians view life and death?

When Christians need real wisdom where do they look for it?

Islam

How does tawhid create a sense of belonging to the Muslim community?

Hinduism

How do questions about Brahman and atman influence the way a Hindu lives?

Humanism

Why do Humanists say happiness is the goal for life?

Religion and World Views Key Vocabulary Progression

Religion / World View	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
General	Belief, Believe, Celebration, Forgiveness, Pray	Faith, Know, Religion, Rules, Symbol	Ethical, Moral, Opinion, Philosopher, Suffering	Argument, Creed, Existence
Christianity	Christian, Christianity, Christmas, Easter, Jesus, God, Nativity	Creation, Incarnation, Salvation	Baptism, Messiah, Resurrection, Sacrifice, Sin, Trinity, Stewardship	Redemption, Wisdom
Judaism	—	Mitzvah, Dreidel, Jewish, Judaism, Menorah, Mezuzah, Passover, Shabbat, Star of David, Synagogue, Torah, Torah scroll	Covenant, Pesach	—
Islam	—	Eid, Islam, Muslim	Allah, Five Pillars of Islam: Shahdah, Sabah, Sam, Zarah, Hajj; Kalifah, Mosque, Muhammad, Prophet, Quran, Ramadan, Tawhid, Wudu	Hafiz, Laylat-ul Qadr, Madrassah, Revelation, Sunnah
Hinduism	—	Diwali, Hindu, Hinduism	Dharma, Karma	Ahimsa, Atman, Brahma, Brahman, Diwali, Ganesha, Krishna, Mandir, Samsara, Supreme Reality, Trimurti
Buddhism	—	—	Buddha, Buddhism Dharma, Enlightenment, Karma	Anicca, Anatta, Dukkha, Eightfold path, Refuge
Sikhism	—	—	Granth, Guru, Guru Nanak, Ik Oknar, Karah Moon Mantar, Prashad, Patka Kaur, Langar, Sikh, Sikhism, Singh, Gurdwara	—
Humanism	—	—	Agnosticism, Atheism	Logic, Moral Philosophy, One Life, Rationalism

The Emmanuel Project – Long Term Plan for Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What makes every single person unique and precious?	Why do Christians perform nativity plays at Christmas?	How can we help others when they need it?	Why do Christians put a cross in an Easter garden?	Why is the word 'God' so important to Christians?	How can we care for our wonderful world?
					
INCARNATION 2	INCARNATION 1	SALVATION 2	SALVATION 1	CREATION 1	CREATION 2
<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>
<i>Hindus celebrating at Raksha Bandhan</i>	<i>A Muslim story: Muhammad and the Ants</i>	<i>A Sikh story: Har Gobind and the 52 Princes</i>	<i>A Buddhist story: The Monkey King</i>	<i>A Muslim whispering Allah in a baby's ear</i>	<i>Tu be Shevat: the Jewish 'Birthday of Trees'</i>

The *Emmanuel* Project Scheme of Work for Key Stage 1 RE – Suffolk Agreed Syllabus

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	YEAR 1 OR A
<p>Belonging <i>Where and how people belong and why belonging is important</i></p>		<p>Stories and Books <i>How and why some stories and books are sacred and important</i></p>	<p>Prayer and Worship <i>How and why some people pray and what happens in a place of worship</i></p>	<p>Celebrations <i>What celebrations are important in religion and why</i></p>	<p>Prayer and Worship <i>How and why some people pray and what happens in a place of worship</i></p>	
<p>Christianity Baptism / church <i>Why is belonging to God and the church family important to Christians?</i></p>	<p>Judaism Mitzvot / tzedakah <i>Why is learning to do good deeds so important to Jewish people?</i></p>	<p>Christianity Parables / gospel <i>What did Jesus teach about God in his parables?</i></p>	<p>Christianity Prayer / worship <i>Why do Christians pray to God and worship him?</i></p>	<p>Christianity Emmanuel / Holy Spirit <i>How does celebrating Pentecost remind Christians that God is with them always?</i></p>	<p>Judaism Tefillah/ blessings <i>Why do Jewish families say so many prayers and blessings?</i></p>	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	YEAR 2 OR A
<p>Believing <i>What some families believe about God, the natural world, human beings, a significant figure</i></p>		<p><i>A unit of school's own choice – EP chose</i> Believing – Islam</p>	<p>Symbols and Artefacts <i>How symbols and artefacts are used to express religious meaning and why</i></p>	<p>Leaders & Teachers <i>Figures who have an influence on others locally, nationally and globally in religion and why</i></p>		
<p>Judaism Teshuvah / G-D <i>Why do Jewish families talk about repentance at New Year?</i></p>	<p>Christianity Saviour / Jesus <i>Why was Jesus given the name 'saviour'?</i></p>	<p>Islam Allah / mercy <i>How do some Muslims show Allah is compassionate and merciful?</i></p>	<p>Christianity Resurrection / joy <i>What are the best symbols of Jesus' death & resurrection at Easter?</i></p>	<p>Christianity Disciple / faith <i>Why do Christians trust Jesus and follow him?</i></p>	<p>Judaism Torah / rabbi <i>Why is the Torah such a joy for the Jewish community?</i></p>	

The *Emmanuel* Project Scheme of Work for Key Stage 2 RE – Suffolk Agreed Syllabus

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p>Religion and the Individual</p> <p><i>What is expected of a believer following a religion and the impact of belief on peoples' lives</i></p>			<p>Symbols and Religious Expression</p> <p><i>How religious and spiritual ideas are expressed</i></p>	<p>Beliefs in Action in the World</p> <p><i>How religions respond to global issues</i></p>	<p>Revisiting Judaism</p> <p>~ Symbols and Religious Expression</p>	<p>YEAR</p> <p>3</p> <p>OR</p> <p>A</p>
<p>Christianity</p> <p><i>How do Christians show that <u>reconciliation</u> with God and others is important?</i></p>	<p>Islam</p> <p><i>How does a Muslim show their <u>submission</u> and <u>obedience</u> to Allah?</i></p>	<p>Hinduism</p> <p><i>Why do Hindus want to collect good <u>karma</u>?</i></p>	<p>Christianity</p> <p><i>Is the cross a symbol of love, <u>sacrifice</u> or commitment for Christians?</i></p>	<p>Christianity</p> <p><i>What do Christians mean when they talk about the <u>Kingdom of God</u>?</i></p>	<p>Judaism</p> <p><i>What symbols and stories help Jewish people remember their <u>covenant</u> with God?</i></p>	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p>Inspirational People</p> <p><i>Why some figures, e.g. founders, leaders and teachers, inspire religious believers</i></p>			<p>Religion, Family and Community</p> <p><i>How religious families & communities practise their faith & the contributions this makes to local life</i></p>	<p>Religion, Family and Community</p> <p><i>How religious families & communities practise their faith & the contributions this makes to local life</i></p>	<p>Encountering Sikhism</p> <p>~ Religion, Family and Community</p>	<p>YEAR</p> <p>4</p> <p>OR</p> <p>B</p>
<p>Christianity</p> <p><i>How does believing Jesus is their <u>saviour</u> inspire Christians to save and serve others?</i></p>	<p>Islam</p> <p><i>Why do Muslims call Muhammad the '<u>seal of the prophets</u>'?</i></p>	<p>Hinduism</p> <p><i>How does the story of Rama and Sita inspire Hindus to follow their <u>dharma</u>?</i></p>	<p>Christianity</p> <p><i>Why are good stewardship and generous giving important for every Christian?</i></p>	<p>Christianity</p> <p><i>Why do Christians believe they are people on a <u>mission</u>?</i></p>	<p>Sikhism</p> <p><i>How do Sikhs put their beliefs about <u>equality</u> into practice?</i></p>	

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p>Teachings and Authority</p> <p><i>What sacred texts and other sources say about God, the world and human life</i></p>			<p>Beliefs and Questions</p> <p><i>What key beliefs people hold about God</i></p>	<p>Worship, Pilgrimage and Sacred Places</p> <p><i>Where, how & why people worship, inc. importance of particular religious sites</i></p>	<p>Encountering Buddhism</p> <p>~ Symbolism and Religious Expression</p>	<p>YEAR 5 OR A</p>
<p>Christianity</p> <p><i>Why is the <u>gospel</u> such good news for Christians?</i></p>	<p>Islam</p> <p><i>What does the <u>Qur'an</u> reveal about Allah and his guidance?</i></p>	<p>Hinduism</p> <p><i>What spiritual pathways to <u>Moksha</u> are written about in Hindu scriptures?</i></p>	<p>Christianity</p> <p><i>How do Christians try to capture the mystery of God as Trinity?</i></p>	<p>Christianity</p> <p><i>What is the great significance of the <u>Eucharist</u> for Christians?</i></p>	<p>Buddhism</p> <p><i>How did Buddha teach his followers to find <u>enlightenment</u>?</i></p>	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p>Beliefs and Questions</p> <p><i>What key beliefs people hold about God, the world and humans</i></p>			<p>Encountering Humanism</p> <p>~ Journey of Life and Death</p>	<p>Journey of Life and Death</p> <p><i>Why some occasions are sacred to believers and what people think about life after death</i></p>	<p>Beliefs and Questions</p> <p><i>What key beliefs people hold about God</i></p>	<p>YEAR 6 OR B</p>
<p>Christianity</p> <p><i>How do Christians show their belief that Jesus is God <u>incarnate</u>?</i></p>	<p>Islam</p> <p><i>How does <u>tawhid</u> create a sense of belonging to the Muslim community?</i></p>	<p>Hinduism</p> <p><i>How do questions about <u>Brahman</u> and <u>atman</u> influence the way a Hindu lives?</i></p>	<p>Humanism</p> <p><i>Why do Humanists say <u>happiness</u> is the goal of life?</i></p>	<p>Christianity</p> <p><i>Should believing in the <u>resurrection</u> change how Christians view life and death?</i></p>	<p>Christianity</p> <p><i>When Christians need real wisdom where do they look for it?</i></p>	