



INTENT




- To teach, develop, reinforce and apply an outstanding level of religious understanding and knowledge as children progress through our school, returning to concepts and language to help embed them in long term memory.
- To provide experiences and learning to enhance the cultural capital of our children through visitors, trips to places of worship, relevant texts.
- To develop pupils with the ability to ask highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- To develop future citizens who are accepting of the religious beliefs and practices of others.

IMPLEMENTATION

- Our religious education curriculum is summarised in the following schematic.
- The Cheshire East Agreed Syllabus (2016) will be used in conjunction with the Chris Quigley Curriculum Companion to assist teaching staff with RE subject knowledge, planning and assessment.
- Thematic learning will provide different contexts for religious knowledge and skills learning as children progress through school.
- Most work outputs will be evidenced in individual RE books and each year group's Class RE Book.
- Adults will teach pupils and model the use of target vocabulary and make links with a variety of contexts to assist transfer of knowledge and concepts to long term memory over time.

IMPACT measured through

- Classroom Monitor
- Learning Walks, Work scrutiny and Pupil Voice
- Children's use of religious vocabulary.
- Children's ability to link the study of religion and belief to personal reflections on meaning and purpose.
- Significant levels of originality, imagination or creativity, which are shown in children's responses to their learning in RE.
- Children having exceptional independence; the ability to think for themselves and take the initiative when asking questions, carrying out inquiries for learning, evaluating ideas and working constructively with others.

	BELIEFS AND TEACHINGS	PRACTICES AND WAYS OF LIFE	IDENTITY, BELONGING & DIVERSITY	VALUES	CONCEPTS	RELIGIONS COVERED (specific study)	COMMUNICATING RELIGIOUSLY
<p>EYFS CURRICULUM</p> 	<p>Early Learning Goals: Understanding the world - People, Culture and Communities</p> <ul style="list-style-type: none"> 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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts. <p>Personal, Social and Emotional Development - Building relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs. 					<p><u>Christianity</u> (3 terms)</p>	<p><u>CHRISTIANITY</u> God as one creator loving father carer for others authority Bible Christmas Easter Harvest belonging baptism symbols cross crucifix church alter pulpit font lectern parables Jesus Messiah Immanuel saviour resurrection crucifixion trinity God the Father God the Son God the Holy Spirit disciple</p> <p><u>JUDAISM</u> G_d Torah Synagogue Shabbat Menorah Hanukkah Passover (Pesach) Rabbi</p>
<p>MILESTONE 1</p> 	<p>Describe some of the teachings of a religion</p> <p>Describe some of the main features or celebrations of a religion</p>	<p>Recognise, name and describe some religious artefacts, places and practices</p> <p>Name some religious symbols</p> <p>Explain the meaning of some religious symbols</p>	<p>Identify the things that are important in their own lives and compare these to religious beliefs</p> <p>Relate the emotions of some of the religious figures studied</p> <p>Ask questions about puzzling aspects of life</p>	<p>Identify how they have to make their own choices in life</p> <p>Explain how actions affect others</p> <p>Show an understanding of the term 'morals'</p>	<p><u>CHRISTIANITY</u> God's love Belonging Community Baptism Resurrection Ascension Salvation Incarnation Creation Kingdom of God Worship Repentance Sin Forgiveness</p>	<p><u>Christianity</u> (4.5 terms)</p> <p><u>Judaism</u> (1 term)</p> <p><u>Free Choice Study</u> – What can be learnt from creation stories? (0.5 term)</p>	
<p>MILESTONE 2</p> 	<p>Present the key teachings and beliefs of a religion</p> <p>Refer to religious figures and holy books to explain answers</p>	<p>Identify religious artefacts and explain how and why they are used</p> <p>Describe religious buildings and explain how they are used</p> <p>Identify religious symbolism in literature and the arts</p>	<p>Show an understanding that personal experiences and feelings influence attitudes and actions</p> <p>Give some reasons why religious figures may have acted as they did</p> <p>Ask questions that have no universally agreed answers</p>	<p>Explain how beliefs about right and wrong affect people's behaviour</p> <p>Describe how some of the values held by communities or individuals affect behaviour and actions</p> <p>Discuss and give opinions on stories involving moral dilemmas</p>	<p><u>JUDAISM</u> G_d Covenant Forgiveness Belonging Love Community Worship</p> <p><u>ISLAM</u> Allah Prophethood</p>	<p><u>Christianity</u> (3 terms)</p> <p><u>Judaism</u> (1 term)</p> <p><u>Islam</u> (1.5 terms)</p> <p><u>Free Choice Study</u> – Is happiness the purpose of life? (0.5 term)</p>	

Milestone 3



<p>Explain how some teachings and beliefs are shared between religions (Christianity, Judaism, Islam)</p> <p>Explain how religious beliefs shape the lives of individuals and communities</p>	<p>Explain the practices and lifestyles involved in belonging to a faith community</p> <p>Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles</p> <p>Show an understanding of the role of a spiritual leader</p> <p>Explain some of the different ways that individuals show their beliefs</p>	<p>Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings</p> <p>Explain their own ideas about the answers to ultimate questions</p> <p>Explain why their own answers to ultimate questions may differ from those of others</p>	<p>Explain why different religious communities or individuals may have a different view of what is right and wrong</p> <p>Show an awareness of morals and right and wrong beyond rules (e.g. wanting to act in a certain way despite rules)</p> <p>Express their own values and remain respectful of these with different values</p>	<p>Tawheed Umma Worship</p> <p><u>HINDUISM</u> Brahman Aum Worship Reincarnation Moksha Good/evil</p>	<p><u>Christianity</u> (3 terms)</p> <p><u>Islam</u> (1 term)</p> <p><u>Hinduism</u> (1 term)</p> <p><u>Free Choice Study</u> – Are science and religion in conflict? If God made the world, why isn't it perfect? (1 term)</p>	<p>Moses</p> <p><u>ISLAM</u> Allah Muhamad (pbuh) prophets Qur'an Night of Power Five Pillars of Islam Shahadah salah zakat sawm hajj wudu Ramadan Eid-ul-Fitr Six Articles of Faith mosque Mecca</p> <p><u>HINDUISM</u> Brahman trimurti karma reincarnation samsara moksha Sacred Thread ceremony</p>
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