

Waverley Abbey Theologian

All things are possible for one who believes – Mark 9:23.

At Waverley Abbey, we believe that Religious Education is an integral part of our broad and balanced curriculum. Through R.E. lessons we support children in developing a strong sense of who they are and establish an understanding of the wider community in which we live. We aim to equip the children with the necessary skills to express their own personal viewpoints in a thoughtful, reasoned and considerate way. Our children will develop the skills to evaluate and reflect upon the information they are learning and seeing how this could impact their lives.

At Waverley Abbey, R.E gives us the opportunity to celebrate our differences and show our appreciation of everyone's beliefs and views. We aim to create an inclusive, comfortable atmosphere in which children thrive and develop their own beliefs and opinions. Tolerance and respect are key life skills, which are embedded throughout the children's learning. We promote a Christian ethos through all areas of the curriculum in addition to RE lessons however through RE we aim to help children to understand the background and beliefs of Christianity and the main world religions. The children are given plenty of opportunity to discuss ideas and talk about their own experiences. They are shown how to and encouraged to use what they have learnt and apply it to their own lives.

Characteristics of a Theologian:

- A good level of religious understanding and knowledge
- A thorough engagement with a range of ultimate questions about the meaning of significance of existence
- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A strong understanding of how beliefs, values, practices and ways of life within any religion cohere together.
- Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others
- Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in R.E.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- A wide knowledge and deep understanding across a wide range of religions and beliefs.

Curriculum enrichment – We are very fortunate at Waverley Abbey to partake in workshops delivered by the Signposts team and go on trips to religious places. Each Easter and Christmas we have a 'Pause Day' where we spend the whole day reflecting on specific parts of the Easter and Christmas stories and the impact they have on believers and our lives.

| | | Year 3 | Year 4 | Year 5 | Year 6 |
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| Topics studied | Autumn | CHRISTIANITY: What's the Bible's 'big story' – and why is it like treasure for Christians? | CHRISTIANITY: What did God promise to his people? | JUDAISM: What does it mean to be part of a synagogue community? | HINDU (SANATAN) DHARMA: What helps Hindus to worship? |
| Surrey Agreed Syllabus for RE (2023-2028) Guildford | | CHRISTIANITY: How can artists help us to understand what Christians believe and do? | CHRISTIANITY: What did Jesus say about God's kingdom & why is it 'good news'? | CHRISTIANITY: Why is the idea of 'rescue' so important to Christians? | CHRISTIANITY: What do Christians believe about the Messiah – and why is it good news? |

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| Diosece | Spring | <p>JUDAISM: What are important times for Jewish people?</p> <p>CHRISTIANITY: How did Jesus change lives – and how is it ‘good news?’</p> | <p>SIKHI: What do Sikhs value?</p> <p>CHRISTIANITY: For Christians, is communion a celebration, or an act of remembrance?</p> | <p>ISLAM: What helps Muslims to live a good life?</p> <p>CHRISTIANITY: How did the Church begin, and where is it now?</p> | <p>BUDDHISM: What is the ‘Buddhist way of life’?</p> <p>CHRISTIANITY: How is God Three – and yet One?</p> |
| | Summer | <p>ISLAM: How does ‘ibadah’ (worship) show what’s important to Muslims?</p> <p>Thematic unit: How do people try to make the world a fairer place?</p> | <p>HUMANISM: How do non-religious people celebrate new life?</p> <p>Thematic unit: Are words more important than actions?</p> | <p>CHRISTIANITY: What do Christians believe about creation?</p> <p>Thematic unit: What can be done to reduce racism? Can RE help?</p> | <p>CHRISTIANITY: For Christians, what difference does it make to belong to God’s Kingdom?</p> <p>Thematic unit: Is life a journey?</p> |
| | | Year 3 | Year 4 | Year 5 | Year 6 |
| Key skills to progress – To understand beliefs and teachings | | <ul style="list-style-type: none"> • Present the key teaching and beliefs of a religion • Refer to religious figures and holy books to explain answers | | <ul style="list-style-type: none"> • Explain how some teachings and beliefs are shared between religions • Explain how religious beliefs shape the lives of individuals and communities. | |
| Key skills to progress – To understand practices and lifestyles | | <ul style="list-style-type: none"> • Identify religious artefacts and explain how and why they are used • Describe religious buildings and explain how they are used • Explain some of the religious practices of both clerics and individuals | | <ul style="list-style-type: none"> • Explain the practices and lifestyles involved in belonging to a faith community • Compare and contrast the lifestyles of different faith groups and give reasons why some within faith may adopt different lifestyles • Show an understanding of the role of a spiritual leader | |
| Key skills to progress – To understand how beliefs are conveyed | | <ul style="list-style-type: none"> • Identify religious symbolism in literature and the arts | | <ul style="list-style-type: none"> • Explain some of the different ways that individuals show their beliefs | |
| Key skills to progress – To reflect | | <ul style="list-style-type: none"> • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers. | | <ul style="list-style-type: none"> • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings • Explain their own ideas about the answers to ultimate questions • Explain why their own answers to ultimate questions may differ from others. | |

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| Key skills to progress – To understand values | <ul style="list-style-type: none"> • Explain how beliefs about right and wrong affect people's behaviour • Describe how some of the values held by communities or individuals affect behaviour and actions • Discuss and give opinions on stories involving moral dilemmas. • Understand the school values | <ul style="list-style-type: none"> • Explain why different religious communities or individuals may have a different view of what is right and wrong. • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • Express their own values and remain respectful of those with different values. • Understand and apply school values |
| Religious education opportunities | <ul style="list-style-type: none"> • Extend knowledge and understanding of Christianity • Become more familiar with teaching and beliefs of other major world religions • Appreciate the similarities and differences between religions • Study some of the guidelines for living in various religions | |
| Learning about religion | <ul style="list-style-type: none"> • Explore the way religious figures are portrayed in art • Understand the beliefs in Christianity such as God the Father, Son and Holy Spirit. • Compare readings from religious scripture • Understand the significance of religious festivals • Explore the significance of religious stories in today's world • Visit religious buildings and meet figures from different religions | |
| Learning from religion | <ul style="list-style-type: none"> • Consider rituals in own life and compare to religious rituals • Understand why divisions occur in groups and the feelings associated with them. • Consider material possessions and their value as opposed to spiritual fulfilment • Consider suffering and what religion tells us about this. • Consider the concept of enlightenment • Reflect on opportunities to show 'loving kindness' • Identify the qualities of key religious figures • Explore the concept of 'duty' • Consider the significance of religious symbols • Explore rituals that mark changes in life. | |
| Links to school values | <p>Growth - Children are given the opportunity to grow in their understanding of religion and the opportunity for them to think about their own beliefs and grow spiritually throughout their time at Waverley Abbey.</p> <p>Compassion - At Waverley Abbey, understanding of and appreciation of the beliefs and foundations of all religions are important. All topics are approached in a thoughtful and compassionate manner and through lessons and guided discussion this compassion and understanding is modelled. Children demonstrate compassion when thinking about other religions and how beliefs have an impact on believers and how they may not have an impact on others.</p> <p>Honesty – Honesty and forgiveness plays a significant part of the curriculum when learning about all religions and this key concept is threaded through many units. Children are given the opportunity in lessons to reflect on their own actions and act based upon that.</p> | |

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| | <p>Courage – Children are encouraged to think deeper about their own beliefs and views and have the opportunity to share these with their peers. Challenging our own ideas and opinions is another way of developing courage throughout RE lessons, allowing children to have the courage to reflect on things they have learnt and how these ideas may impact their own thoughts and ideas.</p> <p>Hope – Hope is a key theme throughout religions and is a key message through the ‘big Bible story’ that connects all Christianity units together. Children get the opportunity to reflect on how this hope has shaped a religion and apply how hope can make a difference to the lives of both those with religious beliefs and those without.</p> <p>Love – We teach children to show love to all others, regardless of beliefs and by learning about the beliefs of other religions, we allow children to connect with other religions and understand how we are all alike, while also celebrating our differences.</p> |
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| Year 3 | Unit | Concepts within | Sticky knowledge By the end of this unit, pupils should know: | Expected outcomes Theological (God) Sociological (community) Philosophical (identify) |
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| | CHRISTIANITY: What’s the Bible’s ‘big story’ – and why is it like treasure for Christians? | Creation Fall Covenant people Incarnation Gospel Salvation Kingdom | <ul style="list-style-type: none"> - the Bible is made up of different ‘books’, but all show Christians something about God - the Bible is a very old book with a long history, and is treasured by Christians all over the world <p>most Christians believe that:</p> <ul style="list-style-type: none"> - the Bible tells one big (unfinished!) story - there are links between events in Genesis and the events of Christmas & Easter - the stories of Jesus’ birth, life, death and resurrection are the most important in this big story - the Bible is a source of guidance, comfort & encouragement | <ul style="list-style-type: none"> • suggest why different parts of the Bible might be important to Christians, making links from with their learning to explain their reasons <ul style="list-style-type: none"> • make links between the ‘Big Story’ and some things that Christians believe • describe how people show their ideas about God (theology) or the Bible using their creativity • consider why the Easter or Christmas accounts, or stories about Jesus, might be considered most important to Christians • make links between words from the Bible and how different Christians choose to live (as individuals and as part of a community) • make links between their ideas and other people’s e.g. about stories, texts, beliefs or behaviour, thinking about where ideas come from (theirs and others’) • reflect on and creatively respond (using a choice of media) to the ‘Big Story’ of the Bible, explaining their thinking |
| | CHRISTIANITY: How can artists | Incarnation Salvation | - that Christian art often uses symbols and words to communicate ideas about, and understandings of God | <ul style="list-style-type: none"> • identify simple similarities and differences between ideas communicated in different examples of art |

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| | help us to understand what Christians believe and do? | | <ul style="list-style-type: none"> - that Christians have used art for 2,000 years to 'talk' about God and to worship God - that the cross and Nativity art are used to express many aspects of the Christian understanding of the Incarnation and Salvation <p>that most Christians believe that:</p> <ul style="list-style-type: none"> - God came to live on earth in the person of Jesus Christ (Incarnation) - Jesus' life and actions point to his identity as God - Jesus' death on the cross makes Salvation possible for all of humanity | <ul style="list-style-type: none"> • describe and suggest meanings for symbols and other forms of Christian artistic expression • make links between Christian art and practices • make links between Christian art and how different Christians may worship God (as individuals and as part of a community) • suggest the impact of Christian art upon beliefs and practices • make links between their ideas about God and other people's, thinking about where ideas come from (theirs and others') • reflect on and creatively respond (using a choice of media) to their own beliefs about Jesus |
| | JUDAISM: What are important times for Jewish people? | MITZVOT COVENANT SHABBAT SHALOM | <ul style="list-style-type: none"> - that covenants are promises that God made with his people (e.g. with Abraham, promising protection and land to Abraham and his descendants) - that the Ten Commandments formed the basis of God's covenant with Moses - that mitzvot are Jewish laws, which guide Jewish people on how to live a good life - that Jews mark stages in life [milestones] through special ceremonies such as Bar / Bat Mitzvah and weddings - that the Shema contains very important words from the Torah and helps Jewish people know how to live - that Pesach (Passover) and Sukkot are Jewish 'foot festivals' which have ancient links to the past and | <ul style="list-style-type: none"> • link features of Jewish celebrations with stories, beliefs or objects • give examples of special times or special words for Jewish people, making links between them • describe some of the practices associated with the 'milestones' of a Jewish person's life and the impact this can have • compare their own lives with those of Jewish families • identify similarities and differences in the ways that different Jewish people celebrate important times • identify the impact of different beliefs on the way Jewish people live • evaluate the importance of special times for Jewish people and for themselves • give reasons for their own beliefs, attitudes and actions, thinking about where these come from |

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| | | | <p>are linked to stories and special objects, recalling God's faithful provision for his people</p> <ul style="list-style-type: none"> - about the importance of the home and the synagogue during Shabbat and how different Jewish people might interpret Shabbat rules | |
| | <p>CHRISTIANITY: How did Jesus change lives – and how is it 'good news?'</p> | GOSPEL / KINGDOM | <p>most Christians believe that:</p> <ul style="list-style-type: none"> - encountering Jesus changed the lives of people who met him - Jesus befriended ordinary people e.g. fishermen, and the 'outcasts' of society e.g. tax collectors, lepers, women. - Jesus showed he was God's Son by performing miracles - relationships can be damaged, but can also be mended through forgiveness - that Jesus continues to change lives today - that Jesus' forgiveness enables those who turn to him to have eternal life and be with God forever - that Jesus modelled how to have good relationships with others | <ul style="list-style-type: none"> • explore Biblical texts and consider the meaning and impact on the lives of people then and now • consider what Christians learn about God / Jesus from the life of Peter • extend their use of subject specific vocabulary such as forgiveness, miracles, restoration • make connections between Christians following God and forgiving others and consider how this may be expressed in daily life • recognise diversity in the things that people believe • consider the impact of people's life experiences on their beliefs – and vice versa • consider their own beliefs and values and those of others in the light of their learning |
| | <p>ISLAM: How does worship (ibadah) show what's important to Muslims?</p> | TAWHID / SALAH / IBADAH / UMMAH | <p>That Muslims believe:</p> <ul style="list-style-type: none"> - there is no God but God (Allah) and that He is without equal - that God is one (Tawhid) - reading the Qur'an is an act of worship as well as a source of guidance: it should be read in the original Arabic | <ul style="list-style-type: none"> • use appropriate subject specific vocabulary when they talk • give examples of how people put their beliefs into practice, in the home, in places of worship or in living their lives • gather, select and organise ideas about Islam and worship • describe how features of a mosque/ Muslim prayer reveal Muslim beliefs, using appropriate vocabulary |

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| | | | <ul style="list-style-type: none"> - the Qur'an is Allah's final revelation to humanity and was revealed to the Prophet Muhammad (pbuh) in Arabic - following the guidance from the Qur'an is of high importance - that the mosque is a place of worship and learning is led by an imam - that 'salah' is part of 'ibadah' (worship) and that in salah, Muslims worship and remember Allah - that when they pray, men and women pray separately (to avoid distraction) and they stand shoulder to shoulder on a level floor to show that they are equal before Allah as part of the Ummah (community) | <ul style="list-style-type: none"> • make links between features of a mosque/ prayer and Muslim beliefs • explain how prayer helps Muslims to submit to Allah/ how a mosque aids worship for a Muslim • investigate lived experiences of some Muslims through learning about how they worship and what is important to them • suggest how praying or worshipping as a community might benefit Muslims • compare their own ideas (e.g. about prayer) with those of others, including Muslims |
| | Thematic unit: How do people try to make the world a fairer place? | | <ul style="list-style-type: none"> - that we are all members of communities and that our actions affect others - that we are all human beings with the same needs, which is reflected in international laws such as UN Rights of the Child - that seeing the world from another person's point of view can help make us better global citizens - that there are situations of social and economic unfairness in the world - that many religions and beliefs teach that it is important to share and give to those who are in need, and make a difference in the world, which includes environmental action | <ul style="list-style-type: none"> • suggest reasons why people might want to make the world a fairer or more equal place, giving examples from their learning • make links between how different people address issues of injustice & their beliefs, and talk about the reasons for some similarities and /or differences • talk about the impact of beliefs and practices on different people's lived experience or their communities • explain what difference people's actions (e.g. charities) can make to the lives of others • respond sensitively to the views of others • express their own ideas about justice, fairness and/or equality • describe some of the challenges of taking action to address injustice • give reasons for some of the views they have, relating to where their ideas come from |

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| | | | <ul style="list-style-type: none"> - that they can make a difference in the world | |
| Year 4 | CHRISTIANITY: What did God promise to his people? | GOD / COVENANT PEOPLE / SALVATION | <ul style="list-style-type: none"> - that covenants are agreements that establish relationships - that the biblical history of Israel is shaped by covenants - that the New Covenant is the promise of salvation for all humanity, made possible through the death and resurrection of Jesus <p>that most Christians believe that:</p> <ul style="list-style-type: none"> - the New Covenant is made between them and God - God's nature is to give to his people and care for them - all God's promises are fulfilled through the New Covenant in Jesus Christ | <ul style="list-style-type: none"> • identify simple similarities and differences between biblical covenants, giving examples from their learning • describe and suggest meanings for covenant symbols • make links between Old Testament covenants and the biblical history of Israel • investigate and connect the covenants in the Old and New Testaments, identifying similarities and differences in people's lived experience, both in the biblical narrative and Christians' lives today • identify the impact of belief in God's promises on people's lives – both individually and in community • compare their own ideas and feelings with those of others • make links between what they and other people think about God and how people should behave • reflect on and creatively respond (using a choice of media) to their own ideas about God's promises |
| | CHRISTIANITY: What did Jesus say about God's kingdom & why is it 'good news'? | GOSPEL / KINGDOM | <p>that most Christians believe that:</p> <ul style="list-style-type: none"> - God's Kingdom is God's rule on earth - Jesus is the ruler of God's Kingdom - people who follow Jesus make up the Church and are members of God's Kingdom <p>Jesus taught his followers how to live in his Kingdom, including:</p> <ul style="list-style-type: none"> - how they should treat others - how they should spend their time - how they should spend their money | <ul style="list-style-type: none"> • identify simple similarities and differences between earthly kingdoms and the Kingdom of God • describe and suggest the meaning of the Kingdom of God • make links between belief in, and belonging to, the Kingdom and Christian behaviour • investigate and connect aspects of the Kingdom of God, identifying some similarities and differences in children's lived experience of monarchy and government • identify the impact of belief in God's Kingdom and discipleship – individually and as a community • compare their own ideas and feelings with those of many Christians • make links between what they and other people think about God's Kingdom |

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| | | | | <ul style="list-style-type: none"> • give reasons for their own beliefs, attitudes and actions about how people should live, especially in relation to their own developing worldview • ask significant questions about how people should live, comparing their ideas with others' and suggesting answers from their learning |
| | SIKHI: What do Sikhs value? | | <ul style="list-style-type: none"> - that Guru Nanak Ji* was the founder of Sikhi & that he is not worshipped as a god - that 'guru' means 'teacher' and that there are ten gurus of Sikhi <p>That most Sikhs believe:</p> <ul style="list-style-type: none"> - that God is one (il Onkar) and can be found in all living things (Naam) - that equality is very important in Sikhi society - that Sikhs have special symbols which reflect Sikh identity, including the Five Ks - that the Sikh holy book is called 'Guru Granth Sahib Ji'* and that Sikhs consider this to be a living guru (the last of the Gurus), not just a book - that the Gurdwara is the home to the Guru Granth Sahib Ji - that many Sikhs worship at home and at the Gurdwara - that the Nishan Sahib (the orange flag with the Khanda symbol, flown outside every Gurdwara) is considered to be sacred - that the three main duties of a Sikh are to 'Pray, Work and Give' | <ul style="list-style-type: none"> • describe and explain the importance of Guru Nanak Ji or the Guru Granth Sahib to most Sikhs • describe where many Sikhs worship and summarise their main duties, giving reasons why these are central to their beliefs • identify the special symbols for Sikhs and explain their meaning, relating these to Sikhi beliefs (e.g. the importance of equality) • make links between Sikh beliefs, texts/ stories and practices • investigate and connect aspects of Sikhi beliefs, reflecting on similarities and differences between worship in the home and worship in the gurdwara • describe and reflect on how a Sikh's beliefs might impact their life • apply ideas about 'duties' or 'equality' to their own and others' lives |

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| | <p>CHRISTIANITY: For Christians, is communion a celebration, or an act of remembrance?</p> | <p>SALVATION</p> | <ul style="list-style-type: none"> - that Jesus was Jewish and so celebrated Passover - how the Last Supper is linked to the Passover meal - that most Christians believe that Jesus chose to die - about the story of the Last Supper and what Jesus said to the disciples - that the symbols of communion are a way of remembering Jesus and his sacrifice - that many Christians also talk about 'celebrating' communion, as a way of being thankful for what Jesus has done - that by sharing communion as a group, Christians are showing unity - the meaning of some actions and words involved | <ul style="list-style-type: none"> • discuss the symbolism of communion as it relates to Jesus' sacrifice • make connections between the Last Supper and the Jewish festival of Passover • explain connections between what Jesus did and what Christians do in communion • suggest how communion helps Christians to remember and express unity • describe how taking communion is an act of remembrance and/or a celebration for Christians • describe how different Christians show the importance of communion as an act of worship • consider whether the similarities / differences in practices are significant • compare their ideas about communion with those of others, including Christians, recognising that differences may arise because of beliefs about Jesus |
| | <p>HUMANISM: How do non-religious people celebrate new life?</p> | <p>SCIENCE / REASON / EMPATHY</p> | <ul style="list-style-type: none"> - what is meant by "non-religious people" and "worldview" and have a basic understanding of Humanism and 3 of the 5 key beliefs and principles that are most relevant to this unit. - that celebrating new life is important to many people - why people choose to celebrate the birth of a baby and how important this celebration is to the different people involved and the wider community - that there are similarities and differences in the ways in which religious and non-religious people celebrate the birth of babies | <ul style="list-style-type: none"> • be able to explain what Humanism is and how and why Humanists celebrate new life • draw conclusions about non-religious beliefs from understanding how babies are welcomed into a Humanist community. • describe why it is important for many people to celebrate the birth of a baby • identify similarities and differences in the ways some people welcome babies and be able to give examples, linking with differences in beliefs • be able to describe how important these celebrations can be to a community • show that they have developed an understanding and respect for what is valued by others and how that value is expressed |

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| | | | <ul style="list-style-type: none"> - that for most Humanists, it's important that a child is given the freedom to choose what they believe for themselves - how ceremonies celebrating new life can help a person develop their identity and recognise how people express belonging through their actions - that 'new life' might not just be about celebrating the birth of a child, but can also be a new beginning in a person's journey through life and can be a celebration of a child or person's freedom to find their own path in life. | <ul style="list-style-type: none"> • be able to share their own personal ideas about new life and new beginnings |
| | Thematic unit: Are words more important than actions? | | <ul style="list-style-type: none"> • that words and actions are often linked • that most religions have key teachings that summarise what's important to followers of that faith • that a creed is a set of core beliefs • what creeds and some key teachings in Christianity, Judaism, Islam and Humanism say • how these important words have an impact on the way both individuals and communities behave, in their actions • that most people accept that communities | <ul style="list-style-type: none"> • suggest reasons why some words might be especially important to people, giving examples from their learning • make links between words, beliefs and actions for different people • identify the impact of words on people's actions, individually and as a community • investigate and connect aspects of religions and beliefs, identifying similarities and differences in the lived experiences of different people • recognise the importance of both words and actions in building strong communities • compare words and actions that are important to them with words /actions that are important to others • give reasons for some of the views they have, relating to where their ideas come from |
| Year 5 | JUDAISM: What does it mean to be part of a synagogue community? | SHEMA / TORAH / MITZVOT / TZEDEK (JUSTICE) | <ul style="list-style-type: none"> • that key beliefs in Judaism are expressed in the shema, the first prayer in the Torah, which is also a mitzvot (commandment) • that most Jewish people believe the Torah is | <ul style="list-style-type: none"> • describe the role of Jewish objects as part of worship and explain their links with Jewish beliefs • describe how the Torah is shown respect and explain some of the Mitzvot from it and what impact this has |

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| | | | <p>law, teaching and guidance and is the most important object in the synagogue</p> <ul style="list-style-type: none"> • what can be found in a synagogue or worn by Jewish people and how items link with key teachings from the Torah and/or to the past • that the synagogue (and the home) is a place of learning, worship and gathering, including to show God praise and to give thanks • that remembering events and people from the past (e.g. at Yom Kippur) is often commanded by God and helps to shape the identity of the Jewish community • that most members of synagogue communities live in accordance with mitzvot in the Torah to show commitment to Tzedek (justice), Chesed (loving kindness) and Gemilut Chasadim (doing good deeds) and to strive for Tikun Olam | <p>on the synagogue community.</p> <ul style="list-style-type: none"> • identify what belonging to a synagogue community might mean for/to different people • explain connections between forgiveness at Yom Kippur & celebrating a new year at Rosh Hashanah • link the Jewish value of Tzedek (Justice) (or other Jewish values) with what is important to the synagogue community • explain how different Jewish people show Chessed (loving kindness) and Gemilut Chasadim (doing good deeds) through engaging in Mitzvah Day or strive for Tikun Olam in their efforts to behave and act constructively and beneficially • compare Jewish beliefs, practices and values with their own, giving reasons for similarities or differences and describing how they might help shape Jewish identity |
| | <p>CHRISTIANITY: Why is the idea of 'rescue' so important to Christians?</p> | SALVATION | <p>that most Christians believe that:</p> <ul style="list-style-type: none"> • humans were made for relationship with God • God is the great rescuer, who also came to earth in the person of Jesus, the Saviour • Jesus' life, death and resurrection enable a new relationship with God for all, and are at the centre of his rescue plan • through his death, Jesus rescued people from sin (atonement) • in his resurrection, Jesus rescued people from death • that this story of salvation has an impact on Christians' lives | <ul style="list-style-type: none"> • explore stories from the Bible and draw conclusions about what Christians might learn about God (the rescuer) from them • express their understanding of the concept of salvation using accurate theological vocabulary, especially in relation to the Easter narrative • explain how different people have expressed their ideas about salvation and suggest what might have influenced them • comment on connections between some Christians' understanding of salvation and the way they choose to live (as individuals / as part of a community) • reflect on how the salvation story might give Christians meaning in life • relate what Christians believe about life to their own personal views • reflect on and creatively respond (using a choice of media) to the concept of salvation for themselves |

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| | | | | <ul style="list-style-type: none"> explain their thinking, relating it to their learning and using accurate vocabulary |
| | ISLAM: What helps Muslims to live a good life? | SHAHADAH / SALAH / SAWM / ZAKAH / HAJJ / HADITH | <p>that Islam is a monotheistic religion</p> <ul style="list-style-type: none"> that Allah is eternal, omniscient and omnipotent that a believer can approach Allah by praying, and by reciting the Qur'an that Hadith (sayings of the Prophet, pbuh) guide the way many Muslims live <p>• what the pillars (or duties) of Islam are and how they help many Muslims to have a good life</p> <p>• the purpose of the Two Angels, which are said to sit on either shoulder of a Muslim person</p> <p>• that times of c</p> | <ul style="list-style-type: none"> describe and connect some key beliefs about Allah, worship practices and the pillars and explain how they help to shape a good life for Muslims use key vocabulary accurately refer to sources (e.g. Hadith, pillars) when explaining how or why Muslims try to live a good life explain and make connections between Islam and other religions they have studied describe the impact of living a 'good life' on individuals and / or the ummah (Muslim community) give reasons why living a good life might be important to Muslims and how / why their own ideas might be similar / different suggest how Muslims' beliefs might affect their decisions and the challenges this might present |
| | CHRISTIANITY: How did the Church begin, and where is it now? | Kingdom of God | <ul style="list-style-type: none"> that most Christians believe that: o the Church is part of God's Kingdom o the Holy Spirit is alive and active in the world, as well as in the hearts of individuals and in the Church Pentecost is the birth-day of the Church baptism, sharing communion, worship and service are signs of membership of the Church the Church has spread throughout the world and is enormously diverse, expressing the inclusivity of Jesus' message | <ul style="list-style-type: none"> explore, gather, select and organise ideas about the Church, drawing on biblical teaching and the lived experiences of Christians suggest meanings for a range of Christian worship activities, using accurate vocabulary suggest ways Christians in different contexts interpret following the teachings of Jesus explain how the Holy Spirit makes a difference to Christians, recognising that there are a range of views on this question comment on connections between questions, beliefs, practices and ways of life for Christians, explaining their significance for different Christian communities investigate and describe similarities and differences in lived experience within and between different Christian denominations describe the impact of beliefs and practices for Christians living in different communities in the world |

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| | | | | <ul style="list-style-type: none"> • suggest what might happen as a result of their own and others' attitudes and actions, drawing on examples from their learning • develop insights of their own in exploring questions about the Church, relating to their own experiences in the world today |
| | CHRISTIANITY: What do Christians believe about creation? | CREATION / FALL / SALVATION | <ul style="list-style-type: none"> • the creation narrative is shared by Jews, Christians and Muslims <ul style="list-style-type: none"> • most Christians believe that: <ul style="list-style-type: none"> o God created the world and all living things and has put humanity in charge of its care o humans are given free will o human choices have led to the fall of all creation which is the cause of suffering o God will one day make 'all things new' and end all suffering • the 'big Bible story' begins with creation and its themes are woven throughout • Christian views can differ both within and across denominations • some Christians believe that creation took place over seven days but others have different beliefs | <ul style="list-style-type: none"> • explore, gather and collect ideas about creation drawing on key texts from the Bible and lived experience of Christians • suggest meanings for a variety of Christian beliefs about creation and the fall, using accurate vocabulary • suggest some ways in which different Christians may interpret key biblical texts • comment on connections between beliefs, values, practices and ways of life with regard to the care of the world / human sin • investigate and describe similarities and differences in belief within and across different Christians communities and the impact on how they live • explain how the hope of a new creation makes a difference to themselves and others, recognising that others may think differently • suggest what happen as a result of their own and others' attitudes to creation and the fall, drawing on examples form their learning • develop insights of their own in exploring questions of how humans might live in response to creation, relating their own experiences in the world today |
| | Thematic unit: What can be done to reduce racism? Can RE help? | | <ul style="list-style-type: none"> • attitudes and cultural practices change over time and some beliefs that were accepted in the past are being challenged now • the majority of religions and beliefs are present across many different cultures and ethnic groups | <ul style="list-style-type: none"> • describe 3 or more examples of responses to racism, saying what they think is unjust in each case • consider and explain some examples of racism, connecting these to peoples' beliefs, texts and values • express reasoned, deep and varied ideas, related accurately to beliefs and teachings, about the |

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| | | | <ul style="list-style-type: none"> • many people from different religious and belief traditions show concern about racism • there are texts from different religions that ask people of faith to treat all humanity well • the Golden and Silver Rules are shared across religions and beliefs and can help people to live in a way that values and treats others fairly and without prejudice • significant people from different religion and belief traditions have set examples that we can learn from • their own actions can make a difference | <ul style="list-style-type: none"> • reduction of racism and prejudice (e.g. in art) • discuss and explain some links between examples of religious and other texts, values and behaviour that are relevant to reducing racism • explain / comment on connections between teachings, attitudes and actions for different people and consider the impact on our local and global communities • explain, rank and express thoughtful views about three or more ways in which prejudice and racism can be reduced, connecting their own ideas to religious teachings |
| Year 6 | HINDU (SANATAN) DHARMA: What helps Hindus to worship? | DHARMA / SAMSARA / KARMA / MOKSHA / AHIMSA | <ul style="list-style-type: none"> • the religion of Hindus is called 'Sanatana Dharma' (Eternal Truth), which is widely known as Hinduism • that most Hindus (Sanatanis) believe in only one Supreme Being – Brahman – and that every living thing has a spark of Brahman (atman) in it • the impact of this belief on the way many Hindus (Sanatanis) live, according to the principles of ahimsa • many Hindus (Sanatanis) try to live good lives by doing 'dharma' (righteous duties) – and that this is different for different people and stages of life • that worship (puja and arti) is a duty throughout life • the story of Rama and Sita (the Ramayana) and what it teaches Hindus (Sanatanis) about dharma and how to live | <ul style="list-style-type: none"> • explain some key beliefs / concepts in Hindu (Sanatana) Dharma (Hinduism) using correct vocabulary • describe how these beliefs / concepts are expressed through the cycle of samsara • identify and explain how dharma (duty) is presented in the story of Rama and Sita and/or how the couple are an example for Hindus (Sanatanis) to follow • explain how worship (puja & arti) might help Hindus (Sanatanis) to do their duties • organise their ideas about why Hindus (Sanatanis) should live a good life • investigate and describe similarities and differences in people's lived experience or views on beliefs within Hindu (Sanatana) Dharma • reflect on how stories and/or practices within Hindu (Sanatana) Dharma relate to their own experiences or questions of living ethically |
| | CHRISTIANITY: What do Christians believe about the Messiah – and why is it good news? | COVENANT PEOPLE / INCARNATION / GOSPEL / SALVATION | <ul style="list-style-type: none"> • that a prophecy is a message from God <p>that most Christians believe that:</p> <ul style="list-style-type: none"> • ancient prophecies in the Old Testament | <ul style="list-style-type: none"> • use key texts to draw conclusions about links between prophecies in the Old Testament and Christians' beliefs about Jesus • express their thinking using theological terms e.g. |

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| | | | <p>foretell the birth, life and death of Jesus</p> <ul style="list-style-type: none"> • Jesus fulfilled many Old Testament prophecies, and because of this, Jesus is the 'Messiah' • Jesus himself prophesied his death and resurrection • how the words of Simeon relate to prophecies about the Messiah • what Jesus said about himself & how these relate to many Christians' beliefs about Jesus as the Messiah | <p>incarnation / salvation / Messiah etc.</p> <ul style="list-style-type: none"> • explain links between the words of prophets / Simeon / Jesus and events within the life of Jesus • consider the impact of prophecies about the Messiah on the beliefs and worship of the Christian community e.g. in answer to questions such as 'For Christians, if these prophecies are not true, then what...?' or as an explanation for why Jesus is at the centre of Christian worship • develop insights of their own in understanding the importance for Christians of Jesus being the fulfilment of Old Testament prophecies • reflect on their own personal worldview in relation to their learning • reflect on and creatively respond (using a choice of media) to the idea of Jesus being the fulfilment of prophecy for Christians, explaining what has influenced their ideas |
| | BUDDHISM: What is the 'Buddhist way of life'? | | <ul style="list-style-type: none"> • about the story of how Prince Siddhartha Gautama became Buddha • that 'Buddha' means 'awakened' or 'enlightened one' • that there is no supreme deity in Buddhism • that most Buddhists follow the teachings of the Buddha to gain enlightenment (Nirvana) which is achieved by meditating • that there are Four Noble Truths in Buddhism: these are the causes of suffering, and were set out in the Buddha's first sermon • that most Buddhists follow the Eightfold Path, which is the Middle Way (the 4th of the Four | <ul style="list-style-type: none"> • gather, select & organise ideas about the Buddha and his teachings • consider whether worship and meditation are different things and why this might be • express their understanding of Buddhism using theological vocabulary • express clear views about how following the Eightfold Path might create challenges for a Buddhist • consider how the four Noble Truths or the Eightfold Path might affect a Buddhist's way of life • connect the key beliefs and teachings of Buddhism with features of a religion e.g. artefacts, symbols, rituals and what these mean to the Sangha (Buddhist community). • apply ideas and reflections about issues raised e.g. suffering, enlightenment, meditation to their own, others' and Buddhists' lives • articulate what it might mean for a Buddhist to live a |

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| | | | <p>Noble Truths)</p> <ul style="list-style-type: none"> the Eightfold Path is the means by which dukkha (suffering) can be ended that meditation helps the mind to develop 'Right Concentration' and that there are artefacts that help many Buddhists to meditate that worship and meditation are different | <p>'good life', reflecting where their ideas/values come from, and consider how this view might be similar to or different from their own personal worldview (personal knowledge)</p> |
| | <p>CHRISTIANITY: How is God Three – and yet One?</p> | <p>GOD (TRINITY) / INCARNATION / SALVATION</p> | <p>that most Christians believe:</p> <ul style="list-style-type: none"> God is a Trinity – Father, Son and Holy Spirit God is Three – and yet One – and each is equal that each Person of the Trinity has a distinct character and purpose, but is still part of the one God that this understanding of God is unique to Christianity and is often referred to as a 'mystery'! that symbols are sometimes used to express deep Christian beliefs about the Trinity that Jesus the Son and God the Father are with Christians in the Person of the Holy Spirit and that this makes a difference to how many Christians live | <ul style="list-style-type: none"> describe the concept of the Trinity as Three and yet One, in their own words describe and suggest meanings for different aspects of Trinity symbolism, using appropriate vocabulary and suggesting similarities / differences investigate and connect features in Christian art portraying Jesus' baptism or the Trinity, identifying similarities and differences between different artists' representations, and linking to different interpretations of the text identify the impact of beliefs about the Trinity on some Christians' lived experience or on artists' work, thinking about what's the same and what's different – and what some possible reasons for this might be compare their own ideas about God as a Trinity with those of others make links between what they and Christian artists think about the Trinity, giving reasons for beliefs / attitudes / choices ask significant questions about the Trinity, comparing their ideas with others' ideas and suggesting answers from their learning find their own way of representing the qualities of the Trinity, explaining what has influenced their choices |
| | <p>CHRISTIANITY: For Christians, what difference does it</p> | <p>KINGDOM OF GOD</p> | <p>most Christians believe that:</p> <ul style="list-style-type: none"> they have a new, eternal life in Jesus, who calls them to live distinctively | <ul style="list-style-type: none"> explore, gather, select and organise ideas about God's Kingdom, drawing on biblical texts and lived Christian experience where appropriate |

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| | make to belong to God's Kingdom? | | <ul style="list-style-type: none"> - they have a part to play in the work of God who calls them to act justly, love mercy and walk humbly in the world - the Holy Spirit enables them in this way of living - God is at work in the world through his Kingdom (i.e. them!) - many Christians undertake a diverse range of actions in the world in response to new life - these activities may take place at a personal level, a local level, a national level or a global level | <ul style="list-style-type: none"> • express their understanding of God's Kingdom in theological terms • suggest some ways in which different Christians may interpret Micah 6.8 & Amos 5.21-24 • suggest meanings for actions undertaken by Christians, using accurate vocabulary • comment on connections between questions, beliefs, values, practices and ways of life with regard to living distinctively, explaining their importance for different Christians • investigate and describe similarities and differences in the diverse ways in which Christians interpret their call to live distinctively • describe the impact of beliefs and practices on the actions of individual Christians (now and in the past) and Christian organisations • explain how the possibility of a new start might make a difference to themselves and others, recognising that others may think differently • suggest what might happen as a result of their own and others' attitudes and actions, drawing on examples from their learning and experience • develop insights of their own in exploring questions raised by the study of the Christian way of living, relating to their own experiences in the world today • reflect on possible connections between a Christian worldview and the human search for meaning |
| | Thematic unit: Is life a journey? | | <ul style="list-style-type: none"> • the idea of a journey is a metaphor for life across many religions and beliefs • that everyone's life journey is unique, but there are similarities and milestones we share • that a person's beliefs can help them to make choices on life's journey • that our experience on life's journey might confirm or | <ul style="list-style-type: none"> • explore, gather, select, and organise ideas about life's journey / pilgrimage / life and death, drawing on key texts / sources where appropriate • investigate and describe similarities and differences in lived experience of journeys through life within and between religions / beliefs, including their own, where appropriate • comment on connections between questions, beliefs, values, practices and ways of life, explaining their importance to different communities |

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| | | | <p>change our beliefs</p> <ul style="list-style-type: none"> • that different religions and beliefs (including Buddhism) have different beliefs about the journey of life and about life after death • that a pilgrimage is a special type of journey, often undertaken for spiritual benefit • what might help them on their own journey through life | <ul style="list-style-type: none"> • describe the impact of beliefs and practices on different people's life journeys (<i>e.g. on individuals, groups / communities and cultures, locally, nationally and globally</i>) • explain how sources of inspiration / experiences make a difference to themselves and others on the journey of life • express their own journey of life, reflecting what may have influenced them |
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