

LANGTOFT PRIMARY SCHOOL

Religious Education

OUR INTENT FOR RE

Discovery RE and our Locally Agreed Syllabus are aligned so that Religious Education at Langtoft will:-

- adopt an enquiry- based approach as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.
- provoke challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- encourage pupils to explore their own beliefs (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.
- prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- develop a sense of awe, wonder and mystery.
- nurture children's own spiritual development.

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

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

LANGTOFT PRIMARY SCHOOL PROGRESSION OF KNOWLEDGE AND SKILLS IN RELIGIOUS EDUCATION

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.

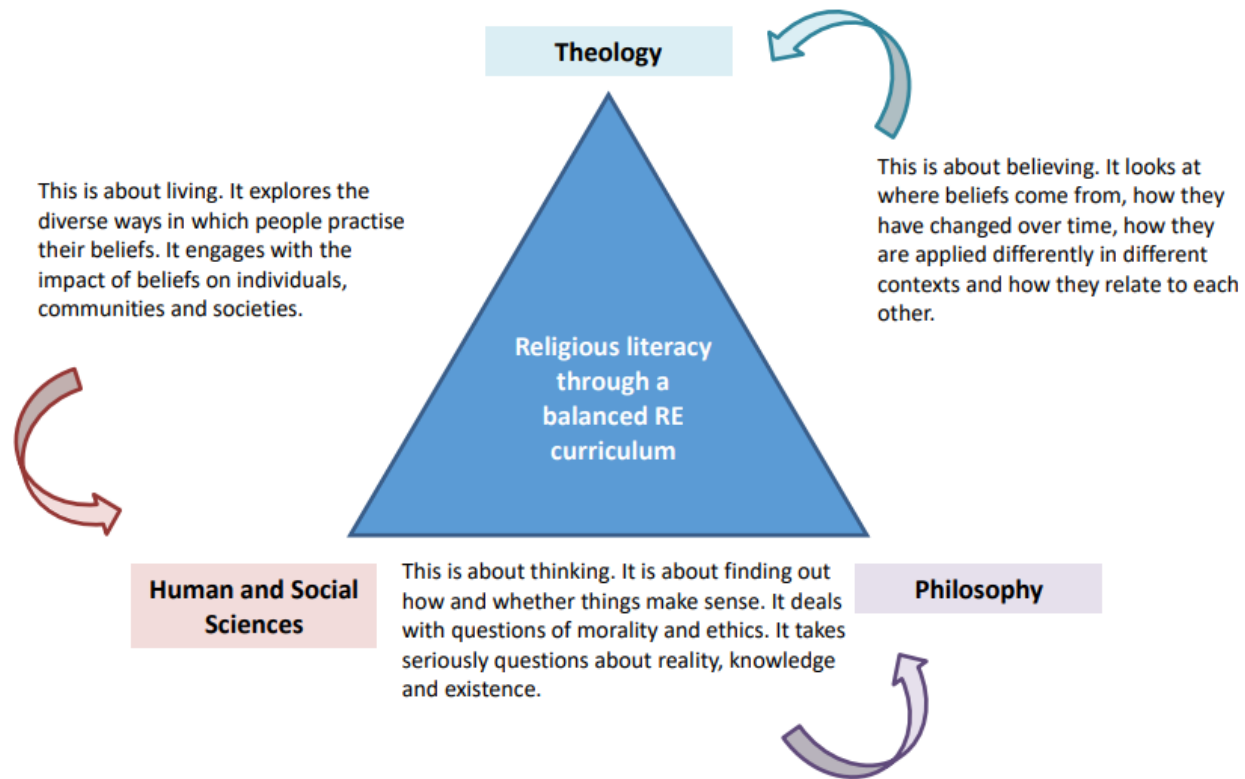
The Skills and Knowledge on which our Religious Education Curriculum is Built

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.

LANGTOFT PRIMARY SCHOOL PROGRESSION OF KNOWLEDGE AND SKILLS IN RELIGIOUS EDUCATION

- 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></p> <p>Discovery RE</p> <p>Theme: Special People Key Question: What makes people special?</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></p> <p>Discovery RE</p> <p>Theme: Christmas Concept: Incarnation Key Question: What is Christmas? Religion: Christianity</p>	<p>LAS Unit Our special books <i>[Introduce stories from religions and important books for members of a religious group]</i></p> <p>Discovery RE</p> <p>Theme: Stories Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism</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></p>	<p>LAS Unit Our special places <i>[Introduce places of worship, e.g. church, mosque]</i></p> <p>Discovery RE</p> <p>Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism</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></p>
VOCABULARY	Christian, Muslim, Jew, Hindu, God Jesus, Moses	Vicar, Imam, Rabbi, Jesus, Muhammad, God Mary, Joseph, Frankincense, Myrrh	Bible, Qur'an, Torah Parable, Allah, Brahmin, Sadhana, Guru Nanak	Cross, Prayer beads, Prayer mat	Church, Mosque, Synagogue Church, Font, Altar, Lectern, Mosque, Minaret, Musalla, Mihrab, Minbar, Qur'an, Synagogue, Ark, Torah, Prayer Shawls, Kippah	Muslim, Jew, Hindu, God, Creation, Care, Responsibility, Beautiful

LANGTOFT PRIMARY SCHOOL PROGRESSION OF KNOWLEDGE AND SKILLS IN RELIGIOUS EDUCATION

<p>Why this?</p> <p>Why now?</p>	<p><i>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.</i></p>	<p><i>Having introduced the idea of religious worldviews, this is an opportunity to introduce some people who are important within a range of religious worldviews.</i></p>	<p><i>At this point, pupils should feel more secure in phonics. This is a good opportunity to explore more about religious worldviews through story.</i></p>	<p><i>Having learned about how religious people treat their special books, this is an opportunity to explore other objects that are special to religious people.</i></p>	<p><i>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.</i></p>	<p><i>This broadens the pupils' understanding of special places by looking beyond places of worship into the wider natural world.</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 1	<p>LAS Compulsory God – Christianity Believing [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?]</p> <p>B1, B2 T1, T3</p> <p>Discovery RE:</p> <p>Theme: Creation Story Concept: God/Creation Key Question: Does God want Christians to look after the world?</p>	<p>LAS Compulsory Community – Christianity Living [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?]</p> <p>B2 L2, L3, L4a, L4b T1, T3</p> <p style="background-color: yellow;">Visit – Christian church</p> <p>Discovery RE:</p> <p>Theme: Christmas Concept: Incarnation Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p>	<p>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?]</p> <p>B1, B2 T1, T3</p> <p>Discovery RE:</p> <p>Theme: Prayer at home Key Question: Does praying at regular intervals help a Muslim in his/her everyday life?</p>	<p>LAS Compulsory Community – Islam Living [What do Muslims do to express their beliefs? Which celebrations are important to Muslims?]</p> <p>B2 L2, L3, L4a, L4b T1, T3</p>	<p>LAS Additional Places of worship Judaism Believing, Living, Thinking [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]</p> <p>B1, B2 L1, L2, L3, L4a, L4b T1, T2, T3</p> <p style="background-color: yellow;">Visit – Jewish synagogue. https://www.jewish-leicester.co.uk/</p> <p>Discovery RE:</p> <p>Theme: Shabbat Key Question: Is Shabbat important to Jewish children?</p> <p>Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism</p>		

LANGTOFT PRIMARY SCHOOL PROGRESSION OF KNOWLEDGE AND SKILLS IN RELIGIOUS EDUCATION

VOCABULARY	<p>Incarnation, crucifixion, resurrection, Kingdom of God, Genesis, Moses, Adam, Eve, incarnate, disciples, human beings, God, Creation, promise, death, suffering, Jesus,</p> <p>Creation Story, Adam, Eve</p>	<p>Kingdom of God, Bible, prayer, worship, baptism, Christmas, Easter, Pentecost, Old Testament, New Testament, font, candles, pulpit, altar, Jesus, tomb</p> <p>Mary, Joseph, Frankincense, Myrrh</p>	<p>Tawhid, shariah, Qur'an, prophets, Allah, muslim, Prophet Muhammad,</p> <p>Salah, Allah, Qur'an, Makkah, Ka'bah</p>	<p>Ibadah, shahadah, wudu, subha, madrassah, shariah, Eid ul-Fitr, Eid ul-Adha, tawhid, Qur'an, prophets, compass, adhaan, qibla, Makkah, Ramadan – fasting, iftar, harmony</p>	<p>Judaism: Torah scroll, yad, Ner Tamid, tallit, mitzvot, synagogue, Yad, Ner Tamid, Ark, Tallit, tzitzit, Christianity: candle, font, altar, paten, chalice, Bible, Holy Communion, Islam, prayer mat, qibla, minaret, wudu, Kaabah, adhaan, muezzin,</p> <p>Braham, shiva, Vishnu, Trimurti, mandir, dhrama, prashad, Rama, Sita, Covenants, synagogue, Moses, Abraham, torah, shabbat, prophet.</p> <p>Shabbat, Challah</p>
Why this? Why now?	<p><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></p>	<p><i>Pupils build on their learning in the previous term by exploring different ways in which Christians worship God.</i></p>	<p><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></p>	<p><i>Pupils build on their learning in the previous term by exploring different ways in which Muslims worship Allah (God).</i></p>	<p><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></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 2	<p>LAS Compulsory Being Human – Christianity <i>Believing</i> <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?]</i></p> <p>B1, B2 T1, T3</p> <p>Discovery RE Focus should include Christian birth rites – see LA planning Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time?</p>	<p>LAS Compulsory Life Journey – Christianity <i>Living</i> <i>[What do Christians do to celebrate birth? What does it mean and why does it matter to belong?]</i></p> <p>B2 L3, L4a, L4b T1, T3</p> <p>Discovery RE Theme: Christmas - Jesus as gift from God Concept: Incarnation Key Question: Why do Christians believe God gave Jesus to the world?</p>	<p>LAS Compulsory Being Human – Islam <i>Believing</i> <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?]</i></p> <p>B1, B2 T1, T3</p> <p>Discovery RE Theme: Community and Belonging Key Question: Does going to a mosque give Muslims a sense of belonging?</p> <p>Visit – Islamic Mosque Masjid Ghousia 406 Gladstone Street Peterborough PE1 2BY Telephone: 01733 566658 66 Email: admon@masjidghousia.org</p>	<p>LAS Compulsory Life Journey – Islam <i>Living</i> <i>[What do Muslims do to celebrate birth? What does it mean and why does it matter to belong?]</i></p> <p>B2 L3, L4a, L4b T1, T3</p> <p>Discovery RE Focus should be on birth rites and belonging rather than Hajj. Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim?</p>	<p>LAS Additional Judaism <i>Thankfulness</i> <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></p> <p>B1, B2 L1, L2, L3, L4a, L4b T1, T3</p> <p>Discovery RE Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism</p> <p>Theme: The Covenant Key Question: How special is the relationship Jews have with God?</p>		

LANGTOFT PRIMARY SCHOOL PROGRESSION OF KNOWLEDGE AND SKILLS IN RELIGIOUS EDUCATION

VOCABULARY	<p>Parable, commandments, kingdom of heaven,</p> <p>Samaritan, Parable</p>	<p>Baptism, Thanksgiving, belong, Holy Communion, Last Supper, commandment, community</p> <p>Advent</p>	<p>Imam, shahadah, tawhid, shariah, Akhlaq, zakat, prophet, muslim, Allah, hajj, sawm, salat</p> <p>Mosque, Minaret, Musalla, Mihrab, Minbar, Qur'an, Wudu, Prayer mats, Hajj</p>	<p>Ummah, shariah, adhaan, aqiqah, brit milah, baptism, salah, Shahadah, wudu, mosque, muslim.</p> <p>Hajj, Hajj robes, Makkah/Mecca, Qur'an, Grand Mosque, Mount Arafat, Five Pillars</p>	<p>Christianity, Judaism, covenant, mitzvot, sukkot, synagogue, Torah.</p> <p>Pesach, Passover, Seder, Hagadah, Matzah, Charoset, Zeroah, Beitzah, Maror, Karpas, Chazeret, Exodus, Moses, Kashrut, Kosher</p> <p>Covenant, Abraham, Isaac, Ten Commandments, Mezuzah, Shema</p>
<p>Why this?</p> <p>Why now?</p>	<p><i>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.</i></p>	<p><i>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.</i></p>	<p><i>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).</i></p>	<p><i>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.</i></p>	<p><i>Building on the learning in autumn term, pupils broaden their understanding of different ways in which religious and non-religious people show gratitude.</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 3	<p>LAS Compulsory God – Hinduism Believing <i>[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?]</i></p> <p>B1, B2a T2, T3</p> <p><u>Discovery RE</u></p> <p>Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything?</p> <p>Theme: Divali Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? – LA Diocesan adviser indicates this may be too much here.</p>	<p>LAS Compulsory God – Christianity Believing <i>[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 worship express Christian beliefs?]</i></p> <p>B1, B2a T2, T3</p> <p><u>Discovery RE</u></p> <p>Theme: Jesus’ Miracles Concept: Incarnation Key Question: Could Jesus heal people? Were these miracles or is there some other explanation?</p> <p>Theme: Christmas Concept: Incarnation Key Question: Has Christmas lost its true meaning? - LA Diocesan adviser suggests this may distract from the true meaning.</p>	<p>LAS Compulsory God – Islam Believing <i>[What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?]</i></p> <p>B1, B2a T2, T3</p>	<p>LAS Additional Sikhism Big Questions <i>(including Christianity):</i> What does it mean to live a good life? Believing, Living, Thinking [Opportunity to look at guidelines and laws in various religions and non-religious worldviews. Chance to explore whether ‘good’ means the same thing to everybody]</p> <p>B1, B2a L1, L2, L3, L4a, L4b T1, T2, T3</p> <p><u>Discovery RE</u></p> <p>Theme: Sharing and Community Key Question: Do Sikhs think it is important to share?</p> <p>Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism</p> <p>Visit Sikh Gurdwara</p> <p>https://www.gbbsjipeterborough.org/about-us</p> <p>http://sgsspeterborough.org/</p>		

LANGTOFT PRIMARY SCHOOL PROGRESSION OF KNOWLEDGE AND SKILLS IN RELIGIOUS EDUCATION

VOCABULARY	<p>Sanatana Dharma, monotheistic, Brahman, Trimurti – Brahma, Vishnu, Shiva, Brahman, Lakshmi, Hanuman, Ganesh, atman, samsara, moksha, dharma, karma, Ramayana, Bhagavad Gita, Mahabarata, aum,</p> <p>Brahman, Trimurti, Brahma, Shiva, Vishnu, Ganesha, Lakshmi, Puja, Omnipresent</p>	<p>Trinity, Corinthians, Holy Communion, Matthew, incarnate, murtis, baptism, triquetra or Trinity knot, Nicene Creed, Pentecost, Last Supper.</p> <p>Miracle</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, haji, ka'bah, ihram, iman, ibadah</p>	<p>via negative, Christianity, Mark, Matthew, Islam, Hadith Nawawi, akhlaq, Qur'an, Islam, zakat, Humanism, hesed, kibbutz, ahimsa, satyam, asteya, dama, saucha, dharma, Rama, Sita, Ramayana,</p> <p>Guru, Vaisakhi Festival, Gurdwara, Divali, Guru Hargobind, Guru Granth Sahib, Langar, Karah Parshad</p> <p>Guru, Amrit, Khalsa, Karah Parshad, 5 Ks, Kirpan, Kesh, Kara, Kangha, Kachera, Khanda, Guru Granth Sahib, Mool Mantar</p>
Why this? Why now?	<p><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></p>	<p><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></p>	<p><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></p>	<p><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></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 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 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</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><u>Discovery RE</u></p> <p>Theme: Christmas Concept: Incarnation Key Question: What is the most significant part of the nativity story for Christians today?</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 T2, T2</p>		<p>LAS Additional Hinduism <i>Pilgrimage (including Christianity) Believing, Living, Thinking</i> <i>[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]</i></p> <p>B1, B2a L1, L2, L3, L4a, L4b T1, T2, T3</p> <p><u>Discovery RE</u></p> <p>Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non-Hindu?</p>	

LANGTOFT PRIMARY SCHOOL PROGRESSION OF KNOWLEDGE AND SKILLS IN RELIGIOUS EDUCATION

	<p>Telephone: 0116 262 3791 Website: www.baps.org/leicester Email: info.leicester@uk.baps.org</p>			
VOCABULARY	<p>Brahman, the Trimurti, samsara, atman, karma, moksha, dharma, murti, mandir: puja, arti, dewa lamp, Brahmin, prashad, Diwali, Holi, avatars, Raksha Bandhan (sometimes called Rakhi),</p>	<p>Koinonia, Trinity, incarnate, Reformation, temperance, testimony, Quaker meeting, Advices and Queries, social injustice, Kindertransport, evangelism,</p> <p style="color: red;">Frankincense, Myrrh, Christingle</p>	<p>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,</p>	<p>Jerusalem, Judaism, Christianity, Islam, Hinduism, pilgrimage, Kumbh Mela, dharma, karma, samsara, hajj, zakat,</p> <p style="color: red;">Ganga, Varanasi, Brahman, Pilgrimage</p>
<p>Why this? Why now?</p>	<p><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></p>	<p><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></p>	<p><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></p>	<p><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></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 5	LAS Compulsory	<p>Being Human – Hinduism Believing</p> <p><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?]</i></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>Being Human – Islam Believing</p> <p><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?]</i></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>Being Human – Christianity Believing</p> <p><i>[In what ways does the Bible teach Christians to treat others? How is this expressed in practice?]</i></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 style="color: green;">LAS Additional</p> <p style="color: green;"><i>Expressing Beliefs through the Arts (including Christianity)</i></p> <p style="color: green;"><i>Believing, Living, Thinking</i></p> <p><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? 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</p>	
	Discovery RE	<p>Theme: Beliefs and moral values</p> <p>Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</p>		<p>Theme: Beliefs and Practices</p> <p>Key Question: What is the best way for a Christian to show commitment to God?</p>			

LANGTOFT PRIMARY SCHOOL PROGRESSION OF KNOWLEDGE AND SKILLS IN RELIGIOUS EDUCATION

VOCABULARY	<p>Brahman, Trimurti, samsara, atman, karma, moksha, dharma, Ahimsa, sadhus, sadhvi, Satsang, avatars, Vishnu, Shiva, Satsang,</p> <p><i>Karma, Samsara, Moksha, Bhagavad Gita, Upanishads, Atman, Sadhu</i></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> <p><i>Ten Commandments, Confirmation, Lord's Prayer</i></p>	<p>Christianity, Islam, Judaism, adhaan,</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	<p>LAS Additional Unit Designed by the School (<i>including Christianity</i>): Do you have to believe in God to be good? <i>Believing, Living, Thinking</i> [Opportunity to study Humanism/atheism and explore e.g. issues of social justice; opportunity to explore how valid various religious truth claims are, e.g. that you have to be good because God exists and he wants you to be good]</p> <p>B1, B2a, B2b L1, L2, L3, L4a, L4b T1, T2, T3</p> <p><u>Discovery RE</u></p> <p>Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam LA Diocesan adviser suggests to focus more on morality here rather than life after death.</p>		<p>LAS Compulsory Life Journey – Hinduism/Islam <i>Living</i> <u>Hinduism:</u> How do Hindus show they belong? <u>Islam:</u> How do Muslims show they belong?</p> <p><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 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><u>Discovery RE</u></p> <p>Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam</p>		<p>LAS Compulsory Life Journey – Christianity <i>Living</i> <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 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><u>Discovery RE</u></p> <p>Theme: Beliefs and Meaning Concept: Salvation Key Question: Is anything ever eternal?</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>Akhirah, Muhammad, Qu’ran, Five Pillars, Jihad, Ummah</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, keriah, shabbat, torah, Islam, adhaan, aqiqah, nikah, mahr, zakat, brit milah, bar/bat mitzvah, tefillin, ketubah, tachrichim, shariah, prophets, Qur’an.</p> <p>Five Pillars, Zakah, Sawm, Qu’ran, Hajj</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> <p>Agape, Ten Commandments</p>	

LANGTOFT PRIMARY SCHOOL PROGRESSION OF KNOWLEDGE AND SKILLS IN RELIGIOUS EDUCATION

<p>Why this? Why now?</p>	<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>
----------------------------------	---	--	---

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](#).