



East Riding of Yorkshire Locally Agreed Syllabus Expectations <https://hereforschools.co.uk/Page/19378>

Purpose of study

Young people are growing up in a world where there is increasing awareness of the diversity of religious and other worldviews and the impact this diversity can have on individuals and society. Learning about religion and worldviews contributes dynamically to young people's education by provoking challenging questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. In Wilberfoss this aligns with our vision of growing good people who make a difference. It also allows us to live well together by valuing friendship and respecting ourselves and one another.

In RE, young people learn about religion and worldviews in local, national and global contexts, to discover, explore, consider and interpret different responses to life's big questions across and within religions and worldviews. Studying religion and worldviews gives opportunity to develop knowledge and understanding of important aspects of human experience. Learning in RE develops religious literacy, so that young people are equipped with systematic and powerful knowledge, deepening as they progress through the school and allowing them to achieve. RE provides multiple opportunities to develop an understanding of key concepts from a range of religions and worldviews, through engaging with quality resources and deploying the skills needed to understand, interpret and critically evaluate texts, sources of wisdom and authority.

Pupils at Wilberfoss learn to weigh up the value of wisdom from different sources, to develop and articulate their insights in response, to agree or disagree respectfully and to live well together and value friendship and respect. RE develops pupils' aptitude for dialogue, and provides young people with appropriate vocabulary to be able to express their learning in meaningful ways. They develop their knowledge and conceptual understanding of religion and worldviews and how these function in the lives of individuals and communities. Young people explore their own responses and those of others to questions of meaning, purpose and truth, enabling them to develop their own belief in themselves, ideas, values and identity. They can then participate fully and positively in our society with its diverse religions and many differing worldviews.

Our RE curriculum aligns to the aims and objectives for Church Schools in the Statement of Entitlement for Religious Education

In a Church school, RE should enable pupils to:

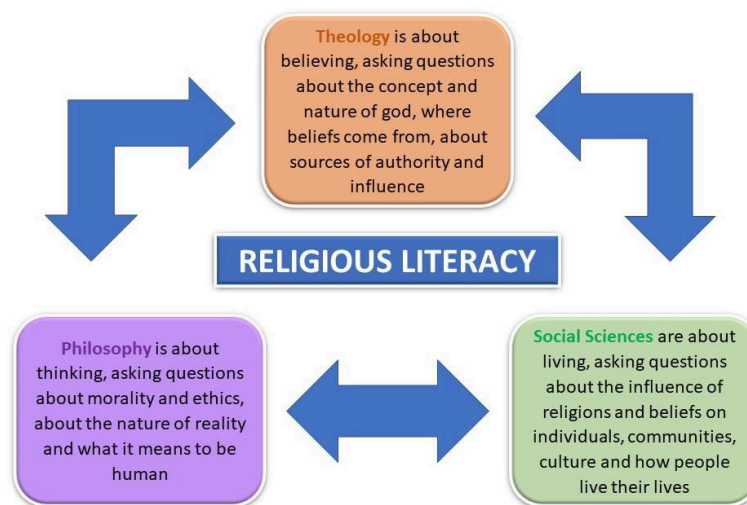
- Engage meaningfully and critically with learning which helps them to make sense of the multi-religious and multi-secular world in which they live.
- Know about and understand Christianity as a diverse global living faith through the exploration of beliefs and practices, using approaches which engage with biblical text and key sources of authority.
- Gain knowledge and understanding of a range of religious and non-religious worldviews, appreciating the complexity, diversity, continuity and change that exists within those worldviews being studied.
- Grapple with questions of meaning and purpose raised by human existence and experience.
- Understand the concept of religion and recognise its continuing influence on Britain's cultural heritage and in the lives of individuals, communities and societies in different times, cultures and places.
- Develop disciplinary knowledge which equips pupils to be religiously literate.
- Explore their personal worldviews; their own religious or non-religious, spiritual and philosophical ways of living, believing and thinking.

RE Multidisciplinary subject:

The primary purpose of RE must be to contribute to a wider educational purpose. There are questions to be asked, texts to be studied and knowledge to develop to help our children and young people understand the society in which we live, the culture we inherit and the wider world of which we are a part.

There are many different disciplines used to explore the phenomena of religion. The SACRE has decided that for the purpose of this syllabus, the focus is on three mutually supportive disciplines - **Theology**, **Philosophy** and **Social Sciences**. Sometimes described as lenses, the three disciplines help RE to be seen from different perspectives, giving a balanced approach to teaching and learning. This model is adapted from RE in a broad and balanced Curriculum: A practical tool [11].

Looking at RE through these disciplines helps to structure the learning and differentiates RE from PSHE and Citizenship, giving academic rigour to the study of religion and worldviews.



Looking at RE through the lens of Theology



Theology is derived from the Greek 'theologia' which combines theos (god) and logia (sayings or utterances) and literally means 'words of god'. More broadly, theology is interpreted as the study of religion.

The study of religion and religious belief is concerned with questions about the nature of god and religious perspectives on the relationship of god to humanity and of humanity with the universe. It requires engagement with the rich and diverse texts and sources of authority found in the religious traditions to be studied. In the classroom, opportunities should be given to thinking about the beliefs and concepts underpinning different faiths, and where those beliefs come from. It means that consideration should be given to how beliefs may have changed over time, and are similar and different both within a faith and across different faiths. In addition, it considers how these beliefs and concepts provide a framework for understanding life, the universe and everything.

Looking at RE through the lens of Philosophy



Philosophy is from Greek philo meaning love and sophos wisdom, or literally, 'the love of wisdom'.

Philosophy asks questions about the meaning of life, about existence and reality, questions such as 'What is it to be human?' Many other questions follow from this:

'Who am I?', 'How should I live?', 'Is there life after death?', 'What kind of world do we live in?'

Using philosophy helps pupils to understand how and why people do certain things and how to live a good life. Through engaging with philosophical questions and reflecting on different responses, pupils develop their powers to reason, to engage in dialogue and discussion, to deepen understanding about belief, about truth and what is real, about what it means to be good or evil, right or wrong. It has a powerful effect on children's thinking and learning, not just in RE but across the curriculum.

Looking at RE through the lens of Social Sciences



The Social Sciences lens is concerned with understanding and analysing the part that religion plays in the lives of people, communities and societies.

RE uses methodological approaches from both the humanities and the Social Sciences for the exploration of religion – its history, its art, its ideas, its distinctive social institutions and the ways religion and religious belief impact human lives. Using the discipline of Social Sciences to investigate the impact of religious belief and practice in different cultures and societies, pupils will develop an appreciation of the diversity of religious traditions and the way religious beliefs are expressed through, for example, the arts. They will explore personal and community rituals and celebrations in religions and other worldviews and consider the impact of these on individuals and communities.

Substantive and Disciplinary Knowledge

In the RE classroom we use both substantive and disciplinary knowledge

Substantive knowledge is the "what" of Religions and worldviews. It is referring to the established facts, concepts, theories, and content that form the foundation of this field of study. It is the knowledge of facts, for example the core doctrines like the Christian - belief in the Trinity (God as Father, Son, and Holy Spirit), the Muslim belief in Tawhid (oneness of God), or the concept of Karma in Hinduism and Buddhism.

Disciplinary knowledge is the understanding of how a specific subject works, including the methods, practices, and thought processes that experts in that field use to create and challenge knowledge. Disciplinary knowledge teaches "the how of learning within RE," allowing pupils to think and ask question about the substantive knowledge they have learnt. It allows . An example of disciplinary knowledge in RE for KS2 is using a 'theological' approach to analyse a religious text to ask specific questions about its meaning and to identify key elements related to core beliefs, like the Trinity.

Children learn how to ask questions about the substantive knowledge that they have learnt. It allows children to think critically and apply the information they have learnt about different religions and world views, helping them to understand the differences and similarities between themselves and others. Through this they develop respect, tolerance, empathy and have a much greater understanding of religions around the world

Inclusion - the importance of RE for pupils with SEND

Religion is the experience and expression of faith. Learning about religion and learning from religion are important for all pupils, as RE helps pupils develop an understanding of themselves and others. RE promotes the spiritual, moral, social and cultural development of individuals and of groups and communities. It provides opportunities to engage with religious concepts alongside other worldviews. See The purpose of RE (p.3) and The aims of RE (p.4). For many SEND children, learning is about overcoming barriers, recognising the limitations that their needs may put on their understanding of the world and trying to extend this little by little. In particular, there needs to be recognition that abstract thought or seeing things from the viewpoint of another person is often very difficult for them.

In particular, RE offers pupils with identified SEND to:

- develop their self-confidence and awareness
- understand the world they live in as individuals and as members of groups
- bring their own experiences and understanding of life into the classroom
- develop positive attitudes towards others, respecting their beliefs, culture and experience
- reflect on and consider their own values and those of others
- deal with issues that form the basis for personal choices and behaviour.

In response to these opportunities, pupils can make progress in RE:

- by moving from a personal to a wider perspective
- by increasing their knowledge of religious beliefs, practices and experiences
- through developing understanding of the meaning of stories, symbols, events and pictures
- through developing and communicating their individual responses to a range of views.

All RE lessons at Wilberfoss are adapted to meet the needs of all learners, including those with SEND and English as an Additional Language (EAL), using visual aids, discussions, and scaffolding to meet needs.

Teaching RE at Wilberfoss – Where does it fit in?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	I am Special Special times	Special Times UC “Why do Christians perform Nativity plays? “	Special People	Special Things UC “Why do Christians put a cross in the Easter garden?”	Special Books	Special Places

Year 1	1.1 Belonging Who Belongs? <i>Christianity, Judaism</i> Lenses: Social Science Visit from Vicar Visit from Jewish Community	Christmas Overview Lenses: Theology and Social Sciences Take part in a Christingle Service	1.2 Worship and Festivals Why Worship? <i>Christianity, Judaism,</i> Lenses: Theology and Social Sciences Visit to Church to Look at Place of Worship	UC Salvation - “Why does Easter matter to Christians?” Core Learning	1.3 What a wonderful world. Why is the world special? <i>Christianity, Judaism, Hindu creation Atheism Creation - Big Bang Theory,</i> Lenses: Philosophy	UC Creation - “Who made the world?”
Year 2	2.1 Lead us not into Temptation Right or Wrong? <i>Christianity Islam S</i> Lenses: Theology Philosophy and Social Sciences	UC Incarnation - “Why does Christmas matter to Christians?”	2.2 Believing What is true? <i>Christianity Islam Non religious Beliefs of inspirational people</i> Lenses: Theology Visit from Iman Visit to Church Christening	UC Salvation - “Why does Easter matter to Christians? Digging Deeper	2.3 Questions Questions What are the Big Questions? <i>Christianity, Islam and Humanism, Chinese Creation</i> Lenses: Theology and Philosophy	UC God - “What do Christians believe God is like?”
Year 3	UC Incarnation/God “What is the Trinity?”	3.1 Remembering Why we Remember? <i>Christianity Buddhism non secular festivals of remembrance</i> Lenses: Theology Philosophy and Social Sciences Christmas Overview Lenses: Theology and Social Sciences	3.2 Faith Founders Who what and when? <i>Hindu Dharma , Christianity and Buddhism</i> Lenses: Theology Visitor From Buddhist Centre	UC Salvation - “Why do Christians call the day before Jesus died 'Good Friday'?”	3.3 Sacred places <i>Hindu Dharma, Christianity Sikhism and Aboriginal worldview</i> Lenses: Theology and Social Sciences* Visit to Mandir (Hindu Temple) and Gurdwara (Sikh temple) Church	UC Kingdom of God - “When Jesus left what was the impact of Pentecost?”

Year 4	4.3 Our World - What do religions teach us about caring for the world? <i>Christianity Hindu Dharma Aboriginal Dreamtime Story Veganism and Movements such as Extinction Rebellion</i> Lenses: Theology and Philosophy Visit from environment charity	UC Gospel - “What kind of world did Jesus want?” Christmas Overview Lenses: Theology and Social Sciences	4.2 People Who inspire us Who makes a Saint? <i>Christianity Hindu Dharma Sikhism</i> Look at Several other people who inspire a range of world views such as Greta Thunberg, Martin Luther King, Sports people etc. Lenses: Social Science Visit from and inspirational person from the local community. This should be someone that the children choose who inspires them.	UC People of God ‘What is it like to follow God?’ Easter Overview	4.1 ‘Belief in the community.’ What does it mean to belong to a faith? <i>Christianity Sikhism and Buddhism</i> People who work in our community in non religious ways Lenses: Social Science Visit to Mandir (Hindu Temple) and Gurdwara (Sikh temple)	UC Creation - “What do Christians learn from the creation story?”
Year 5	5.1 Expressions of faith How is belief expressed? <i>Christianity Buddhism Sikhism, Indigenous people of Australia and Native American beliefs</i> Lenses: Social Science Visit to Buddhist Centre	Christmas Overview UC Incarnation - “Was Jesus the Messiah?”	5.2 Faith in Action What are the challenges? <i>Christianity Islam Sikhism Judaism</i> Lenses: Theology Visit from Faith Charity	Easter overview UC Salvation - “What did Jesus do to save human beings?”	5.3 Pilgrimage Why pilgrimage? <i>Christianity, Islam , Non Religious</i> Pilgrimage Lenses: Theology and Social Sciences Go on a Pilgrimage Possible visit to York Minster To take part in Pilgrimage in and Hour workshop.	UC Kingdom of God -“What kind of King is Jesus?”

Year 6	6.1 Justice and Freedom Islam, Christianity, Humanism Lenses: Theology and Philosophy Visit from Jewish community <i>UC People of God - How can following God bring freedom and justice?</i>	UC Incarnation - "Was Jesus the Messiah?"	6.2 Living a faith What is Identity? <i>Christianity, Islam, Judaism Buddhism Humanism</i> Lenses: Social Science Visit from Iman	Easter overview UC Salvation - "What difference does the resurrection make for Christians?"	6.3 Hope and Visions What is life about? <i>Christianity, Sikhism Humanism</i> Lenses: Theology and Philosophy Visit from Humanist	UC God- What does it mean if God is holy and loving?

Age related Statutory coverage

Development Matters Children age 3 - 4	Early Learning Goal	Key Stage 1	Key Stage 2
		With reference to the Key Content Questions and Vocabulary, through Christianity and one other principal religion, plus one other religion or non-religious worldview, at the end of Key Stage 1, pupils should be able to:	With reference to the Key Content Questions and Vocabulary, through Christianity and two other principal religions in some depth, plus other religions or non-religious worldviews, at the end of Key Stage 2, pupils should be able to:
<u>People, Culture and Communities</u>	<u>People, Culture and Communities</u>	Retell and suggest meanings for some religious and moral stories and say how they influence people today.	Describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today.

Continue developing positive attitudes about the differences between people.	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	Recall different beliefs and practices, naming key words, key figures and core beliefs. Tell of the ways people express identity in belonging to a faith group, and show how they are similar to another faith group. Talk about what happens in places of worship and describe how symbols and artefacts are used in each, appreciating some similarities and differences. Consider and make responses to big questions from different worldviews. Express ideas and opinions about moral questions of right and wrong. Share ideas and examples of co- operation between people who are different. Describe what happens at festivals, ceremonies and rituals and talk about the beliefs behind them.	Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief. Demonstrate understanding of how people express their identity and their spirituality through symbols and actions. Show understanding of the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable. Offer some answers to challenging questions from different religious and non-religious perspectives. Articulate the responses of different religious and non-religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals.
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EYFS

Autumn		Spring		Summer	
Unit	Knowledge and skills	Unit	Knowledge and Skills	Unit	Knwoldge and Skills
I am Special	I can say/show something about myself. I can talk about/show something that is significant about me. I can say how I am the same and different from others.	Special People	I can name someone special to me I can talk about someone special to me I can talk about people who are special to other people	Special Places	I can name a place that is special to me I can recognise a local place of worship I can give the name of a building and the name of the faith community who worship there.

	I can say how I feel in different places and situations.				
Special times	I can name a special time. I can say why Christmas is special to Christians. I can talk about some of the features of festivals. I can share feelings about different festivals I can talk about the Hindu festival of Vasant Panchami	Special Things	I can name a religious artefact used in a ceremony I can talk about how the religious artefact is used in a ceremony I can say why the religious artefact used in a ceremony is special	Special Books	I can name key figures in a religious story I can talk about how religious stories make me feel I can talk about an event in a religious story

Year 1

Autumn			Spring			Summer		
Unit 1.1: Who belongs?			Unit 1.2 Why Worship?			Unit 1.3 Why is the World Special?		
Programme of study	Exploring	Learning outcomes	Programme of study	Exploring	Learning Outcomes	Programme of study	Exploring	Learning Outcome
Describe what happens at festivals, ceremonies and rituals and talk about the beliefs behind them	Why are symbols and artefacts important to some people? (SS)	reflect on what is special to themselves and others identify connections to religion and belief in the community	Talk about what happens in places of worship and describe how symbols and artefacts are used in each, appreciating some similarities and differences	How and why do people of faith worship? (SS)	describe different ways people may worship recognise aspects of worship common to more than one faith reflect on the importance of	Retell and suggest meanings for some religious and moral stories and say how they influence people today	Why are creation stories important to faith members? (P)	recall some creation stories from different traditions identify similarities and differences between creation stories

Tell of the ways people express identity in belonging to a faith group, and show how they are similar to another faith group		identify precious things for people of faith			worship in the life of a believer	Consider and make responses to big questions from different worldviews		talk about the meaning of two different creation stories
	What are the religious rituals and ceremonies connected with important times in life? (SS)	explain how a person shows religion in their life talk about the lives of children from two different faith communities		How is a place of worship used? (SS)	name the parts of two places of worship for different faiths describe how the building and its artefacts are used in different ways		How do different faiths say the world should be cared for? (P)	say why the world is a special place for faith members
	What are the religious rituals and ceremonies connected with important times in life? (SS)	say why religious people celebrate an important life event think about what matters most in a religious ceremony, including symbols and artefacts say why people of faith make promises		What makes a holy book special? (T)	recognise and name the holy books of different faiths retell a story from two different faiths and say what they mean for the believer			talk about ways that everyone can play their part in caring for the world

Year 2

Autumn			Spring			Summer		
Unit 2.1: Lead us not into temptation			Unit 2.2: Believing			Unit 2.3: Questions Questions Questions		
Programme of study	Exploring	Learning Outcomes	Programme of Study	Exploring	Learning Outcomes	Programme of Study	Exploring	Learning Outcomes
Describe the temptations of Adam and Eve and Jesus.	How do people decide what is right and wrong? (P)	Talk about how people make choices talk to faith members about how	Be able to associate core beliefs with key figures and artefacts from two religions.	What do people of faith believe? (T)	Name some beliefs of two different faiths recognise beliefs that are the same for different faiths	Be able to ask and respond to ultimate questions, and know the answers that	What are life's big questions?(P)	understand that some questions have no simple answers ask and talk about Big Questions and suggest some

Be able to explain what temptations there are in their own lives and how they make their own choices, linking to British Values.		they make moral choices	There are opportunities to talk about British Values			different religions and other worldviews offer		answers know that religions may offer different answers to the same question
	What do faith stories say about the value of each individual? (T)	Retell faith stories about the value of each individual talk sensitively about people of different faiths		What are the different ways in which people of faith express their beliefs? (T,SS)	Describe how religious people may express their beliefs in action consider a prayer or text that expresses belief		Who is god to people of faith?(T)	Identify names for god in different faiths express what believers say god is like
	What are the special rules and values that religious people follow?(SS)	Make links between religious rules and values for living						

Year 3

Autumn			Spring			Summer		
Unit 3.1: Remembering			Unit 3.2: Faith Founders			Unit 3.3: Sacred Spaces		
Programme of study	Exploring	Learning Outcome	Programme of study	Exploring	Learning Outcome	Programme of study	Exploring	Learning Outcome

Pupils should have a good understanding of the purpose and value of religious and community celebrations.	What is the value of participating in a religious festival or ritual? (SS)	Compare the experience of participating in a religious festival or celebration around the world. Reflect and share how religious celebrations and rituals have an impact on the community	Pupils know the key events in the lives of at least two key religious figures; they should be able to talk about some key teachings	How do the lives of faith founders influence believers?(T)	Identify key events in the lives of faith founders and their impact on those around them. Explain the relevance of different faith founders for their followers today	Pupils will understand what makes a place sacred and to whom; how the place is used to mark the milestones of life.	What makes a place sacred? (T)	show understanding of what is sacred for believers in religious places. Describe the uses of sacred places, symbols and artefacts by believers and the community. Explain how activities at local places of worship create a sense of community	
	What is the significance of religious festivals and rituals? (T)	Identify the stories celebrated at festivals. Explain the meaning behind the celebration of festivals and rituals of different faiths		What do key religious figures teach? (T)	Explain the significance of the key teachings of faith founders for faith members. Describe the teachings of key religious figures, identifying some similarities and differences. Reflect on the teachings of key religious figures and how these teachings impact on society		Which religious rituals show identity and belonging for different traditions? (SS)	Suggest how the milestones of life give a sense of identity and belonging for faith members. Identify symbols and artefacts which are important for at least two different faiths Explain how artefacts and symbols express the beliefs of faith member. Recognise different forms of religious and spiritual expression.	
							How do people express their beliefs? (SS)		

Year 4

Autumn			Spring			Summer		
Unit 4.3. Our World			Unit 4.2: People who Inspire us			Unit 4.1 Community		
Programme of study	Exploring	Learning Outcomes	Programme of study	Exploring	Learning Outcomes	Programme of study	Exploring	Learning Outcomes

Pupils will understand some of the global challenges for mankind in caring for the world and be able to explain the concept of stewardship for different faiths.	What is an ultimate question? (P)	Identify what makes some questions ultimate offer answers to an ultimate question from different faith perspectives	Pupils will recognise how religion has motivated people to dedicate themselves to worthwhile causes and the actions they have taken.	How is commitment demonstrated in the lives and work of significant people of faith? (SS)	Explain why significant people of faith acted according to their commitment. Explain how people are inspired by actions of significant people of faith	Pupils should know about the religions and other worldviews represented in the locality	How do religious values provide rules for living? (SS)	give examples of beliefs and values from different faiths describe the impact of religious beliefs, values and rules on the life of a believer
	How did the universe begin? (P)	Compare different beliefs about how the universe began making reference to sacred texts						
	Why is it important to look after the Earth? (P)	Compare religious teachings to see how faith members should care for the Earth show Understanding of stewardship and suggest actions everyone can take		What motivates faith believers to get involved in different causes? (SS)	Explain the values that motivate people of faith to respond to a cause Give reasons why people may choose to make sacrifices to improve the lives of others			
	Who is god? (T)	Explain how people of different faiths describe what god is like identify what different sacred writings say about the attributes of god						

Year 5

Autumn	Spring	Summer
Unit 5.1 Expressions	Unit 5.2 Faith in Action	Unit 5.3 Pilgrimage

Programme of study	Exploring	Learning Outcomes	Programme of study	Exploring	Learning Outcomes	Programme of study	Exploring	Learning Outcomes
pupils will recognise different forms of spiritual and religious expression within and between religions and denominations.	How do believers worship? (SS)	Describe some different ways people communicate with their god Consider the meaning of different forms of religious worship and how they are expressions of belief	Pupils should know something of the challenges posed by choosing to live a life of faith.	What do key religious figures teach?(T)	explain the significance of the key teachings of faith founders for faith members Describe the teachings of key religious figures, identifying some similarities and difference. Reflect on the teachings of key religious figures and how these teachings impact on society	Pupils will understand the purpose of making pilgrimage, what happens during pilgrimage and its impact.	What is the value of participating in a religious festival or ritual? (SS)	Compare the experience of participating in a religious festival or celebration around the world. Reflect and share how religious celebrations and rituals have an impact on the community
							What makes a place sacred? (T)	Understand what is sacred for believers in religious places. Describe the uses of sacred places, symbols and artefacts by believers and the community. Explain how activities at local places of worship create a sense of community
	How do people express their beliefs? (SS)	Identify symbols and artefacts which are important for at least two different faiths. Explain how artefacts and symbols express the beliefs of faith members Recognise different forms of religious and spiritual expression		How do the lives of faith founders influence believers? (T)	Identify key events in the lives of faith founders and their impact on those around them. Explain the relevance of different faith founders for their followers today		Why do people of faith make a pilgrimage? (T)	Compare key places of pilgrimage and identify why a faith member might go there. Describe and show understanding of actions of a pilgrim before, during, after pilgrimage. Suggest ideas about the meaning of pilgrimage to a believer and the impact on their life

Year 6

Autumn	Spring	Summer
Unit 6.1: Justice and Freedom	Unit 6.2: Living a Faith	Unit 6.3: Hopes and Visions

Programme of study	Exploring	Learning Outcomes	Programme of study	Exploring	Learning Outcomes	Programme of study	Exploring	Learning Outcomes
Pupils should be able to explain what freedom and justice, forgiveness and reconciliation mean They show how this is demonstrated in the lives of people of different faiths and worldviews.	What is the meaning of justice and freedom? (P)	Explain what freedom means to people of faith Show understanding of the beliefs and feelings of faith members who have experienced injustice Explain their hopes and dreams for a just world	Pupils should have a view about who and what influences someone to be who they are and what may shape their identity. When discussing the end of life, be sensitive to pupils who may have recently experienced bereavement.	Which religious rituals show identity and belonging for different traditions? (SS)	Suggest how the milestones of life give a sense of identity and belonging for faith members	Pupils should have investigated different ideas about god and humanity; they ask ultimate questions from different perspectives. When discussing the end of life, be sensitive to pupils who may have recently experienced bereavement.	What is an ultimate question?(P)	identify what makes some questions ultimate offer answers to an ultimate question from different faith perspectives
	What do religions teach about forgiveness and reconciliation? (T)			What is the value of participating in a religious festival or ritual?(SS)	compare the experience of participating in a religious festival or celebration around the world. Reflect and share how religious celebrations and rituals have an impact on the community		Who is god? (T)	Explain how people of different faiths describe what god is like Identify what different sacred writings say about the attributes of god
		Identify the impact of a religious teaching such as forgiveness on a believer's actions Describe the ways in which people of faith have demonstrated forgiveness and reconciliation Identify the impact that reconciliation has on community harmony						

Christmas

Year 1 and 2			Year 3 and 4			Year 5 and 6		
Christmas Overview			Christmas Overview			Christmas Overview		
Programme of study	Exploring	Learning Outcomes	Programme of study	Exploring	Learning Outcomes	Programme of study	Exploring	Learning Outcomes
To explore the festival of Christmas	Which festivals are important to faith members? (T)	name some religious festivals and say how faith members celebrate them Describe and explain some traditions linked to religious festivals	Explore and develop the concepts of Incarnation, God and Gospel. Year 3 is on Mary, mother of Jesus Year 4 the focus is on the symbolism of light.	What is the significance of religious festivals and rituals? (T)	identify the stories celebrated at festivals from different faiths Explain the meaning behind the celebration of festivals and rituals from different faiths	Explore the concepts of Incarnation, God and Messiah. Revisit different gospel accounts of the nativity story and consider the different perspectives of the key characters. Year 5 focus on Peace. Year 6 the focus on diverse and global celebrations	How do the lives of faith founders influence believers? (T)	Identify key events in the lives of faith founders and their impact on those around them. Explain the relevance of different faith founders for their followers today
	What stories are told at different religious festivals? (SS)	Suggest reasons why festivals are important Talk about how stories are celebrated at different religious festivals		How do people express their beliefs?(SS)	Identify symbols and artefacts which are important for at least two different faiths Explain how artefacts and symbols express the beliefs of faith members recognise different forms of religious and spiritual expression		What is the value of participating in a religious festival or ritual? (SS)	Compare the experience of participating in a religious festival or celebration around the world. Reflect and share how religious celebrations and rituals have an impact on the community

Easter

Year 1 and 2		Year 3 and 4		Year 5 and 6	
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Easter Overview			Easter Overview			Easter Overview		
Programme of study	Exploring	Learning Outcomes	Programme of study	Exploring	Learning Outcomes	Programme of study	Exploring	Learning Outcomes
Explore the festival of Easter	Which festivals are important to faith members? (T)	Name some religious festivals and say how faith members celebrate them Describe and explain some traditions linked to religious festivals	Explore and develop the concepts of Salvation and Gospel. Year 3 is on how Christians remember the events of Holy Week, Year 4 the different ways in which the cross conveys the importance and message of Easter.	What is the significance of religious festivals and rituals? (T)	Identify the stories celebrated at festivals from different faiths Explain the meaning behind the celebration of festivals and rituals from different faiths	Explore and develop the concepts of salvation and gospel. Year 5 is on the resurrection Year 6, the message of Easter for today	How do the lives of faith founders influence believers? (T)	Identify key events in the lives of faith founders and their impact on those around them Explain the relevance of different faith founders for their followers today
	What stories are told at different religious festivals? (SS)	Suggest reasons why festivals are important Talk about how are stories celebrated at different religious festivals		How do people express their beliefs? (SS)	Identify symbols and artefacts which are important for at least two different faiths Explain how artefacts and symbols express the beliefs of faith members recognise different forms of religious and spiritual expression			Compare the experience of participating in a religious festival or celebration around the world Reflect and share how religious celebrations and rituals have an impact on the community