

Laithes Primary School

RE Planning and Assessment Guidelines

RE Intent

At Laithes Primary, the aim of Religious Education is to help children to acquire and develop knowledge and understanding of Christianity; whilst also developing an awareness of the other principal religions represented in Great Britain. Children are provided with an opportunity to explore the way that religious beliefs shape life and our behaviour, develop the ability to make reasoned and informed judgement about religious and moral issues and enhance their spiritual, moral, social and cultural development. As Christianity is the predominant religion in the school's pupil population and in the community surrounding the school, Christianity is the chosen faith for Progressed Study; we have made links with the local church to involve a realistic view of the faith within the community. We understand the importance of identifying and combatting discrimination; we teach tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures. Our teaching sequence has been implemented with taking into account the requirements and guidelines presented in the Barnsley SACRE Agreed Syllabus. The Discovery RE scheme supports our teaching of RE.

Colour						
Area of study	Christianity	Judaism	Islam	Sikhism	Hinduism	Buddhism

Developing, Secure, Exceeding explained:

Depth of Learning	Cognitive challenge	Nature of progress	Typically, pupils will	Predominant teaching style
Developing	Low level cognitive demand. Involves following instructions.	Acquiring	name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.	Modelling Explaining
Secure	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Practising	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.	Reminding Guiding
Exceeding	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer.	Deepening Understanding	Requires justification of answers. solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.	Coaching Mentoring

					Enquiry Question	Theme/ Concept/ Vocabulary	Learning Objective	Assessment Criteria	POS
EYFS Autumn 1 Christianity	Judaism				What makes people special?	<p>Theme/Concept: Families, Friends, Role Models, Jesus, Moses</p> <p>Vocabulary: Special, same, different</p>	<p>Make connections between the features of their family and other families.</p> <p>Notice differences between people.</p>	<p>We all have different special things that we do with our families. We all have special friends and that everyone is special for different reasons. As a class, create a role model poster. Draw a picture of someone from within the school who is a role model to the children. Do you think Jesus is special and why/why not? Why do you think Christians believe Jesus is God's son? Jews use the Ten Commandments as their rules for living. Do you think that Jews find it easy to follow the Ten Commandments all of the time? What do you think Jews believe God wants them to do when it is hard to follow His Ten Commandments?</p>	<p>RE can contribute to all six areas of learning but most specifically in relation to the following: Personal, social and emotional Development Communication, language and literacy Knowledge and understanding of the world Creative development PSED Early Learning Goal Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. People & Communities Early Learning Goal Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
EYFS Autumn 2 Christianity					What is Christmas?	<p>Theme/Concept: Giving, saying thank you, Christmas story, incarnation.</p> <p>Vocabulary: family, friend, Christmas. Jesus.</p>		<p>If someone was giving you a present, what would be the one thing you would love most? If you were given it, how would it make you feel? What is the best present you can think of to give your best friend? When do we say thank you? Which part of the Christmas story did you like the most and why?</p>	<p>The World Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>
EYFS Spring 1 Christianity	Judaism				How do people celebrate?	<p>Them/Concept: Chinese New Year, New Year</p> <p>Vocabulary: Celebration, tradition.</p>	<p>Continue developing positive attitudes about the differences between people.</p>	<p>What do you think you need to do to achieve your New Year's resolution? If you were an animal in the race, how would you have crossed the river? Think about what it is that you are most looking forward to in Spring. What would be your favourite part of Holi? Why?</p>	
EYFS Spring 2 Christianity					What is Easter?	<p>Theme/Concept: Signs of Spring, Easter, Salvation</p> <p>Vocabulary: Easter, spring, season, Jesus, disciples.</p>		<p>What signs of Spring can you see? Can anyone find out what happened to Jesus at Easter?</p>	
EYFS Summer 1 Buddhism	Christianity	Sikhism	Islam	Hinduism	What can we learn from stories?	<p>The Boy Who Cried Wolf (An Aesop Fable), The Crocodile and The Priest (A Sikh Story), Bilal and the Beautiful Butterfly (A Muslim Story), The Gold-Giving Serpent (An Indian Fairytale), Best Friends (A Story from Asia), The Lost Coin (A Christian Parable)</p>		<p>Why is it best to always be honest? What encouraging things can we say to each other to make each other feel happy? Can you think of any beautiful things that are around us. Discuss being greedy/grateful. How should we behave? What makes someone a good friend? What was the moral in the story?</p>	

<p>EYFS Summer 2 Christianity</p>	<p>Islam</p>	<p>Judaism</p>	<p>What makes places special?</p>	<p>Homes around the world, Our world, Churches, Mosques, Synagogues</p> <p>Vocabulary: Worship, prayer, church, mosque, synagogue.</p>	<p>Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Does everyone live in the same type of home? Why/why not? Tell a partner about your special place and explain why it is special to you. Is there anyone who has been to a wedding or other ceremony in a church? Why do you think Muslims take their shoes off when entering a mosque and wash themselves before they pray? Why do Jews wear special clothes in the synagogue?</p>	
<p>Year 1 Autumn 1 Christianity</p>			<p>Does God want Christians to look after the world? Does the world belong to God? Should people take care of the world? (Believing/ Behaving)</p>	<p>Theme/Concept: The Creation Story, God/ Creation</p> <p>Vocabulary: Creation – predict – wisdom – God – nature – days- created – tree- night- snake</p>	<p>We are learning to retell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.</p>	<p>I can say how it felt to make something. I can remember the Christian Creation story and talk about it. I can express an opinion about the Christian belief about creation.</p>	<p>Explore a religious story and talk about its meaning.</p>
<p>Year 1 Autumn 2 Christianity</p>			<p>What gifts might Christians in my town have given Jesus if He had been born here rather than in Bethlehem? What can I learn from stories from religious traditions? Are symbols better than words at expressing religious beliefs? (Believing/Belonging)</p>	<p>Theme/Concept: The Christmas Story, Incarnation</p> <p>Vocabulary: Wonder- appreciation- birth- stable- Jesus- Bethlehem- Christian- incarnation- church- frankincense</p>	<p>We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus</p>	<p>I can talk about a gift that is special to me I can remember some of the Christmas story. I can suggest a gift I would give to Jesus.</p>	<p>Name and explore a range of celebrations, worship and rituals in religion. Find out about special times.</p>
<p>Year 1 Spring 1 Christianity</p>			<p>Was it always easy for Jesus to show friendship? What can I learn from religious traditions? Should people follow religious leaders and teachings? (Believing/Behaving)</p>	<p>Theme/Concept: Jesus as a friend, Incarnation</p> <p>Vocabulary: Friendship- Bible- incarnation- Zacchaeus- isolated- unpopular- Lazarus- Mary- Martha</p>	<p>We are learning to identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult.</p>	<p>I can talk about my friends and why I like them. I can remember a story about Jesus showing friendship and talk about it. I can say how Jesus tried to be a good friend.</p>	<p>Find out how faith leaders can inspire or teach us. Reflect upon and consider religious and spiritual feelings, experiences and concepts. Find out how different people see the world.</p>
<p>Year 1 Spring 2 Christianity</p>			<p>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Should people follow religious leaders and teachings? Are symbols better than words at expressing religious beliefs? (Believing/Behaving)</p>	<p>Theme/Concept: Easter-Palm Sunday-Salvation</p> <p>Vocabulary: Salvation- Royal Family- Palms- Sunday – Easter – Messiah – Hymn- Jesus- Resurrection- Special- pilgrimage</p>	<p>We are learning to know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.</p>	<p>I can talk about a person I admire. I can recall parts of the Easter story. I can recognise some symbols in the story. I can start to show understanding that Jesus is special to Christians and say why.</p>	<p>Find out how faith leaders can inspire or teach us. Identify what matters to them and others. Identify and suggest meanings for religious symbols and begin to use religious words.</p>
<p>Summer 1 Judaism</p>			<p>Is Shabbat important to Jewish children? Are religious celebrations important to people? (Believing/Belonging)</p>	<p>Theme/Concept: Shabbat</p> <p>Vocabulary: Judaism- Shabbat- family- Kippa – Jewish- Sabbath- Synagogue- Genesis- Creation Story- Blessing- Ceremony- Meal- Prayer</p>	<p>We are learning to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.</p>	<p>I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal. I can use the right names for things that are special to Jewish people during Shabbat and explain why.</p>	<p>Name and explore a range of celebrations, worship and rituals in religion. Identify the importance, for some people, of belonging to a religion.</p>

				I can start to make a connection between being Jewish and decisions about behaviour.	
Year 1 Summer 2 Judaism	Are Rosh Hashanah and Yom Kippur important to Jewish children? Are religious celebrations important to people? Are symbols better than words at expressing religious beliefs? (Believing/Belonging)	Theme/Concept: Rosh, Hashanah and Yom Kippur Vocabulary: Judaism- Rosh- Hashanah- Yom- Kippur- Jewish- Challah- Sorry- Forgiveness- Rabbi- Shofar- repentance- rules- commandments- synagogue-	We are learning to empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them	I can say how it feels to say sorry and what I have said sorry for. I can tell you something that either Rosh Hashanah or Yom Kippur is about. I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.	Name and explore a range of celebrations, worship and rituals in religion. Reflect on how spiritual and moral values relate to their own values and behaviour.
Year 2 Autumn 1 Christianity	Is it possible to be kind to everyone all of the time? What can I learn from stories from religious traditions? Should people follow religious leaders and teachings? (Believing/Behaving)	Theme/Concept: What did Jesus teach?/ Gospel Vocabulary: Empathy- discernment- appreciation- miracle- liberty- respect- tolerance- kind man	We are learning to re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people.	I can tell you when I have been kind to others even when it was difficult. I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. I can say if I think Christians should be kind and give a reason.	Ask and respond imaginatively to puzzling questions, communicating their ideas. Find out about 'big questions'.
Year 2 Autumn 2 Christianity	Why do Christians believe God gave Jesus to the world? Is God important to everyone? (Believing)	Theme/Concept: Christmas; Jesus as a gift from God/Incarnation Vocabulary: Incarnation- new testament- beliefs- advent- bible- messiah- saviour – sin- Zacchaeus	We are learning to reflect on the Christmas story and the reasons for Jesus' birth.	I can say how I could help solve a problem by showing love. I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God. I can tell you why Christians think God gave Jesus to the world.	Reflect upon and consider religious and spiritual feelings, experiences and concepts. Name and explore a range of celebrations, worship and rituals in religion.
Year 2 Spring 1 Islam	Does praying at regular intervals help a Muslim in his/her every day life? Who do I believe I am? Does it feel special to	Theme/Concept: Prayer at home Vocabulary: Islam –Muslim- goal- Allah- commitment- prayer- postures	We are learning to explain what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day.	I can explain how it felt to have to stop doing something to reach the target we had set. I can use the right words to describe how Muslims pray and begin to explain why they do this. I can start to think through how praying 5 times a day might help in some ways more than others.	Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives. Identify what matters to them and others.
Year 2 Spring 2 Christianity	How important is it to Christians that Jesus came back to life after His crucifixion? Is God important to everyone? Are symbols better than words at expressing religious beliefs? (Believing)	Theme/Concept: Easter Resurrection, Salvation Vocabulary: Easter- resurrection- life after death- crucifixion- salvation- heaven – new life – Christians- forgiveness- sin- boulder	We are learning to retell the Easter story and understand what Jesus' resurrection means for Christians.	I can say what I believe happens to you when you die and tell you how I remember people close to me. I can recall what Christians believe happened on Easter Sunday. I can start to suggest a different explanation as to what happened	Take note of faith leaders. Find out how leaders can inspire us or teach us. Identify and suggest meanings for religious symbols. Explore how religious beliefs and ideas can be expressed through the creative and expressive arts.

				to Jesus after the empty tomb and offer my opinion.	
Year 2 Summer 1 Islam	Does going to a mosque give Muslims a sense of belonging? Does it feel special to belong? Who do I believe I am? (Believing/Behaving)	Theme/Concept: Community and belonging Vocabulary: Community- belonging- umma-hajj- mosque- special place- mohammed- congregation- praying- ritual- wudu	We are learning to understand why Muslims visit the mosque and to explore whether this gives them a sense of belonging.	can understand how meeting in a certain place could make me feel like I belong. I can explain what happens when Muslims pray alone or at the mosque. I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.	Find out about places of worship.
Year 2 Summer 2 Islam	Does completing Hajj make a person a better Muslim? Does it feel special to belong? Is God important to everyone? (Believing/Behaving)	Theme/Concept: Hajj Vocabulary: Hajj – muslim- islam- journey- commitment- pillars- umma-pray	We are learning to understand what happens during Hijj and to explore the importance of this to Muslims.	I can tell you about a special journey and why it was special to me. I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims. I can start to think about the significance of Hajj to a Muslim.	Reflect upon and consider religious and spiritual feelings, experiences and concepts.
Year 3 Autumn 1 Hinduism	Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Does participating in worship help people to feel closer to God or their faith community? (Belonging)	Theme/Concept: Divali Vocabulary: Diwali- festival- Sita- light- new-Rama- temple – Rangoli pattern- new beginnings- Lakshmi- light over dark	We are learning to investigate what happens during the festival of Divali and whether the celebrations bring a sense of belonging to Hindus.	I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group's symbol. I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali. I can start to say why Divali might bring a sense of belonging to Hindus.	Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings. Handle questions about links between different religious beliefs, practices and ways of life.
Year 3 Autumn 2 Christianity	Has Christmas lost its true meaning? Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)	Theme/Concept: Christmas, Incarnation Vocabulary: Christmas- angles- Christianity- reflection- sacrifice- church- Lord- birth- miracle	We are learning to find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us.	I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts. I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world. I can start to tell you what Christmas means to Christians and what it means to me.	Discuss their own and others' views of religious truth and belief, expressing their own ideas. Learn to handle questions about life and the universe around them.
Year 3 Spring 1 Christianity	Could Jesus heal people? Were these miracles or is there some other explanation? Do sacred texts have to be 'true' to	Theme/Concept: Jesus' miracles, Incarnation Vocabulary:	We are learning to retell Bible stories when miracles have happened and question whether Jesus	I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I	Reflect on sources of inspiration in their own and others' lives. Make links between their own

	<p>help people understand their religion? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)</p>	<p>Holi – spring after winter- victory – good vs evil – happiness – love</p>	<p>really did perform miracle</p>	<p>would like to see happen today. I can explain one Christian viewpoint about one of Jesus' healing miracles. I can start to say whether I believe Jesus actually healed people or not.</p>	<p>'heroes' and key spiritual leaders.</p>
<p>Year 3 Spring 2 Christianity</p>	<p>What is 'good' about Good Friday? Should religious people be sad when someone dies? Do sacred texts have to be 'true' to help people understand their religion? Can the arts help communicate religious beliefs? (Believing)</p>	<p>Theme/Concept: Easter – forgiveness, Concepts: Salvation, New, Covenant</p> <p>Vocabulary: Lent – resurrection – sacrifice-fasting – salvation – good Friday – forgiveness – crucifix – Easter Sunday – bread- wine</p>	<p>We are learning to recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.</p>	<p>I can suggest how a person may rescue/help others who are in difficult situations. I can start to tell you why Christians believe Jesus' death is important. I can start to reflect on whether I agree with Christian beliefs about Jesus' death.</p>	<p>Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings. Handle questions about links between different religious beliefs, practices and ways of life.</p>
<p>Year 3 Summer 1 Hinduism</p>	<p>How can Brahman be everywhere and in everything? Do sacred texts have to be 'true' to help people understand their religion? Can the arts help communicate religious beliefs? (Believing)</p>	<p>Theme/Concept: Hindu Beliefs</p> <p>Vocabulary: Rama – Navami- King- Creator – Brahma- Vishnu- Preserver- Shiva – Destroyer- avatar - vaishyas</p>	<p>We are learning to understand the Hindu belief that there is one God with many different aspects.</p>	<p>I can explain some of the different roles I play whilst still being me. I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.</p>	<p>Discuss their own and others' views of religious truth and belief, expressing their own ideas. Learn to handle questions about life and the universe around them.</p>
<p>Year 3 Summer 2 Hinduism</p>	<p>Would visiting the River Ganges feel special to a non Hindu? Do religious people live better lives? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)</p>	<p>Theme/Concept: Pilgrimage to the River Ganges</p> <p>Vocabulary: Pilgrimage- India- life cycle- water Ganges- Sikhism- rituals- empathy</p>	<p>We are learning to understand the significance of the River Ganges both for a Hindu and non-Hindu</p>	<p>I can explain why water is important. I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it. I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.</p>	<p>Reflect on what it means to belong to faith community, communicating their own and others' responses.</p>
<p>Year 4 Autumn 1 Judaism</p>	<p>How special is the relationship Jews have with God? Do sacred texts have to be 'true' to help people understand their religion? Does participating in worship help people to feel closer to God or their faith community? (Believing/Belonging)</p>	<p>Theme/Concept: Beliefs and Practices</p> <p>Vocabulary: Jew- Jewish- Hebrew- Torah-Covenant- Genesis- Abraham- Rabbi- affirmation- God- Synagogue- commandment- Shema- mezuzah- ner-tamid</p>	<p>We are learning to understand the special relationship between Jews and God and the promises they make to each other.</p>	<p>I can give examples of agreements and contracts and explain how I would feel if one was broken. I can tell you an affirmation/promise I would like to make. I can start to explain what makes Jewish people believe they have a special relationship with God. I can tell you some of the ways Jewish people express their</p>	<p>Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others. They make connections between sacred texts and religion today.</p>

				special relationship with God and start to understand how that might feel.	
Year 4 Autumn 2 Christianity	<p>What is the most significant part of the Nativity story for Christians today?</p> <p>Do sacred texts have to be 'true' to help people understand their religion? Can the arts help to communicate religious beliefs? (Believing/Belonging)</p>	<p>Theme/Concept: Christmas, Incarnation</p> <p>Vocabulary: Messiah- symbolism- angles- saviour- sin- incarnation- Christ's light- gift- Christians- significant</p>	We are learning to understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.	<p>I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me.</p> <p>I can describe one thing a Christian might learn about Jesus from a Christmas symbol.</p> <p>I can ask questions about what Christmas means to Christians and compare this with what it means to me.</p>	Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others. They make connections between sacred texts and religion today.
Year 4 Spring 1 Judaism	<p>How important is it for Jewish people to do what God asks them to do?</p> <p>Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)</p>	<p>Theme/Concept: Passover</p> <p>Vocabulary: Passover- Seder- forbidden- Sabbath- kashrut- festival- value- exodus- Leviticus- charoset- Egypt- Moses- Torah- Prayer- slavery- Israelites- mezuzah</p>	We are learning to understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.	<p>I can discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why.</p> <p>I can describe some of the things Jews do to show respect to God.</p> <p>I can start to identify how it would feel to keep Kashrut.</p>	Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways. Handle questions about links between different religious beliefs, practices and ways of life.
Year 4 Spring 2 Christianity	<p>Is forgiveness always possible for Christians?</p> <p>Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? (Believing/Behaving)</p>	<p>Theme/Concept: Easter, Salvation</p> <p>Vocabulary: Forgiveness- death- last supper – resurrection- impossible- new testament- disciple- gospel- Jesus- Judas- temple- traders- arrested</p>	We are learning to understand how Jesus' life, death and resurrection teaches Christians about forgiveness.	<p>I can talk about what sort of help I might need to show forgiveness.</p> <p>I can describe what a Christian might learn about forgiveness from a Biblical text.</p> <p>I can show an understanding of how Christians believe God can help them show forgiveness.</p>	Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways. Handle questions about links between different religious beliefs, practices and ways of life.
Year 4 Summer 1 Judaism	<p>What is the best way for a Jew to show commitment to God?</p> <p>Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life? Does participating in worship help people to feel closer to God or their faith community? (Believing/Behaving/Belonging)</p>	<p>Theme/Concept: Beliefs and Practices</p> <p>Vocabulary: Bar Mitzvah- circumcision- worship- commandment- Torah- commitment- Shabbat- festival- synagogue- Seder- kashrut- shema- covenant- tu Bishvat- responsibility</p>	We are learning to understand different ways that Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment.	<p>I can explain why I think some things need to wait until you are a certain age. I can give you examples of things I am committed to and explain which ones are more or less important to me.</p> <p>I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways.</p> <p>I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons.</p>	Identify and begin to describe the similarities and differences between religions. Make connections between different religious beliefs.

<p>Year 4 Summer 2 Christianity</p>	<p>Do people need to go to church to show they are Christians? Do religious people lead better lives? Does participating in worship help people to feel closer to God or their faith community?</p>	<p>Theme/Concept: Prayer and Worship, Gospel</p> <p>Vocabulary: Church- scribe- rites of passage- special place- forgive- holy communion- symbol- baptism- river Jordan- neighbour- galilee- conflict- prayer- worship</p>	<p>We are learning to understand how important going to church is to show someone is a Christian.</p>	<p>I can explain some of the feelings my special place gives me and suggest why that is. I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. I can start to understand the impact a Christian's special place has on him/her.</p>	<p>Identify and begin to describe the similarities and differences between religions. Make connections between different religious beliefs.</p>
<p>Year 5 Autumn 1 Sikhism</p>	<p>How far would a Sikh go for his/her religion? Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)</p>	<p>Theme/Concept: Belief into Action</p> <p>Vocabulary: Belief- Sikh- committed- Guru Granth Sahib- Langar- Amrit- prayer- worship-</p>	<p>We are learning to compare the different ways Sikhs put their religion into practice</p>	<p>I can identify the different levels of commitment I show to different things and explain these priorities. I can make links between how Sikhs practise their religion and the beliefs that underpin this. I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.</p>	<p>Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways. Handle questions about commitments and those of others.</p>
<p>Year 5 Autumn 2 Christianity</p>	<p>Is the Christmas story true? Do sacred texts have to be 'true' to help people understand their religion? (Believing)</p>	<p>Theme/Concept: Christmas, Incarnation</p> <p>Vocabulary: Christmas- Christianity- truth- historical- personal- bible- resurrection- incarnation-moral</p>	<p>We are learning to evaluate different accounts of the Christmas story and understand that stories can be true in different ways</p>	<p>I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways. I can start to explain the Christian belief that Jesus was the Incarnation of God. I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.</p>	<p>Use and understand information about religions from a range of sources. They connect up what they learn in RE with the wider world.</p>
<p>Year 5 Spring 1 Sikhism</p>	<p>Are Sikh stories important today? Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)</p>	<p>Theme/Concept: Beliefs and moral values</p> <p>Vocabulary: Gurdwara- Guru Nanak- Guru Granth Sahib- community- holy book- example- respect-</p>	<p>We are learning to understand the relevance of Sikh stories today</p>	<p>I can explain how some stories can teach people about what is important and how to behave. I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story. I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.</p>	<p>Use and understand information about religions from a range of sources. They connect up what they learn in RE with the wider world.</p>
<p>Year 5 Spring 2 Christianity</p>	<p>How significant is it for Christians to believe God intended Jesus to die?</p>	<p>Theme/Concept: Easter, Concept, Salvation</p>	<p>We are learning to question whether God intended</p>	<p>I can give an example of someone with a strong sense of</p>	<p>Reflect on ideas of right and wrong and their own and others'</p>

	Do sacred texts have to be 'true' to help people understand their religion? (Believing)	Vocabulary: Easter- Christians- crucifixion – holy week- achievement- mutual respect- tolerance- rule of law – salvation	Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.	purpose for their life and give my opinions on this. I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.	responses to them. They make simple connections between beliefs and behaviour.
Year 5 Summer 1 Sikhism	What is the best way for a Sikh to show commitment to God? Do all religious beliefs influence people to behave well towards others? Does participating in worship help people to feel closer to God or their faith community? (Believing/Belonging)	Theme/Concept: Prayer and Worship Vocabulary: Sikhism- Kanga- Kirpan- Kara- Kesh- Kachera- Sewa	We are learning to understand how Sikhs show their commitment to God and to evaluate if there is a best way.	I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others. I can start to express what I think about the best way a Sikh could show commitment to God.	Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways. Handle questions about commitments and those of others.
Year 5 Summer 2 Christianity	What is the best way for a Christian to show commitment to God? Do religious people lead better lives? Does participating in worship help people to feel closer to God or their faith community? (Believing/Behaving)	Theme/Concept: Beliefs and practices, Gospel Vocabulary:	We are learning to understand how Christians show their commitment to God and to evaluate if there is a best way.	I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others. I can explain why I think some ways of showing commitment to God would be better than others for Christians.	Reflect on what it means to belong to a faith community, communicating their own and others' responses. They make connections about belonging.
Year 6 Autumn 1 Islam	What is the best way for a Muslim to show commitment to God? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? (Believing/Behaving)	Theme/Concept: Beliefs and Practices Vocabulary: Commitment- beliefs- practices- Muslim- Allah- worship- mosque- zakah- Ramadan- Qur'an- Makkah- Hajj	We are learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.	I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. I can think of some ways of showing commitment to God that would be better than others for Muslims.	Consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them. They handle questions about how people express their faith.
Year 6 Autumn 2 Christianity	How significant is it that Mary was Jesus' mother? Do sacred texts have to be 'true' to help people understand their religion?	Theme/Concept: Incarnation Vocabulary:	We are learning to analyse the Christian belief in the Virgin Birth and to assess the significance of this to	I can explain the qualities needed in different people because of the important jobs they are chosen to do.	Discuss their own and others' views of religious truth and belief, expressing their own ideas. Handle questions about

	(Believing)	Significant- incarnation- tradition- symbolise- public disgrace- betrayed- holy spirit- miracles- resurrection- virgin birth- elicit	Christians.	I can make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation). I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views.	where faith is seen in the local community and the wider world.
Year 6 Spring 1 Christianity	Is anything ever eternal? Should religious people be sad when someone dies? How well do funeral and mourning rituals tell you about what a religion believes and about what happens after death? (Believing/Behaving)	Theme/Concept: Belief and meaning, Salvation Vocabulary: Salvation – eternal- unconditional – personal- beliefs- ten commandments – Braham- Vows and promises- agape- resurrection - crucified	We are learning to evaluate different beliefs about eternity and to understand the Christian perspective on this.	I can express the feelings I have when I think about situations or things I would like to last forever. I can make links between different Christian beliefs and their views on whether anything is ever eternal. I can reflect on my own beliefs about whether anything is eternal.	Describe and begin to understand religious and other responses to ultimate and ethical questions. Make links between life's big questions and the varied answers people suggest.
Year 6 Spring 2 Christianity	Is Christianity still a strong religion 2000 years after Jesus was on Earth? Do sacred texts have to be 'true' to help people understand their religion? Does participating in worship help people to feel closer to God or their faith community? Is religion the most important influence and inspiration in everyone's life? (Believing/Belonging/Behaving)	Theme/Concept: Easter, Salvation, Gospel Vocabulary: Gospel- salvation- festival- resurrection- communion- mother's day- lent- ash Wednesday- shrove Tuesday – Easter- advent- harvest- Christmas- poverty- influence- worship	We are learning to examine the influences Christianity still has in the world and evaluate whether it is still a strong religion	I can explain how the influence people have had on me has affected what I see as important. I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted. I can give my opinion as to whether Christianity is a strong religion now and say why I think this.	Investigate the significance of religion in the local, national and global communities. Handle questions about where faith is seen in the local community and the wider world. Use specialist vocabulary in communicating their knowledge and understanding. They connect the words they are learning to topics like sacred text, festivals or founders and leaders.
Summer 1&2 Islam	Does belief in Akhirah (life after death) help Muslims lead good lives? Should religious people be sad when someone dies? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? (Believing/Behaving)	Theme/Concept: Beliefs and moral values Vocabulary: Akhiran- actions- consequences- motivation- social justice- good life- Muslim- Allah- Ramadan- Jihad	We are learning to identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this	I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. I can explain how believing in Akhirah influences Muslims to do their best to lead good lives. I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.	Describe and begin to understand religious and other responses to ultimate and ethical questions. Make links between life's big questions and the varied answers people suggest.