

RFS- Planning & Progression: Religious Education

**Curriculum Intent – RE**

At Redcastle Family School our RE curriculum allows children to develop their knowledge of religious and non-religious beliefs and worldviews, practices and ways of life and enables children to make links between these. It also develops children’s knowledge and understanding of the different members of our rich and diverse community. The curriculum is carefully planned and structured to ensure that current learning is linked to previous learning throughout their time at Redcastle across all Key Stages (EYFS, KS1, KS2). This allows children to build upon and further understand different religions and world views. For example, in year 5 the children study how religion and worldviews can be expressed in different forms of art throughout history. This is then developed in year 6 by focusing on how religion and world views are expressed in the modern day.

The content chosen to study, although influenced by the Norfolk Agreed Syllabus, was chosen to further develop children’s knowledge and understanding of religions, cultures and world views. In Redcastle Family School we understand the importance of our children’s need to continuously build on prior knowledge by developing their understanding and awareness of people’s rights to a belief as well as developing their own. Therefore, we have ensured our curriculum has clear learning threads throughout. For example, each year group studies an aspect of Christianity alongside an additional principal religion to make comparisons and develop their awareness of different beliefs, cultures and world views.

In addition to this, we recognise the important role that RE plays in preparing our children with skills that they can use throughout their lives. Through RE the children will develop key skills such as independence, creativity, empathy, reflection, communication and expression which can be applied throughout their school career. We feel that the children at Redcastle Family School should have the opportunity to question, explore and develop their own belief or world view whilst developing the ability to make reasoned and informed judgements about religious and moral issues.

At Redcastle Family School we aim to promote respect and open mindedness towards others with different faiths and beliefs and encourage our children to develop their sense of identity and belonging through self-awareness and reflection. Children have the opportunity to develop their knowledge and understanding of the world to support their spiritual, moral, social and cultural development.

YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religion covered	Christianity	Christianity	Judaism	Christianity	Judaism	Christianity
Core questions	What do Christians believe God is like?	Why does Christmas matter to Christians?	How does being Jewish make a difference to family and celebration?	Why does Easter matter to Christians?	Why is the passover important to the Jewish community?	What is the Good News that Jesus brings?
Key knowledge	<p>I know Christians believe in God and they find out about God in the Bible.</p> <p>I know Christians believe God is loving, kind and fair and can look at stories which show this.</p> <p>I know Christians worship God and try to live in ways that please him.</p>	<p>I know Christians believe that Jesus is the son of God and that he was born as a baby in Bethlehem.</p> <p>I know that the Bible points out that his birth was extraordinary and that he came to bring good news.</p> <p>I know Christians celebrate Jesus' birth at Christmas.</p>	<p>I know Judaism is a religion celebrated by Jewish people.</p> <p>I can see how the beliefs of Jewish community and Christians are similar.</p> <p>I know what Shabbat is and how families celebrate this.</p> <p>I know what happens during Shabbat and why it is celebrated.</p>	<p>I know that Easter shows Jesus was willing to forgive all peoples sins by being put on the cross.</p> <p>I know that Christians believe that Jesus builds a bridge between God and people.</p> <p>I know that Christians believe that Jesus rose from the dead, giving people new hope of life.</p>	<p>I know what the passover festival is.</p> <p>I know how Jewish people celebrate it (seder plate, synagogue).</p> <p>I know what the importance of passover is.</p> <p>I know how it links to Christianity (old testament, 10 commandments).</p>	<p>I know that Christians believe that Jesus brings good news for all people.</p> <p>I know that for Christians the good news includes being loved by God and earning forgiveness.</p> <p>I know that Christians believe that Jesus is a friend to the poor and lonely.</p> <p>I know that Christians believe Jesus' teachings make people think about how to live the right way. (Parables.)</p>
Higher order thinking (Worldview Knowledge)	I know what God is like/means to me.	I know how my family celebrates christmas.	I know different celebrations within my life.	I know how my family celebrates Easter.	I know a time when I have persevered with a challenge.	I know how to make good choices.
Skills	Theology D Philosophy B Human and Social Sciences B, C	Theology A, Philosophy A, B Human and Social Sciences A, B	Theology D Philosophy C Human and Social Sciences C	Theology A, Philosophy B, C Human and Social Sciences A,B	Theology A, C Philosophy A, B Human and Social Sciences B, C	Theology D Philosophy C Human and Social Sciences C
How does it build upon prior knowledge?	In the EYFS curriculum, children have been introduced to religious communities in this country, including Christianity. In Year 1, Children are developing their knowledge further of what God is like by exploring more stories and ways in which he is worshiped.	In the EYFS Curriculum, children have studied the basic story of the Nativity. in Year 1, children learn more about the importance of Christmas to Christians, including how it is celebrated and the key teachings of the story.	In the EYFS Curriculum, children have explored similarities and differences between different religious and cultural communities in the country. In Year 1, children are developing this further by looking at a specific religious celebration in Judaism and how it is important and celebrated by a family.	In the EYFS Curriculum, children have been studying Easter and their understanding of rules, and knowing right from wrong. In Year 1, children build upon this by looking at the Easter story and the important teaching Christians take from this specifically forgiveness and making amends with people.	In the EYFS curriculum, children have learnt about the similarities and differences between different religious and cultural communities in this country. In Year 1, this is built upon by looking at a specific festival (Passover) and how and why it is significant to the Jewish community.	In the EYFS Curriculum, children learn about showing sensitivity to their own and other children's needs. This is built upon by showing their own awareness and sensitivity to others and that Christians believe that this can be taught and practised through Jesus's actions and teachings of the good news.



YEAR 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religion covered	Christianity	Judaism/ Christianity	Judaism	Christianity	Judaism	Christianity
Core questions	Who made the world?	Why do Jewish people celebrate Hanukkah? How are Christmas and Hanukkah similar and different?	How does the Torah influence the lives of Jewish people?	Why does Easter matter to Christians?	Why should we give peace a chance?	What are some of Jesus' key teachings?
Key knowledge	I know Christians believe God created the universe- Garden of Eden, Adam and Eve.  I know the Earth and everything in it is important to God.  I know God has a unique relationship with humans as their creator and sustainer.  I know Humans should care for the world because it belongs to them.	I know Hanukkah is the festival of light.  I know how Jewish people celebrate Hanukkah.  I know why Hanukkah is important.  I know which symbols and artefacts are used in Hanukkah.  I know what is the same between Christmas and Hanukkah.  I know what the difference is between Christmas and Hanukkah.	I know the Torah is the holy book to Jewish people.  I understand and can name key features of the Torah.  I know how the connections and impact of the Torah on the lives of Jewish people compare with the Bible and the impact on Christians lives.	I know the events of the Holy week and can link it with the idea of Salvation.  I know three examples of how Christians show their beliefs about Jesus as a saviour in church worship.	I know what peace is.  I know how peace has changed over the years.  I know how Judaism's belief in peace is different to someone who does not believe in God.	I know some of Jesus' parables from the Bible (Good Samaritan, Prodigal Son, The Lost coin, The Sower and the Seeds, The Lost Sheep, Houses built on Rock or Sand).  I know how these impact on how Christians live their lives.
Higher order thinking (Worldview Knowledge)	I know how to express my opinions respectfully to others  I know how to listen to other people's viewpoints respectfully.  I know that everyone is entitled to have their own belief.	I know how my family celebrates Christmas.	I know what can influence my choices and beliefs.	I know what forgiveness means to me and can use my own experiences to explain this.	I know what peace means to me.	I know how stories impact me and my choices/beliefs.
Skills	Theology A, D Philosophy A Human and Social Sciences A, C	Theology A Philosophy B Human and Social Sciences A, C	Theology C Philosophy C Human and Social Sciences B, C	Theology D Philosophy A Human and Social Sciences A, C	Philosophy B Human and Social Sciences A, C	Theology A, D Philosophy A, C Human and Social Sciences A, C
How does it build upon prior knowledge?	In year 1 the children explored who God is to Christians and his role within their belief. In year 2 this is developed by developing the children's understanding of how Christians believe that God is the creator of the world and how this impacts on their daily lives.	In year 1 the children have the chance to discover more than one religion and to look at aspects of different faiths. In year 2 this is built upon as the children are asked to look at similarities and differences of two different belief systems and draw comparisons.	In year 1 the children are introduced to Judaism by looking at events within the faith. In year 2 this is developed by the children being introduced to the fundamental beliefs of the religion through the Torah and how this compares to another religion.	In year 1 the children learn about the events that led up to and happened at Easter within Christianity. This is developed in year 2 by the children exploring what the different events of Easter means to Christians and how they take this teaching and apply it to their daily lives.	This is a new concept in KS1. It builds upon the prior learning of year 1 and units in year 2 by asking the children to draw upon their knowledge of different religions and their understanding of the world. It allows the children to explore their own thoughts about peace and begin to rationalise their ideas.	In year 1 the children learn about the Good News from Jesus and how his teachings influence how Christians live their lives. In year 2 this is developed by exploring the Parables from the Bible in more depth and understanding how each story is a key influence in a Christians life.

YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religion covered	Christianity	Christianity / Hinduism	Christianity	Christianity	Hinduism	Hinduism / Christianity



Core questions	What do Christians learn from the Creation Story?	How are key festivals celebrated around the world?	What is the Trinity?	Why do Christians call the day Jesus died Good Friday?	What does it mean to be a Hindu?	How and why do Hindus celebrate Raksha Bandhan?
Key knowledge	<p>I know that there are differing versions of how the world was created.</p> <p>I know the story of creation.</p> <p>I know God is the creator.</p> <p>I know as Humans are part of God's creation they do best when they listen to God.</p> <p>I know how humans did not listen to God and this led to the fall.</p> <p>I know the Bible teaches Christians ways to live good lives and how to offer forgiveness.</p> <p>I know Christians show they want to be close to God through their obedience.</p>	<p>I know that an important festival to Hindus is Diwali.</p> <p>I know Diwali is the festival of light.</p> <p>I know the story of Rama and Sita.</p> <p>I know how Hindus celebrate (rangoli patterns, fireworks, divas).</p> <p>I know how Diwali is celebrated around the world (Minimum India and UK).</p> <p>I know how Christmas is celebrated in the UK.</p> <p>I know how Christmas is celebrated around the world (Africa) and how this is different to the UK.</p> <p>I know how festivals can be celebrated differently by people of religion and non religion.</p>	<p>I know that the Trinity is God the Father, The Son and the Holy Spirit.</p> <p>I know how the Trinity links together; The Father creates, he sends the Son who saves the people, the Son sends the Holy Spirit to his followers.</p> <p>I know that Christians believe the Holy Spirit is God's power at work in the world and in their lives today enabling them to follow Jesus.</p> <p>I know that Christians believe that following The Trinity influences their choices and decisions.</p>	<p>I know that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</p> <p>I know the various events of Holy Week, such as the last supper, were important in showing the disciples what Jesus came to Earth to do.</p> <p>I know the importance of the events of Good Friday.</p> <p>I know Christians believe that Jesus rose from the dead.</p>	<p>I know key features and traditions of Hinduism.</p> <p>I know about places of worship within Hinduism.</p> <p>I know that Hindus believe in and worship many Gods.</p> <p>I know Brahma is the creator.</p> <p>I know Vishnu is the preserver.</p> <p>I know Shiva is the destroyer.</p> <p>I know the importance of Dharma to a Hindu life.</p>	<p>I know what Raksha Bandhan is.</p> <p>I know why it is celebrated within the Hindu Community.</p> <p>I know the significance of the celebration and the impact it has on Hindu daily life.</p> <p>I know how Hindu and Christian beliefs are similar and different.</p>
Higher order thinking (Worldview Knowledge)	<p>I know how people are impacting the world.</p> <p>I know how making good choices will influence the future of the planet.</p> <p>I know that religion and belief are not the same, religion can influence a belief and a belief does not have to be religious.</p>	<p>I know why festivals and celebrations are important to me and my family.</p> <p>I know how festivals and celebrations bring people of different beliefs together.</p>	<p>I know how to express my opinions respectfully to others</p> <p>I know how to listen to other people's viewpoints respectfully.</p> <p>I know that everyone is entitled to have their own belief</p>	<p>I know a positive/negative outlook can influence people's choices and beliefs.</p>	<p>I know which duties are important to me.</p> <p>I know different people have roles in societies and that their duties differ.</p>	<p>I know how families are different.</p> <p>I know what is important in my family and my family bond.</p>
Skills	<p>Theology B</p> <p>Philosophy A</p> <p>Human and social science A, C</p>	<p>Theology B, C</p> <p>Philosophy A</p> <p>Human and social science B</p>	<p>Theology A</p> <p>Philosophy C</p> <p>Human and social science C</p>	<p>Theology A</p> <p>Philosophy B</p> <p>Human and social science C</p>	<p>Theology D</p> <p>Philosophy C</p> <p>Human and social science A</p>	<p>Theology C</p> <p>Philosophy B</p> <p>Human and social science B</p>
How does it build upon prior knowledge?	In KS1 the children have explored mainly areas of the New Testament when looking at Christianity. In Year the children develop their knowledge by looking at the very beginning of the Bible (Old Testament).	In KS1 children looked at a variety of different religious celebrations and how these are celebrated within Britain and their own homes. In year 3 children build on this knowledge by looking at familiar religious celebrations and how they are celebrated in different areas around the world.	In KS1 the children have looked at different influences within Christian beliefs this is developed further by exploring the Holy Trinity.	In KS1 the children have had the opportunity to learn about the story and importance of Easter to Christians. They will now develop this knowledge further by looking into the events that led up to Jesus' death and how these are viewed by Christians.	Throughout KS1 the children studied Christianity and Judaism. During KS2 their knowledge of world faiths is expanded to look at Hinduism.	Children are given the chance to explore and compare a new religion they are learning about with one they have studied for nearly three years. This allows them to draw on their previous knowledge of Christianity and combine it with their new knowledge of Hinduism.

YEAR 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religion covered	Christianity	Christianity	Christianity	Sikhism	Sikhism	Sikhism



Core questions	What is it like to follow God?	What kind of world did Jesus want?	What is the Trinity?	What does it mean to be a Sikh?	Why do Sikhs celebrate the festival Vaisakhi?	How and why is Diwali celebrated within Sikhism?
Key knowledge	<p>I know the 10 commandments.</p> <p>I know how the 10 commandments were received.</p> <p>I know how the 10 commandments link to how people live life today.</p> <p>I know how Christians lives are influenced by the commandments and how they live their lives based on them.</p> <p>I know how stories show God promises to stay with Christians and how God keeps his promises.</p> <p>I know Christians believe that through Jesus people can become the people of God.</p>	<p>I know the Chrisitans believe Jesus challenges everyone about how to live.</p> <p>I know that Chrisitans believe that Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people.</p> <p>I know that Christians believe that Jesus' life shows what it means to love God.</p> <p>I know that Chrisitans try to live a life that is good by using Jesus and God's teachings to make choices.</p> <p>I know what influences my own life to make good choices.</p>	<p>I know what the Trinity is.</p> <p>I know how different texts about God can be interpreted.</p> <p>I know how the Trinity influences the lives of Chrisitans.</p> <p>I know and identify different influences within my own life.</p> <p>I know how some texts and teachings about God in the Blble and what people believe about God in the world today differ.</p> <p>I know how different interpretations of the Bible reflect within Christians lives.</p> <p>I know how my understanding of something can differ from others.</p>	<p>I know the Sikhs follow the teachings of Guru Nanak and other Gurus.</p> <p>I know the Sikhs worship in a Gurdwara.</p> <p>I know the importance of the 5 Ks.</p> <p>I know Sikhs believe that everyone is equal.</p> <p>I know the holy book is called the Guru Granth Sahib.</p> <p>I know how practising Sikhism in the UK is different to practising Sikhism in India.</p>	<p>I know Vaisahki marks the start of the Sikhism new year.</p> <p>I know it is a harvest festival.</p> <p>I know that Guru Gobind Singh chose the festival to establish the Khasla.</p> <p>I know why Vaisakhi was started.</p> <p>I know Sikhs celebrate at the Gurdwara.</p> <p>I know people enjoy parades through the streets called 'Nagar Kirtans'.</p> <p>I know many people use Vasakhai as a time to be baptised into the Khasla brotherhood.</p>	<p>I know why Diwali is celebrated.</p> <p>I know how Diwali is celebrated.</p> <p>I know the significance and the impact Diwali has within the Sikh community.</p> <p>I know how Diwali within Sikhism is similar and different to Diwali within Hinduism.</p>
Higher order thinking (Worldview Knowledge)	<p>I know how people make moral decisions.</p> <p>I know that religion and belief are not the same, religion can influence a belief and a belief does not have to be religious.</p>	<p>I know what kind of world I want to live in.</p> <p>I know that everyone has a responsibility to create a safe world</p>	<p>I know how to express my opinions respectfully to others</p> <p>I know how to listen to other people's viewpoints respectfully.</p> <p>I know that everyone is entitled to have their own religion or belief</p>	<p>I know how being equal relates to gender, race, religion, age, sexuality.</p> <p>I know that it is important to feel comfortable in myself and own beliefs.</p>	<p>I know that there are opportunities for second chances in life.</p> <p>I know bad choices don't define us.</p>	<p>I know how celebrations mean different things to different people.</p> <p>I know what celebrations mean to me.</p>
Skills	<p>Theology A</p> <p>Philosophy C</p> <p>Human and social science A, C</p>	<p>Theology D</p> <p>Philosophy A,C</p> <p>Human and social science C</p>	<p>Theology A</p> <p>Philosophy B, C</p> <p>Human and social science A</p>	<p>Theology D</p> <p>Philosophy C</p> <p>Human and social science B</p>	<p>Theology B</p> <p>Philosophy A, B</p> <p>Human and social science C</p>	<p>Theology C</p> <p>Human and social science B</p>
How does it build upon prior knowledge?	<p>In year 4 children are given the chance to develop their knowledge of the Old Testament and the impact this has on Chrisitan beliefs and lives.</p>	<p>Year 4 get the chance to draw on their knowledge of Christianity to explore the type of world we live in and how it compares to what Chrisitans believe Jesus wanted. They are also encouraged to start thinking about their own beliefs and influences.</p>	<p>Building on from year 3s work on the Holy Trinity, year 4 explores how different texts can be interpreted differently and continue to develop their own awareness of influences and beliefs.</p>	<p>Year 4 have the opportunity to develop their knowledge of world faiths further by beginning to explore Sikhism.</p>	<p>Year 4 continue to develop their knowledge of Sikhism by studying a celebration in depth ready to use in a comparison..</p>	<p>Using skills taught and practised in KS1 and year 3, the children make a comparison between two world faiths and their interpretation of a Diwali celebration.</p>

<u>YEAR 5</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religion covered	Christianity	Christianity	Islam	Islam	Islam / Christianity	
Core questions	How do the branches of Christianity differ?	How does following God bring freedom and justice?	What is Islam?	Why do Muslims make sacred journeys?	How do different religions celebrate marriage?	How do people express their religious and spiritual ideas through art?
Key knowledge	<p>I know there is more than one branch of Christianity.</p> <p>I know what is similar and different between the branches' beliefs. (Anglican, Catholic, Jehovah Witness,</p>	<p>I know the Old Testament brings together the story of people of God.</p> <p>I know the story of Moses and the Exodus shows how God rescued his people from slavery in Egypt.</p>	<p>I know Islam began in Arabia.</p> <p>I know Islam was revealed to the prophet Muhammed (peace be upon him).</p> <p>I know people who follow Islam are</p>	<p>I know what is meant by a sacred journey.</p> <p>I know the names and can locate some of the most famous places of Pilgrimage.</p>	<p>I know the key features and traditions of a Christian Wedding.</p> <p>I know the key features and traditions of a Muslim Wedding.</p>	<p>I know that different religions can use paintings to show their beliefs.</p> <p>I know that different religions can use stained glass windows to show their beliefs.</p>



	<p>Quaker, Methodist, Baptist-teacher to choose which branches they would like to study in depth with class).</p> <p>I know how beliefs can differ from within a religion or worldview.</p>	<p>I know how Christians use this story as a way to look forward to how Jesus' death and resurrection also rescue people from slavery.</p> <p>I know Christians today try to serve God and to bring freedom to others.</p> <p>I know Christians do this through bringing food, health and justice to others.</p> <p>I know Christians believe that by following God's teachings they are attracting others to God.</p> <p>I know how religious beliefs about freedom and justice influence society</p>	<p>called Muslims.</p> <p>I know Muslims believe there is only one God, Allah.</p> <p>I know the holy book is the Quran. Muslims believe it is the words of Allah.</p> <p>I know the religious building is called a mosque.</p> <p>I know some Muslim traditions (Five Pillars of Islam)</p> <p>I know some key Muslim celebrations and how they are celebrated (Ramadan, Eid-UI-Fitr, Eid-UI-Adha.</p> <p>I know how and why Muslims pray.</p> <p>I know how Islam is practised differently around world compared to the UK.</p>	<p>I know why Muslims make sacred journeys.</p> <p>I know what Pilgrimage means to Christians.</p> <p>I know the significance of a Pilgrimage within Christianity.</p> <p>I know how different religions' sacred journeys are similar and different.</p>	<p>I know how Christian and Muslim weddings differ.</p> <p>I know how Christian and Muslim weddings are similar.</p> <p>I know why people choose to follow traditions in important events.</p>	<p>I know that different religions can use sculptures to show their beliefs.</p> <p>I know that different religions can use music and songs to show their beliefs.</p> <p>I know that different religions can use dance to show their beliefs.</p> <p>I know some famous religious artists/musicians.</p> <p>(Sikhism religious dance Kirtan, a stained glass window in a synagogue which focuses on symbols, the artwork in Tokyo Camii Mosque, dances for Diwali, the ceiling artwork in St Peter's Basilica in Vatican City, Bach, The Last Supper and Sistine chapel by Leonardo Da Vinci, Mandla for Buddhism, Rangoli patterns for Hinduism).</p>
Higher order thinking (Worldview Knowledge)	<p>I know how to express my opinions respectfully to others</p> <p>I know how to listen to other people's viewpoints respectfully.</p> <p>I know that everyone is entitled to have their own belief and it is ok to think differently.</p>	<p>I know that freedom is an important part of life today.</p> <p>I know that justice is what's best for everyone instead of just for me.</p>	<p>I know how the views of religions have changed over time. (e.g. The UK has moved away from being a predominantly Christian country and is more atheist and a variety of other religions.</p>	<p>I know a journey I have been on which was important to me.</p>	<p>I know that people can create their own traditions.</p>	<p>I know people can show what they believe and feel through different ways.</p> <p>I know how to express myself in a safe and positive way.</p>
Skills	<p>Theology A, D Philosophy A Human and social science A</p>	<p>Theology B Philosophy B, C Human and social science C</p>	<p>Theology A Philosophy C Human and social science A, C</p>	<p>Theology C,D Philosophy C Human and social science B</p>	<p>Theology B, C Philosophy C Human and social science A</p>	<p>Theology D Philosophy B Human and social science B</p>
How does it build upon prior knowledge?	<p>Year 5 expands their knowledge of Christianity by exploring how different interpretations of the same faith can lead to different branches within a religions.</p>	<p>Year 5 have the opportunity to bring together their knowledge of the Old and New Testament within Christianity to look at how they link and influence not just Christians lives but societies.</p>	<p>Building on developing their knowledge of multiple world faiths, Year 5 begin to study Islam.</p>	<p>Year 5 use comparisons skills to look at different aspects of Muslim and Christian lives. They are also able to draw upon their knowledge of other faiths to make comparisons.</p>	<p>Year 5 continue to practise their comparison skills by looking at an area of tradition that occurs in both religions.</p>	<p>Year 5 have the opportunity to develop their understanding of their own beliefs and others by learning about how religion can be expressed in a multitude of ways.</p>

YEAR 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religion covered	Christianity		Buddhism	Buddhism	Christianity / Buddhism/ Islam	
Core questions	Creation and Science: conflicting or complementary?	Why don't some people believe?	What does it mean to be a Buddhist?	How are Buddhist beliefs practised in different cultures around the world?	What do different religions believe happens after death?	What does religion look like in the modern world?



Key knowledge	<p>I know the Creation Story.</p> <p>I know how the creation of the world is explained scientifically.</p> <p>I know how some Christians believe that Science and Religion are linked.</p> <p>I know how beliefs are influenced by interpretations of text within religious and non-religious views</p>	<p>I know a range of different beliefs and faiths.</p> <p>I know that everybody is entitled to their own belief.</p> <p>I know that beliefs don't have to be centered around religion.</p> <p>I know how culture, family and community influence people's ideas and beliefs.</p> <p>I know that belief and religion aren't always linked</p>	<p>I know Buddhism started in North-Eastern India.</p> <p>I know Buddhism started 2500 years ago.</p> <p>I know Buddhists do not believe in God.</p> <p>I know that Buddhism is based on the teachings of Siddharta Gautama (Buddha).</p> <p>I know what caused Buddha to become a homeless Holy man.</p> <p>I know which symbols are important to Buddhists.</p> <p>I know Buddhists worship in temples.</p> <p>I know Buddhist worship is called Puja and what this entails.</p> <p>I know the key teachings of Buddhism (three signs of being, four noble truths and a noble eightfold path).</p> <p>I know the importance of enlightenment and nirvana.</p>	<p>I know key traditions and beliefs of Buddhists.</p> <p>I know how Buddhists practise their beliefs in the UK.</p> <p>I know how Buddhists practise their beliefs in other countries (China, Mongolia, Thailand, USA).</p> <p>I know how the practices are similar and how they are different.</p>	<p>I know Christians believe in heaven and hell.</p> <p>I know Buddhists believe in reincarnation.</p> <p>I know Muslims believe in Jannah and the day of Judgement.</p> <p>I know what is similar between religions and their beliefs about life after death.</p> <p>I know what is different between the religions and their beliefs about life after death</p>	<p>I know a range of different religious beliefs in detail.</p> <p>I know how different people practise their beliefs.</p> <p>I know that different cultures, societies and communities influence and interpret religious beliefs in different ways.</p> <p>I know some famous religious people in modern times. (Bear Grylls - Christian, Mo Farrah - Muslim, Mo Salah (footballer) - Muslim)</p> <p>I know that people can convert to different religions.</p> <p>I know how to express my opinions respectfully to others</p> <p>I know how to listen to other people's viewpoints respectfully.</p> <p>I know that everyone is entitled to have their own belief</p>
Higher order thinking (Worldview Knowledge)	<p>I know how to argue both sides of the debate.</p> <p>I am beginning to use my own knowledge to inform my own belief.</p>	<p>I am beginning to use my own knowledge to inform my own belief.</p>	<p>I know why it is important to have a belief or a way of life which I choose to live by.</p>	<p>I know how culture, family and community influence people's ideas and beliefs.</p>	<p>I know that by sharing my thoughts, ideas and passions this can spark change and developments that can influence and benefit the wider community/world. (Greta Thunberg, Malala Yousafzai, MLK, Nelson Mandela).</p>	<p>I know what religion looks like in the local area.</p>
Skills	<p>Theology A Philosophy A, B Human and social science A</p>	<p>Theology B Philosophy B Human and social science A</p>	<p>Theology A Philosophy C Human and social science C</p>	<p>Theology B Human and social science B</p>	<p>Theology C Philosophy C Human and social science B</p>	<p>Theology C, D Human and social science B</p>
How does it build upon prior knowledge?	<p>Year 6 encourages the children to look at conflicting sides of the same event and begin to form their own ideas and opinions based on their prior knowledge of world faiths.</p>	<p>Throughout Year 6 the children develop their understanding of world faiths by exploring beliefs that are not centred around religion and build on their knowledge of how different influences impact our lives.</p>	<p>Year 6 develop their knowledge of world faiths by exploring Buddhism and continuing to develop their knowledge of different interpretations and influences in life.</p>	<p>Year 6 develop their understanding of world beliefs by exploring how religions are practised in different cultures around the world.</p>	<p>Developing and practising their comparison skills, year 6 have the opportunity to compare three different religious beliefs and views on a common aspect.</p>	<p>Building on and using all their prior knowledge of the different world faiths studied throughout their time at Redcastle Family School the children look at how religions are relevant in the modern world.</p>

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ELG	Communication and Language	<ul style="list-style-type: none"> <li>· Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> <li>· Make comments about what they have heard and ask questions to clarify their understanding</li> <li>· Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>· Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>· Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>· Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions</li> <li>· Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>· Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>· Show sensitivity to their own and to other's needs</li> </ul>
	Literacy	<ul style="list-style-type: none"> <li>· Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>· Anticipate – where appropriate – key events in stories</li> <li>· Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play</li> </ul>
	Understanding the World	<ul style="list-style-type: none"> <li>· Talk about the lives of the people around them and their roles in society</li> <li>· Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class</li> <li>· Understand the past through settings, characters and events encountered in books read in class and storytelling</li> <li>· Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts and maps</li> <li>· 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</li> <li>· Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate - maps</li> </ul>
	Expressive Art and Design	<ul style="list-style-type: none"> <li>· Invent, adapt and recount narratives and stories with peers and their teacher</li> <li>· Sing a range of well know nursery rhymes and songs</li> <li>· Perform songs, rhymes, poems and stories with other and – when appropriate – try to move in time with the music</li> </ul>


