

LANGTOFT PRIMARY SCHOOL

Religious Education

LEGAL FRAMEWORK

The religious education programmes of study from the national curriculum form the roots of Langtoft Primary School's RE curriculum. From this national documentation, in conjunction with documentation from the Lincolnshire Agreed Syllabus, our religious education curriculum has been devised, developed and personalised to our school community, having evolved from our values, vision and mission statement.

Our religious education curriculum is underpinned by the national curriculum aims for RE ensuring that all pupils:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society;
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

OUR INTENT FOR RE

Our religious education curriculum embraces curiosity and enthusiasm. It develops in pupils a strong understanding of the world around them: how to calculate, reason and solve problems; to understand relationships and identify patterns; whilst teaching specific skills and knowledge through the adoption of an enquiry-based approach as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion. This in turn provokes challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging.

Through their growing curiosity and fascination of the world around them, children develop an appreciation of life, beliefs, society along with their own spiritual development. Our religious education curriculum is based on the National Curriculum objectives and influenced by the resources and schemes of learning from the Lincolnshire Agreed Syllabus (LAS), which break down progression, vocabulary and key concepts of learning. It employs a range of pedagogical strategies, allowing children to achieve the expected standard and beyond. All pupils within a year group work on the same objectives. Work is set at an appropriate level, with pupils given support and challenge relative to their own developmental needs. Children are supported with devising their own questions and developing theology, philosophy and human/social sciences and therefore develop a sense of awe, wonder and mystery.

LANGTOFT PRIMARY SCHOOL PROGRESSION OF KNOWLEDGE AND SKILLS IN RELIGIOUS EDUCATION

We aim for all at Langtoft Primary School to:

- Be fluent in the key knowledge of each chosen religion;
- Be imaginative, creative and **ambitious** thinkers to explore solutions;
- Be **confident**, creative and curious in exploring and investigating their ideas;
- Use their prior learning to articulate their thoughts using the appropriate vocabulary;
- Know how to and be **confident** in selecting appropriate resources;
- Apply their conceptual understanding to reason logically and articulate their thoughts and justifications;
- Have a developed knowledge, understanding and **consideration** of religious beliefs;
- Approach religion and diversity with positivity, showing joy, pride and satisfaction when exploring world views;
- See meaningful connection between religion, other subjects and the wider world;
- Be **independently** creative, yet value and **respect** collaborative teamwork (**Cooperation**) within a safe, secure learning environment to reach a purpose;
- Have the skills to analyse problems; express new ideas and generate options and answers;
- Be **resilient** when solving problems and facing challenges, reflecting on prior knowledge and adopting a systematic approach where possible;

Within our curriculum, we are advocating that RE needs to provide a balance between three disciplines. These are:

- **Theology**
- **Philosophy**
- **Human/Social Sciences**

The approach to **RE curriculum design** has been **developed by four Diocesan RE advisers** (Jane Chipperton [St Alban's], Gillian Georgiou [Lincoln], Olivia Seymour [York] and Kathryn Wright [Norwich]) for use in all schools and academies. This work has been developed in collaboration with teachers and subject experts over the last four years and has recently received support from the Church of England Education Office to facilitate its further development. The four advisers set out to try and achieve a balanced curriculum that enables pupils to hold **balanced and well-informed conversations about religion and belief**. This balanced approach will ensure that children and young people are able **effectively develop their religious literacy**. Implicit within this is the study of a range of religions, belief systems and worldviews.

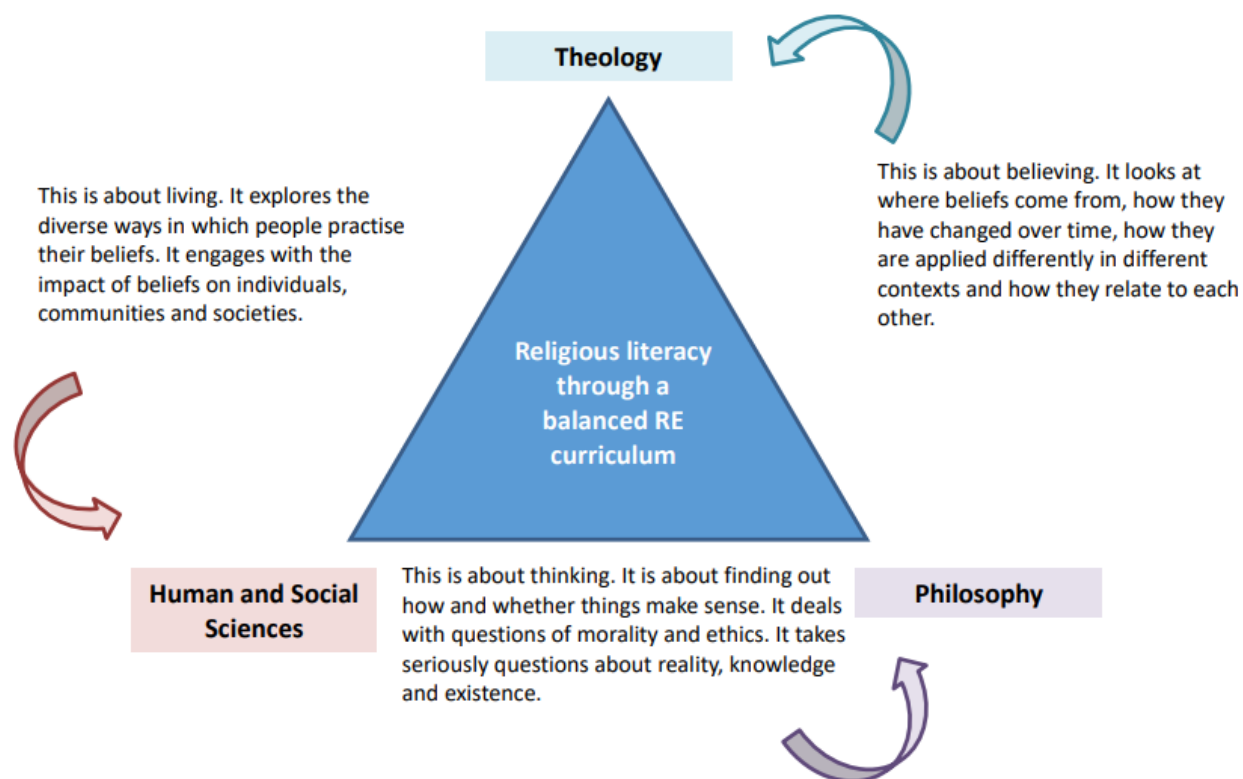
LANGTOFT PRIMARY SCHOOL PROGRESSION OF KNOWLEDGE AND SKILLS IN RELIGIOUS EDUCATION

The Skills and Knowledge on which our Religious Education Curriculum is Built

Theology - This is about believing (**B**). It looks at where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.

Philosophy - This is about thinking (**T**). It is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously the nature of reality, knowledge and existence.

Human/Social Sciences - This is about living (**L**). It explores the diverse ways in which people practise their beliefs. It engages with the impact of beliefs on individuals, communities and societies.



LANGTOFT PRIMARY SCHOOL PROGRESSION OF KNOWLEDGE AND SKILLS IN RELIGIOUS EDUCATION

Examples of Curriculum Intent

Dedicated RE Weeks to explore religion and beliefs, take part in enrichment experiences.
Children study a range of picture books throughout their time at school through visual Literacy.
Children are encouraged to read a selection of age-related non-fiction texts around the religious education they are studying
Children take part in local and national competitions to improve cultural capital of RE.
Children use RE visitors to engage with learning and improve their awareness and understanding of religion and beliefs.

Implementation of Religious Education

- Religious Education is taught in blocks of learning each term.
- Concept Maps in KS1: Children will have access to key images and vocabulary to assist with learning and retention of knowledge.
- Knowledge Organisers in KS2: Children have access to key knowledge, concepts, language and meanings to understand Religious Education.
- Subject specific vocabulary: Identified through knowledge organisers, concepts and highlighted to the children at the beginning of and during lessons.
- Text: Children will have access to a growing variety of subject specific books, including non-fiction, as well as appreciating illustrations within their text-based learning.
- Teachers assess children's work in Religious Education by making formative and summative assessments throughout the school year. All pupils are encouraged to evaluate their own learning and to suggest ways to progress further.
- Teachers record the progress made by the children against the learning outcome for each unit: below expected for age, at expected. Teachers record this information on our bespoke assessment tracker against the learning objectives. These records also enable the teacher to make an annual assessment of progress for each child, and to pass this assessment information on to the child's next teacher at the end of the year.
- Progress in Religious Education is reported to parents.

Impact

- Children will learn the knowledge and skills they need to understand and appreciate religion and beliefs at the beginning of a topic and are able to refer back to it.
- All children use specific vocabulary accurately and pupils are expected to know and make comparisons with their own life.
- Children improve their enquiry skills and inquisitiveness about the world around them including religions and beliefs.
- All children in school can speak confidently about religion and beliefs.
- Children are able to appreciate all beliefs and are able to express respectful opinions about them.
- Children are able to express their individuality with confidence.
- Children are respectful of their peers, communities and cultures.
- Children have a global awareness of religion within the lives of individuals, communities and cultures.

LANGTOFT PRIMARY SCHOOL PROGRESSION OF KNOWLEDGE AND SKILLS IN RELIGIOUS EDUCATION

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>LAS Unit Myself <i>[Introduce people who belong to a religious group]</i> Know Jesus is a special person to Christians and the Bible is a special book for them. Know that Muhammad is a special person to Muslims and the Qur'an is a special book for them. Know that a cross is a special object for Christians. Know that a prayer mat is a special object for Muslims. Know at least one special story for Christians and Muslims.</p>	<p>LAS Units Special people to me <i>[Introduce people who are important to members of a religious group, e.g. Jesus, Prophet Muhammad, vicar, imam, etc.]</i> Know that belonging to a religious worldview is very important to some people and that some people believe in God. Know that Christmas is a special time for Christians and Eid-UI-Adha is special for Muslims. Know at Christmas Christians celebrate the birth of Jesus. Know that Christmas can be celebrated in different ways. Know about other religious celebrations (Eid and Diwali). Know that we celebrate special times in our lives such as birthdays and weddings.</p> <p>GODLY PLAY – NATIVITY</p>	<p>LAS Unit Our special books <i>[Introduce stories from religions and important books for members of a religious group]</i> Know that some people are special to us because they help us and teach us how to live good lives. Know that friends are important to us because they care for us and help us to make wise choices. Know some stories Jesus told to his friends to help them make wise choices. Know that it is important to say thank you for the arrival of a new baby. Know that there are different ways of celebrating the arrival of a new baby.</p> <p>Star Session – Big Question – Is it good to have friends?</p>	<p>LAS Unit Our special things <i>[Introduce objects that are important to members of a religious group, e.g. cross, subha beads, prayer mat, etc.]</i> Know that religious people use their senses when they worship.</p> <p>GODLY PLAY – NOAH'S ARK</p>	<p>LAS Unit Our special places <i>[Introduce places of worship, e.g. church, mosque]</i> Know the names of different religions. Know that the place of worship for Christians is a church. Know that the place of worship for Muslims is a Mosque. Know that Christians and Muslims believe they can worship God in any place at any time.</p>	<p>LAS Unit Our beautiful world <i>[Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment]</i> Know that we can find out about our world using our senses. Know that Christians and Muslims believe that the natural world is special because God created it.</p>

LANGTOFT PRIMARY SCHOOL PROGRESSION OF KNOWLEDGE AND SKILLS IN RELIGIOUS EDUCATION

VOCABULARY	Christian, Muslim, Jew, Hindu, God	Vicar, Imam, Rabbi, Jesus, Muhammad, God	Bible, Qur'an, Torah	Cross, Prayer beads, Prayer mat	Church, Mosque, Synagogue	Muslim, Jew, Hindu, God, Creation, Care, Responsibility, Beautiful
Why this? Why now?	At the start of the year, pupils will be learning more about each other. This is a chance for them to learn that, for some people, occupying a religious worldview is part of who they are.	Having introduced the idea of religious worldviews, this is an opportunity to introduce some people who are important within a range of religious worldviews.	At this point, pupils should feel more secure in phonics. This is a good opportunity to explore more about religious worldviews through story.	Having learned about how religious people treat their special books, this is an opportunity to explore other objects that are special to religious people.	This builds on pupils' learning about special books and special things by exploring some of the special places in which you may find these books and objects.	This broadens the pupils' understanding of special places by looking beyond places of worship into the wider natural world.

LANGTOFT PRIMARY SCHOOL PROGRESSION OF KNOWLEDGE AND SKILLS IN RELIGIOUS EDUCATION

YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	LAS Compulsory God – Islam Believing [How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an?]		LAS Compulsory God – Christianity Believing <i>[What do Christians learn and understand about God through Old Testament Bible stories? E.g. Moses, Abraham, Jonah, etc. What do stories in the New Testament tell Christians about Jesus?]</i>		LAS Additional Thankfulness <i>Believing, Living, Thinking</i> <i>[Must include at least one religion/worldview other than Christianity and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism]</i>	
	B1, B2 T1, T3		B1, B2 T1, T3		B1, B2 L1, L2, L3, L4a, L4b T1, T3	
	LAS Compulsory Community – Islam Living [What do Muslims do to express their beliefs? Which celebrations are important to Muslims?]		LAS Compulsory Community – Christianity Living <i>[What do Christians do to express their beliefs? Which celebrations are important to Christians? What are the key practices associated with these celebrations and what do they tell us about beliefs about God, humans and the world?]</i>		(Term 5 and 6) GODLY PLAY – CREATION STORY Know what it means to be thankful Know what we are thankful for Listen to and understand stories from the Bible which relate to thankfulness Know how gratitude can be shown Know about celebrations and their relationship to thankfulness - Harvest, Sukkot, Eid, Holi How do different religions give thanks (practices/beliefs)	
	B2 L2, L3, L4a, L4b T1, T3		B2 L2, L3, L4a, L4b T1, T3			
	GOD/COMMUNITY AND CELEBRATION					
	Islam (Term 1 and 2) Know that the Qur'an is a key source of authority for Muslims Know why the Qur'an is special to Muslims Know how the Qur'an was created Know how Allah is described in the Qur'an Know what Muslims learn about Allah and their faith through the Qur'an and how this impacts their everyday life Listen to stories about Muhammed and the prophets Understand why Muhammed is special to Muslims (PBUH) Know how Muslims express beliefs (prayer mats, prayer beads etc.) Understand why prayer is important to Muslims		Visit – Christian church			
			Christianity (Term 3 and 4) (GODLY PLAY - EASTER) Know that worshipping/celebrating festivals and carrying out rites of passage is one way of showing belonging in Christian community. Know and understand which celebrations/events are important to Christians and what happens during them (Easter) Begin to understand how beliefs can affect behaviour Understand why the Bible is special to Christians Know and can re-tell some Old Testament/New Testament stories e.g., Parables, Joseph and his Brothers			

LANGTOFT PRIMARY SCHOOL PROGRESSION OF KNOWLEDGE AND SKILLS IN RELIGIOUS EDUCATION

	<p>Know that Muslims worship Allah in lots of different ways e.g., prayer, following the straight path, studying the Qur'an and social action</p> <p>Understand which celebrations/events are important to Muslims and what happens during them (Ramadan/Eid-ul-Fitr)</p>	<p>Begin to understand the messages that they can teach us</p> <p>Know how God is described in the Bible</p> <p>Know that Christians worship and show commitment to God in lots of different ways e.g., prayer, singing, studying the Bible, Holy Communion and social action</p> <p>Talk about how and begin to understand why Christians pray</p> <p>Understand why Jesus is special to Christians</p> <p>Star Session – Big Question – What makes a person special?</p>	
--	---	---	--

LANGTOFT PRIMARY SCHOOL PROGRESSION OF KNOWLEDGE AND SKILLS IN RELIGIOUS EDUCATION

VOCABULARY	Incarnation, crucifixion, resurrection, Kingdom of God, Genesis, Moses, Adam, Eve, incarnate, disciples, human beings, God, Creation, promise, death, suffering, Jesus,	Kingdom of God, Bible, prayer, worship, baptism, Christmas, Easter, Pentecost, Old Testament, New Testament, font, candles, pulpit, altar, Jesus, tomb	Tawhid, shariah, Qur'an, prophets, Allah, muslim, Prophet Muhammad,	Ibadah, shahadah, wudu, subha, madrassah, shariah, Eid ul-Fitr, Eid ul-Adha, tawhid, Qur'an, prophets, compass, adhaan, qibla, Makkah, Ramadan – fasting, iftar, harmony	
Why this? Why now?	<i>Pupils have the opportunity to build on learning in EYFS by exploring in detail ways in which Christians articulate their beliefs about God.</i>	<i>Pupils build on their learning in the previous term by exploring different ways in which Christians worship God.</i>	<i>Pupils have the opportunity to build on learning in EYFS and autumn term by exploring in detail ways in which Muslims articulate their beliefs about Allah (God).</i>	<i>Pupils build on their learning in the previous term by exploring different ways in which Muslims worship Allah (God).</i>	<i>Having learned about different ways in which Muslims worship Allah (God), pupils have the opportunity to explore different places of worship across different religious traditions. This also builds on learning in Early Years.</i>

LANGTOFT PRIMARY SCHOOL PROGRESSION OF KNOWLEDGE AND SKILLS IN RELIGIOUS EDUCATION

YEAR 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	LAS Compulsory Being Human – Christianity <i>Believing</i> [What does the Bible say about how Christians should treat others and live their lives? How can Christian faith and beliefs be seen in the actions of inspirational Christians?]		LAS Compulsory Being Human – Islam <i>Believing</i> [What does the Qur'an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?]		LAS Additional Places of worship Christianity/Islam <i>Believing, Living, Thinking</i> [Choose three key objects, features or symbols and look at: What they tell us about beliefs about God/humans/the world around them How they are used in practice – i.e. what impact they have on the community Must include at least one religion/worldview other than Christianity and Islam]	
	B1, B2 T1, T3		B1, B2 T1, T3		B1, B2 L1, L2, L3, L4a, L4b T1, T2, T3	
	LAS Compulsory Life Journey – Christianity <i>Living</i> [What do Christians do to celebrate birth? What does it mean and why does it matter to belong?]		LAS Compulsory Life Journey – Islam <i>Living</i> [What do Muslims do to celebrate birth? What does it mean and why does it matter to belong?]		Virtual Mosque/Church visit	
	B2 L3, L4a, L4b T1, T3		B2 L3, L4a, L4b T1, T3		Islam (Term 5/6) (Virtual reality Mosque) Know that Mosques can look very different from each other Know why these buildings are special Know and be able to explain the significance of some key features of a Mosque – prayer mat, Qibla, Minaret	
	Christianity (Term 1) GODLY PLAY – THE GOOD SAMARITAN Know ways in which the Bible tells Christians how to treat others and live their lives (through stories e.g., parables) Identify/retell a Bible story that has an impact on the behaviour of Christians Understand the importance of treating others well Know about some key figures in the Christian faith (e.g., The Prodigal Son, The Mustard Seed, The Good Samaritan, Zacchaeus)		Islam (Term 3/4) Understand what Zakat is, what it means for Muslims (how they should treat others, giving to charity) Know about some inspirational Muslims (Muhammed/Prophets e.g., Ibrahim) Know about places that are important to Muslims Know about the impact they have on the life of Muslims. (through stories)		Know and talk about how Muslims worship (with others/alone)	
	Christianity (Term 2) (Baptist church -visitor) Talk about how Christians mark important events in their life Know how Christians celebrate birth		Islam (Term 3/4) Talk about how Muslims mark important events in their life Know how Muslims celebrate birth Begin to understand why belonging is important to Muslim		Christianity (Term 5/6) (Church visit) Know that there are different types of churches Methodist chapel, Catholic church Understand some of the ways churches are similar/different from other religious buildings Know why these buildings are special Know and be able to explain the significance of some key parts and features of a Christian church both inside and out – altar, font, candle, cross, churchyard, bell tower Know and talk about how people worship (with others/alone) Know how the church reflects the religious celebration of Christmas	
					Star session – Big Question – Why should we spread good news?	

LANGTOFT PRIMARY SCHOOL PROGRESSION OF KNOWLEDGE AND SKILLS IN RELIGIOUS EDUCATION

	<p>Talk about important events in their own lives</p> <p>Begin to understand why belonging is important to Christians</p> <p>Understand how the church has a role to play in bringing people together</p>				
VOCABULARY	Parable, commandments, kingdom of heaven,	Baptism, Thanksgiving, belong, Holy Communion, Last Supper, commandment, community	Imam, shahadah, tawhid, shariah, Akhlaq, zakat, prophet, muslim, Allah, hajj, sawm, salat	Ummah, shariah, adhaan, aqiqah, brit milah, baptism, salah, Shahadah, wudu, mosque, muslim.	
Why this? Why now?	Building on the learning from Year 1 and autumn term, pupils learn more about what Christians believe about human beings, their relationship to each other and their relationship to God.	Having explored beliefs about human beings in the previous term, pupils now have the opportunity to learn about how Christians welcome a new human into the world.	Building on the learning from Year 1, pupils learn more about what Muslims believe about human beings, their relationship to each other and their relationship to Allah (God).	Having explored beliefs about human beings in the previous term, pupils now have the opportunity to learn about how Muslims welcome a new human into the world.	Building on the learning in autumn term, pupils broaden their understanding of different ways in which religious and non-religious people show gratitude.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>LAS Compulsory</p> <p>God – Hinduism</p> <p>Believing</p> <p>[How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the mandir?]</p>	<p>LAS Compulsory</p> <p>God – Christianity</p> <p>Believing</p> <p>[How do symbols in the Bible help Christians relate to God? What do symbols in the story of Jesus' baptism reveal about the nature of God? What visual symbols and symbolic acts can be seen in a Christian church? How might language within</p>	<p>LAS Compulsory</p> <p>God – Islam</p> <p>Believing</p> <p>[What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?]</p>		<p>LAS Additional Pilgrimage (including Christianity/Hinduism/Islam)</p> <p>Believing, Living, Thinking</p> <p>[What is a pilgrimage? What does pilgrimage involve? E.g. Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage to Makkah, Jewish pilgrimage to Jerusalem, Hindu pilgrimage to the Ganges, etc. Environmental impact of pilgrimage]</p>	

LANGTOFT PRIMARY SCHOOL PROGRESSION OF KNOWLEDGE AND SKILLS IN RELIGIOUS EDUCATION

	<p>B1, B2a T2, T3</p> <p>GODLY PLAY (HINDU CREATION STORY)</p> <p>Know that Brahman is the ultimate reality or life force in every living thing.</p> <p>Know about the key Hindu scriptures (Vedas) and the messages they give to Hindus</p> <p>Know about the Hindu creation story</p> <p>Identify and describe a range of Hindu gods (the Trimurti (Brahman, Vishnu and Shiva) and explain their significance within the Hindu faith.</p> <p>Know that the Trimurti represent the cycle of life (Samsara)</p> <p>Know that the goal for Hindus is for the atman to fulfil its duty (Dharma) in each lifetime and achieve liberation from Samsara.</p>	<p><i>worship express Christian beliefs?]</i></p> <p>B1, B2a T2, T3</p> <p>Know that Christians believe in 1 God who they understand to be a trinity of persons (Father, Son, and Holy Spirit).</p> <p>Know that Christians believe that God created the world and wants a relationship with human beings.</p> <p>Know that Christians believe that through their bad choices humans have damaged their relationship with God</p> <p>Know that Christians believe that Jesus is God in human form. He is also described as the son of God.</p> <p>Know that Christians believe that Jesus fixes the relationship between God and human beings through his death, crucifixion, and resurrection.</p> <p>Know about the importance and meaning of Holy Communion</p>	<p>B1, B2a T2, T3</p> <p>Know that Muslims believe in one Allah and that the oneness of God (Tawhid – oneness of God in the sense that there is no other but he) is an important idea in Muslim worldviews.</p> <p>Know that God created the universe and created things in harmony.</p> <p>Understand that Muslims believe that God has provided humans with a straight path to follow (Shariah)</p> <p>Know that Muslims believe God has provided humans with three types of guidance to help them stay on the straight path; the natural world, the Qur'an and the prophets.</p>	<p>B1, B2a L1, L2, L3, L4a, L4b T1, T2, T3</p> <p>Pilgrimage (Terms 5 &6) Christianity/Hinduism/Islam</p> <p>Develop an awareness of the environmental impact of undertaking a pilgrimage</p> <p>Discuss the importance of water in daily life and to religious people</p> <p>Know why Hindus make pilgrimages to some places considered to be sacred</p> <p>Understand and empathise with the motivation for the pilgrimage</p> <p>Know where main pilgrimage sites are located for the religions being studied and understands their importance</p> <p>Know the key practices associated with the pilgrimage and their significance (Hindu, Muslim and Christian pilgrimage)</p> <p>Know that a pilgrimage is a journey carried out for a special reason.</p> <p>Understand why it is significant to individuals</p> <p>Know that some people think the most important part of a pilgrimage is a destination and others think it is a journey to get there.</p> <p>Know that going on a pilgrimage is one way of expressing belonging to a community of faith.</p> <p>Philosopher's Café – Big Question – What makes a place special?</p>
VOCABULARY	<p>Sanatana Dharma, monotheistic, Brahman, Trimurti – Brahma, Vishnu, Shiva, Brahman, Lakshmi, Hanuman, Ganesh, atman, samsara, moksha, dharma, karma, Ramayana, Bhagavad Gita, Mahabharata, aum,</p>	<p>Trinity, Corinthians, Holy Communion, Matthew, incarnate, murtis, baptism, triquetra or Trinity knot, Nicene Creed, Pentecost, Last Supper.</p>	<p>Tawhid, shahadah, muslim, abd and khalifa, shariah, iman, ibadah, prophet, salat, zakat, sawm, hajj, masjid, mosque, qibla, minaret, minbar, ummah, salah, wudu, iftar, pilgrimage, hajj, ka'bah, ihram, iman, ibadah</p>	<p>, Jerusalem, Judaism, Christianity, Islam, Hinduism, pilgrimage, Kumbh Mela, dharma, karma, samsara, hajj, zakat,</p>

LANGTOFT PRIMARY SCHOOL PROGRESSION OF KNOWLEDGE AND SKILLS IN RELIGIOUS EDUCATION

Why this? Why now?	<i>In this unit, pupils build on prior learning about God in KS1. Hinduism is a new focus for the pupils, but there are opportunities to compare and contrast with knowledge covered on Christianity and Islam at KS1.</i>	<i>In this unit, pupils build on their learning about Christian beliefs about God in KS1. Here, they explore different ways in which Christians use symbols to articulate beliefs about God, making connections between this and Christian practice/worship. There are opportunities to compare and contrast with Hindu beliefs about Brahman and Muslim beliefs about Allah.</i>	<i>In this unit, pupils build on their learning about Muslim beliefs about Allah (God) in KS1. Here, they explore different ways in which Muslims use symbols to articulate beliefs about God. There are opportunities to compare and contrast with Hindu beliefs about God.</i>	<i>In this unit, pupils consider different ways in which religious and non-religious people work out how to live a 'good' life. There are opportunities to use prior learning by considering how beliefs about what God is like might impact on you articulate what it means to live a 'good' life.</i>
-------------------------------	--	---	--	---

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<p>LAS Compulsory Community – Hinduism <i>Living</i> <i>[How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community?]</i></p> <p><i>Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</i></p> <p>B2a</p>	<p>LAS Compulsory Community – Christianity <i>Living</i> <i>[How is Christian belief expressed collectively? How does Christian worship and celebration build a sense of community?]</i></p> <p><i>Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</i></p> <p>B2a L1, L2, L3, L4a T2, T2</p>	<p>LAS Compulsory Community – Islam <i>Living</i> <i>[How is Muslim worship expressed collectively? How does Muslim worship and celebration build a sense of community?]</i></p> <p><i>Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</i></p> <p>B2a L1, L2, L3, L4a</p>		<p style="background-color: yellow;">LAS Additional Judaism</p> <p><i>What do Jewish people believe about God? Who are the patriarchs and why are they important to Jewish people? How do Jewish people express their beliefs through worship in diverse ways? How do Jewish people express their beliefs through daily life in diverse ways?</i></p> <p>Know the key beliefs of Judaism</p> <p>Explain how Jews put their beliefs into practice</p> <p>Understand how Jews live good lives</p> <p>Explore how and why Jewish people celebrate Shabbat</p>	

LANGTOFT PRIMARY SCHOOL PROGRESSION OF KNOWLEDGE AND SKILLS IN RELIGIOUS EDUCATION

	<p>L1, L2, L3, L4a T2, T2</p> <p>Visit Hindu Mandir Bharat Hindu Samaj (mandir) Unit 6 new England Complex Rock Road Peterborough PE1 3BU Telephone: 01733 315241/347188 Website: http://bharathindusamaj.co.uk</p> <p>Email: info@bharathindusamaj.co.uk</p> <p>Shri Swaminarayan Mandir 135 Gypsy Lane Leicester LE4 6RH Contact Name: Dipak Kalyan Telephone: 0116 262 3791 Website: www.baps.org/leicester</p> <p>Email: info.leicester@uk.baps.org</p> <p>Hinduism COMMUNITY, WORSHIP AND CELEBRATION GODLY PLAY - RAMA AND SITA Know how Hindus worship at home and can draw comparisons between temple and home worship (Mandir/shrine) Understand the importance of the family and puja in the home Know about and understands the importance and significance of the Aum symbol Identify artefacts used in worship and explain their significance Know about and can describe some Hindu festivals and their importance/significance to Hindus – Diwali Understand the different practices within the festivals</p>	<p>Christianity (Term 2) (Godly Play- Nativity) Know about different denominations of Christianity and how they express their beliefs Understand why these denominations have developed and explore in regard to community and global Describe the different places of worship associated with the various denominations Understand the importance of worshipping together – rituals, life events, festivals Understand the impact of the birth of Jesus Philosopher's Café – Big Question – What makes a community?</p>	<p>T2, T2 COMMUNITY, WORSHIP AND CELEBRATION Understand the importance of the mosque to Muslims and the various roles it fulfils – social, religious, educational</p> <p>Understand and can explain the reasons behind fasting and pilgrimage (recap/extend knowledge from Year 3 study of pilgrimage)</p> <p>Use some of the language linked to Islam appropriately e.g., Sawn, Ummah etc.</p> <p>Understand the symbolic actions and meanings of prayers</p> <p>Know about, and can describe (through senses), some festivals celebrated by Muslims</p> <p>Understand the responsibilities of being a Muslim</p>	<p>Know the key festivals and the significance of them to Jews (Passover meal)</p> <p>Know about the symbols important to the faith and explain their significance</p> <p>Know what happens at a Jewish wedding</p> <p>Explain why Jewish people believe they have a special relationship with God</p> <p>Know why Jewish people have specific food laws</p> <p>Compare the above with similar in Christianity/Islam/Hinduism.</p>
--	--	---	---	--

LANGTOFT PRIMARY SCHOOL PROGRESSION OF KNOWLEDGE AND SKILLS IN RELIGIOUS EDUCATION

	Know and can re-tell some Hindu stories (Rama and Sita)			
VOCABULARY	Brahman, the Trimurti, samsara, atman, karma, moksha, dharma, murti, mandir: puja, arti, dewa lamp, Brahmin, prashad, Diwali, Holi, avatars, Raksha Bandhan (sometimes called Rakhi),	Koinonia, Trinity, incarnate, Reformation, temperance, testimony, Quaker meeting, Advices and Queries, social injustice, Kindertransport, evangelism,	tawhid, humans as 'abd, khalifa, ummah, Shahadah, adhaan, salat, Zakat, Sawm, Hajj, Umrah, masjid, madrassah, Eid ul-Fitr, Eid ul-Adha, harmonious, harmony, muslim, shariah, Qur'an, Prophets, Allah, mosque, sacred, wudu, imam, tawhid, Kaabah, Makkah [Mecca], Prophet Ibrahim, Isma'il (Ishmael), qurbani, sacrifice, Ramadan,	
Why this? Why now?	<i>This unit explores specific celebrations related to a Hindu worldview. It builds on learning about worship and celebration from KS1 and introduces questioning about the impact of worship and celebration on the natural world. This latter theme runs as a golden thread throughout this year.</i>	<i>This unit explores specific celebrations related to a Christian worldview. It builds on learning about worship and celebration from KS1 and introduces questioning about the impact of worship and celebration on the natural world. This latter theme runs as a golden thread throughout this year.</i>	<i>This unit explores specific celebrations related to a Muslim worldview. It builds on learning about worship and celebration from KS1 and introduces questioning about the impact of worship and celebration on the natural world. This latter theme runs as a golden thread throughout this year.</i>	<i>This unit introduces the theme of pilgrimage, looking at it through the lens of both religious and non-religious worldviews. It particularly focuses on the impact of pilgrimage on the natural world, exploring questions about what happens if religious beliefs and practices conflict with each other (e.g. the central Hindu belief in ahimsa [non-violence] and the detrimental impact of the Kumbh Mela pilgrimage festival on the River Ganges).</i>

LANGTOFT PRIMARY SCHOOL PROGRESSION OF KNOWLEDGE AND SKILLS IN RELIGIOUS EDUCATION

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>LAS Compulsory Being Human – Islam <i>Believing</i> [What does the Qur'an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in practice?]</p> <p><i>The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i></p> <p>B2a L2, L3 T2, T3</p> <p>Islam (Term 1) (Virtual tour of Mosque)</p> <p>Understand the impact of the 5 Pillars of Islam and Muslim teachings in the</p>	<p>LAS Compulsory Being Human – Hinduism <i>Believing</i> [How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha?]</p> <p><i>The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i></p> <p>B2a L2, L3 T2, T3</p> <p>Hinduism (Term 2)</p> <p>Know about and can explain the importance of Brahman to Hindus</p> <p>Explain Hindu rituals and their significance</p> <p>Explain dharma and how this influences the lives of Hindus</p>	<p>LAS Compulsory Being Human – Christianity <i>Believing</i> [In what ways does the Bible teach Christians to treat others? How is this expressed in practice?]</p> <p><i>The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i></p> <p>B2a L2, L3 T2, T3</p> <p>Explain the impact of the 10 Commandments on the lives of Christians</p> <p>Understand the importance of having rules</p> <p>Explain how some Bible teachings have influenced people to take action and the impact it has had</p>		<p>LAS Additional Forgiveness</p> <p>What do different religious and non-religious worldviews say about forgiveness?</p> <p>How do different people understand the value and implications of forgiveness for the one forgiving and the one being forgiven?</p> <p>Must include at least one religious or non-religious worldview other than Christianity and Islam.</p> <p>Forgiveness (Terms 5/6) (Christianity/Judaism/Hinduism)</p> <p>GODLY PLAY - JOSEPH</p> <p>Understand/Express own beliefs about how people should be treated</p> <p>Give opinions about how people may lead their lives and how easy/not easy it is to forgive</p> <p>Discuss, re-tell and explain stories from different religions that focus on forgiveness (Easter/Prodigal Son/Yom Kippur etc.)</p> <p>Understand why Jesus was crucified</p>	

LANGTOFT PRIMARY SCHOOL PROGRESSION OF KNOWLEDGE AND SKILLS IN RELIGIOUS EDUCATION

	<p>Qur'an on the lives and behaviour of Muslims and how they bind the Muslim community together</p> <p>Know about the important elements of Muslim family life and worship and can compare to own</p> <p>Know about (following research) an inspirational contemporary Muslim and the influence they have had on the Muslim community</p> <p>Know about what the Hadith teaches about how people should be treated and how it is put into practice</p> <p>Philosopher's Café – Big Question – Is commitment important?</p>	<p>Understand and can empathise with the importance of family and community to Hindus and can compare with own</p> <p>Know what moksha is and how it can be achieved in different ways</p> <p>Explain what karma is and how it affects the lives of Hindus</p>	<p>Research into a Christian Charity and produce information</p> <p>Research and produce an article about an inspirational Christian and the impact they have had on others.</p> <p>Philosopher's Café – Big Question – How do rules bring freedom?</p>	<p>Express views about the Easter Story</p> <p>Explain how lessons from these stories are put into practice in life</p> <p>Explore opinions about the story of Joseph (for believers and non-believers)</p>
VOCABULARY	<p>Brahman, Trimurti, samsara, atman, karma, moksha, dharma, Ahimsa, sadhus, sadhvi, Satsang, avatars, Vishnu, Shiva, Satsang,</p>	<p>Tawhid, Muslim, Islam, abd, khalifa, shariah, Qur'an, sunnah, Hadith Nawawi, family, nuclear family, same-sex parents, step-family, extended family, Ummah,</p>	<p>Genesis, Ten Commandments, Exodus, Deuteronomy, Matthew, Mark, Leviticus, incarnate, Beatitudes, Sermon on the Mount, Hadith Nawawi, akhlaq, Qur'an, parables, Kinder transport, Quaker meeting, Advices and Queries, social injustice, Reformation,</p>	
Why this? Why now?	<p><i>This unit builds on learning about Christian and Muslim beliefs about being human from KS1. It introduces Hindu beliefs about human beings, their relationship to Brahman and to each other. It focuses on the ways in which religious beliefs impact on individuals' decisions and actions.</i></p>	<p><i>This unit builds on learning about Christian and Muslim beliefs about being human from KS1, and Hindu beliefs about being human from the previous term. It focuses on the ways in which religious beliefs impact on individuals' decisions and actions.</i></p>	<p><i>This unit builds on learning about Christian and Muslim beliefs about being human from KS1, and Hindu beliefs about being human from autumn term. It focuses on the ways in which religious beliefs impact on individuals' decisions and actions.</i></p>	<p><i>The previous units have focused on ways in which religious people express their beliefs through their decision-making and actions. This unit explores a different form of expression: the creative arts. There are opportunities to build on prior learning about celebrations, places of worship and symbols.</i></p>

LANGTOFT PRIMARY SCHOOL PROGRESSION OF KNOWLEDGE AND SKILLS IN RELIGIOUS EDUCATION

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	LAS Compulsory Life Journey – Christianity Living <i>[How do Christians show they belong?</i> <i>Rites of passage; include other religions, e.g. Amrit in Sikhism; have looked at how we know whether religious claims are true or not – this unit considers whether their truth or otherwise actually matters – what impact does religion have on people's</i>		LAS Compulsory Life Journey – Hinduism/Islam Living <i>[Hinduism: How do Hindus show they belong?</i> <i>Islam: How do Muslims show they belong?</i> <i>Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism; have looked at how we know whether religious claims are true or not – this unit considers whether their</i>		LAS Additional <i>Expressing Beliefs through the Arts (including Christianity)</i> <i>Believing, Living, Thinking</i> <i>[How do religious and non-religious people understand the value of creativity? How do religious and non-religious people understand the connection between beliefs about human beings and human creativity? How do religious and non-religious people express their beliefs creatively?</i>	

LANGTOFT PRIMARY SCHOOL PROGRESSION OF KNOWLEDGE AND SKILLS IN RELIGIOUS EDUCATION

	<p><i>lives, regardless of whether they can prove their beliefs to be true or not]</i></p> <p>B1, B2a, B2b L2, L3, L4a, L4b T1</p> <p>Christianity (Terms 1&2)</p> <p>Knowledge of the key events in the life of a Christian (Rites of passage)</p> <p>Know and understands the importance of how and why these are celebrated</p> <p>Compare with events in own life and other religions</p> <p>Know about, and can explain symbols and actions that show someone is part of the Christian faith</p> <p>Understand/discuss/express the importance of belonging (to communities/clubs)</p> <p>Understand the impact religion has on people's lives</p> <p>Understand the significance of a confirmation on a believer.</p> <p>Understand why some Christians, decide to marry</p> <p>Philosopher's Café – Big Question - Should we have expectation in life?</p>	<p><i>truth or otherwise actually matters – what impact does religion have on people's lives, regardless of whether they can prove their beliefs to be true or not]</i></p> <p>B1, B2a, B2b L2, L3, L4a, L4b T1</p> <p>Visit – Islamic Mosque Masjid Ghousia 406 Gladstone Street Peterborough PE1 2BY Telephone: 01733 566658 66 Email: admon@masjidghousia.org</p> <p>Islam (Term 3)</p> <p>Knowledge of the key events in the life of a Muslim (Rites of passage) Know how these are celebrated</p> <p>Compare with events in own life and other religions</p> <p>Know about, and can explain symbols and actions that show someone is part of the Muslim faith</p> <p>Understand the importance of belonging</p> <p>Understand the impact religion has on people's lives</p> <p>Hinduism (Term 4)</p> <p>Know about the key events in the life of a Hindu (Rites of passage) Knows how these are celebrated</p> <p>Compare with events in own life and other religions</p> <p>Know about, and can explain symbols and actions that show someone is part of the Hindu faith</p> <p>Understand the importance of belonging</p> <p>Understand the impact religion has on people's lives</p>	<p><i>Why might some religious people not use pictorial representation to express belief, e.g. Muslims? Spirited Arts competition run by NATRE]</i></p> <p>B1, B2a, B2b L1, L2, L3, L4a, L4b T1, T2, T3 B1, B2a, B2b L1, L2, L3, L4a, L4b T1, T2, T3</p> <p>Expressing Belief through Art – (Terms 5&6) Christianity/Islam/ Hinduism</p> <p>Understand how people express their beliefs through art</p> <p>Describe some of the symbols used in religious art</p> <p>Know how colours and textures are used in religious art</p> <p>Express how the art makes them feel (relate to/incorporate all senses)</p> <p>Make links between art and the story/person/event that inspired it</p> <p>Explore a range of ways in which people express their beliefs through art</p> <p>Know how music, stories and art can express feelings, beliefs and values</p> <p>Express their own beliefs through art</p> <p>Know about the Annunciation by Murillo</p>
--	---	---	--

LANGTOFT PRIMARY SCHOOL PROGRESSION OF KNOWLEDGE AND SKILLS IN RELIGIOUS EDUCATION

		<p>Philosopher's Café – Big Question - In what way is life, like a journey?</p> <p>or</p> <p>Do we all have to live our lives in a certain way?</p>	
VOCABULARY	<p>via negative, Buddhism, Eight Fold Path, Four Noble Truths, Five Precepts, Humanism, Scientific method, reason, empathy, nirvana/nibbana - Middle Way, dukkha, the Three Poisons:, atheist, agnostic.</p>	<p>Hinduism, Samskaras, namakarana and jatakarma, upanayana, vivaha, antyeshti, Brahman, atman, samsara, dharma and karma. Trimurti, Brahma, Vishnu and Shiva. Atman and moksha. Shema, covenant, mitzvot, namakarana samskara, vivaha, Judaism, brit milah, bar/bat mitzvah, tefillin, ketubah, Kiddush, covenant, tachrichim, tallit, keri'ah, shabbat, torah, Islam, adhaan, aqiqah, nikah, mahr, zakat, brit milah, bar/bat mitzvah, tefillin, ketubah, tachrichim, shariah, prophets, Qur'an.</p>	<p>Baptism, confirmation, Guru Granth Sahib, gurdwara, kara parshad, Khalsa, amrit, kara parshad, anand karaj, incarnate, Trinity knot – triquetra, Allah, murtis, chrismation, sacrament, Holy Communion/Mass/Eucharist, marriage.</p>
Why this? Why now?	<p><i>This unit builds on prior learning in Year 3 ('What is a Good Life?') by deepening pupils' understanding of how different religious and non-religious worldviews articulate what it means to be 'good'. Pupils have the opportunity to explore some of the arguments for and against the existence of God, thinking carefully about the different types of evidence people use to support their beliefs and claims.</i></p>	<p><i>This unit looks back at the previous term, which focused on the question of how religious and non-religious people reason about the world around them, using different kinds of evidence to support their beliefs and claims.</i></p> <p><i>In this unit, pupils ask the fundamental question of whether having 'proof' of a truth claim actually matters to religious believers. It explores a range of rites of passage for Hindus and Muslims, asking whether the value of religion is in its claims about God, humanity and the world, or in the rhythm it provides in a human life: every day, every week, every year, and across a whole lifetime.</i></p>	<p><i>This unit looks back at autumn, which focused on the question of how religious and non-religious people reason about the world around them, using different kinds of evidence to support their beliefs and claims.</i></p> <p><i>In this unit, pupils ask the fundamental question of whether having 'proof' of a truth claim actually matters to religious believers. It explores a range of rites of passage for Christians, asking whether the value of religion is in its claims about God, humanity and the world, or in the rhythm it provides in a human life: every day, every week, every year, and across a whole lifetime.</i></p>

LANGTOFT PRIMARY SCHOOL PROGRESSION OF KNOWLEDGE AND SKILLS IN RELIGIOUS EDUCATION

Believing, Living, Thinking refers to the Balanced RE model for RE curriculum. You can find out more about this [here](#).

The purple codes refer to suggested end-of-phase expectations:

B = Believing

L = Living

T = Thinking

You can find out more about these end-of-phase expectations [here](#).

For further support please visit the [RE section](#) of the Lincoln Diocesan Board of Education website or contact Gillian Georgiou, the Diocesan RE Adviser, [here](#).