



‘Religions are different roads converging to the same point.’ Mahatma Gandhi

RE Locally-Agreed Syllabus

Across primary school the following themes should be studied at an age-appropriate level (as defined in our Intent):

Pupils should develop knowledge about –

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject-specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

End of LKS2	End of UKS2
- 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. - 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. - 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.	- 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. - 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. - 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.

Biscovey Academy RE Sequence of Learning
LKS2

Cycle A

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Christianity <i>What is the most significant part of the Nativity story for Christians today?</i>	Christianity <i>Is forgiveness always possible for Christians?</i>	Judaism <i>What do Jews believe in and how do they put their beliefs into practice?</i>
1. What are the key events of the Nativity story? 2. What do key symbols of the Nativity story signify? 3. What does the word 'incarnation' mean? 4. How was Jesus the 'light of the world'? 5. How do Christians show their beliefs of the nativity story in their lives? 6. How can I demonstrate the most significant part of the nativity story?	1. What is forgiveness? 2. What is a Christian's understanding of forgiveness? (Biblical texts) 3. How has Jesus forgiven others? 4. How might Christians show forgiveness today? 5. What were Jesus' thoughts on forgiveness? (Not easy to forgive) 6. What does forgiveness mean to me?	1. What do Jewish people believe in? 2. How do Jewish people show their faith in God? (worship) 3. What do Jewish stories tell us about what they believe in? 4. What is the Torah and why is it important to Jewish people? 5. How do Jewish people put their beliefs into practice? (Jewish traditions, celebrations) 6. What do Jewish traditions look like today?

Cycle B

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Christianity <i>What do Christians learn from the Creation story?</i>	Christianity <i>What is 'good' about Good Friday?</i>	Hinduism <i>What do Hindus believe in and how do they put their beliefs into practice?</i>
1. What is wonderful about our world? 2. What is 'The Big Story'? 3. What do Christians believe about God and creation? 4. How do Christians thank God the Creator? 5. How can 'The Big Story' also be important for non-Christians?	1. What is the story of Good Friday? 2. What do the symbols represent for Good Friday? (Bread, wine, cross) 3. How did God show forgiveness on Good Friday and what did he forgive people for? 4. Who was Good Friday good for? 5. What does Good Friday mean to me? 6. How can I show love and gratitude towards people who are special to me?	1. Why do Hindus want to be good? 2. What is special about Hindu gods? 3. What celebrations do Hindus take part in and why? 4. What does it mean to be a Hindu in Britain today? 5. How can I relate to Hindu beliefs?

Biscovey Academy RE Sequence of Learning
UKS2

Year 5

Year 5 Autumn

Year 5 Spring

Year 5 Summer

Christianity

What is the best way for a Christian to show commitment to God?

1. How do Christians describe God?
2. What are the ten commandments?
3. Why are the ten commandments important for Christians?
4. In what ways do Christians worship God?
5. How do Christians show commitment to their God?
6. How can Christians and non-Christians show commitment?

Christianity

What were God's intentions for Jesus?

1. What does the word 'destiny' mean to us?
2. What are the main events of Holy Week?
3. What did Jesus do to 'save' people?
4. What was God's plan for Jesus' life?
5. Did Jesus know his destiny?
6. How can we shape our own destiny?

Sikhism

What do Sikhs believe in and how do they put their beliefs into practice?

1. What are Sikhs' perceptions of God?
2. What are the key Sikh beliefs?
3. What does Sikh worship look like?
4. How do Sikh's put their beliefs into practice? (Traditions)
5. How do Sikh's show their devotion to God?
6. How can I relate to Sikh beliefs?

<u>Year 6</u>		
<u>Year 6 Autumn</u>	<u>Year 6 Spring</u>	<u>Year 6 Summer</u>
Christianity How do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Christianity Is anything ever eternal?	Islam What do Muslims believe in and how do they put their beliefs into practice?
1. What Christmas traditions do Christians take part in? 2. How do Christmas images symbolise the nativity story? 3. Which Christmas traditions help with Christians' understanding of Jesus? 4. How do Christians perceive Jesus? 5. What is the significance of Jesus' birth? 6. Why could Jesus' birth be important to non-Christians?	1. Does anything last forever? 2. What does 'eternal' mean and how does this apply to the Trinity? 3. What did Jesus teach about eternal love? 4. What do Christians believe about heaven and hell? 5. What do Christians believe is eternal? 6. Why is it important to lead a good life?	1. What do Muslims believe about God? 2. What are the five pillars of Islam? 3. How do Muslims show commitment to their God through the five pillars of Islam? 4. What is important about Islamic worship? 5. How do Muslims put their beliefs into practice? (Traditions and celebrations) 6. How can I relate to commitment of Muslims?