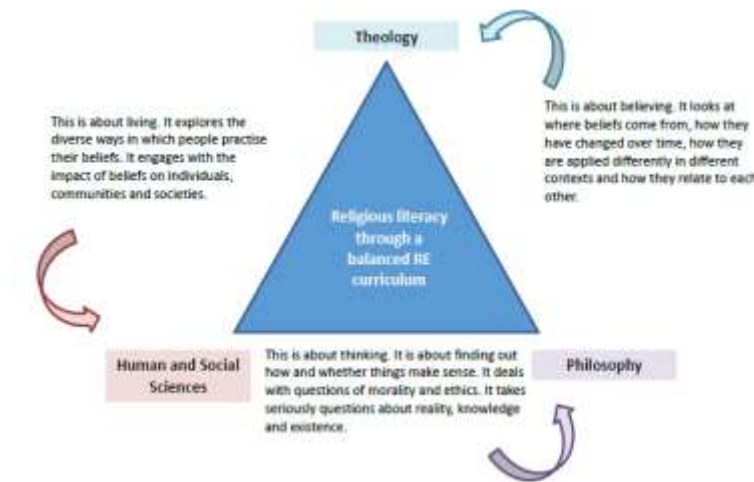


- At Edenham, RE is taught during weekly lessons, and as recommended in the Lincolnshire Agreed Syllabus 2018 - 2023, Key Stage One children will receive at least thirty-six hours and Key Stage Two will receive at least forty-five hours over the school year.
- Our progressive curriculum is split into substantive knowledge (the content that is delivered) and disciplinary knowledge (the ways of knowing) across a two-year cycle (with the exception of EYFS who work off a one-year cycle) which enables pupils to build on and develop their knowledge and skills. The children also use their own personal knowledge to evaluate critically their own world views.
- To support children in their love of learning to 'know more and remember more', there are regular opportunities to review the learning taken place in previous topics, as well as previous lessons.
- Effective use of educational visits are planned, to further enrich and enhance the pupil's learning experiences within the RE curriculum.
- We aim to explore core beliefs and theological concept through the disciplinary knowledge (as seen in the progression documents below) through a balanced RE curriculum (see diagram opposite):
 - Theology (**Believing**) – This is about the beliefs that underpin someone's faith by interpreting the texts the beliefs originate from.
 - Human and Social Sciences (**Living**) – This is about the religious practices that are underpinned by someone's faith and explores the way in which people practise their beliefs.
 - Philosophy (**Thinking**) - This is about reflecting upon the impact the view of the world a person has on their faith and how it compares to our view of the world as well as others. It is about finding out how and whether things make sense and asks questions about knowledge and existence.



EYFS

- EYFS children are guided in their learning through four overarching principles: for a unique child, positive relationships, enabling environments and learning and development. They will build a good foundation for igniting their curiosity and enthusiasm for learning, forming relationships, and thriving at school through the Seven Areas of Learning:
 - Prime Areas of Communication and Language, Physical Development and Personal, Social and Emotional Development.
 - Specific Areas of Literacy, Mathematics, Understanding the World and Expressive Arts and Design.
- The Early Years Foundation Stage Curriculum supports children's understanding of Religious Education through the planning and teaching of 'Understanding the World – People, Cultures and Communities' within the EYFS framework:
 - Children can talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.'
- Children are encouraged to use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live. Exploring others' views, cultures and beliefs supports children in developing their views and beliefs about themselves, their family and community. In finding out about others, young children are encouraged to reflect on belief, culture and practice and explore religion and faith through observing festivals and celebrations, sharing non – fiction texts and reading stories from religious texts, handling artefacts, engaging in roleplay.

Substantive Knowledge		Why this? Why now?	Vocabulary
Term 1: Lincolnshire Syllabus – Myself			
<ul style="list-style-type: none"> Introduce people who belong to a religious group 	<ul style="list-style-type: none"> Examples of people who belong to religious communities and ways in which religion is an ordinary part of their lives (e.g. Christians visiting church to worship, Muslims participating in big community festival celebrations, Sikhs helping out in the langar [canteen] in the gurdwara, etc.) Use visits and visitors where possible Use stories/picture books to explore some ways in which religion is important to some people 	<ul style="list-style-type: none"> Why this? Pupils have the opportunity to be introduced to people who belong to a religious group. Why now? At the start of the year, pupils will be learning more about each other. This is a chance for them to begin to understand the religions held by members within the class. It also links in with EYFS' big question 'What makes me, me?' 	<ul style="list-style-type: none"> Christian, Muslim, Jew, Hindu, God
Term 2: Understanding Christianity – Incarnation: Why do Christians perform nativity plays at Christmas?			
<ul style="list-style-type: none"> Christians believe God came to Earth in human form as Jesus. Christians believe Jesus came to show that all people are precious and special to God. 	<ul style="list-style-type: none"> Explore what the Bible says about Jesus. Act out stories. Stress the importance: Christians say Jesus was a special baby because he came from God; Christians believe he was God born as a baby; Christians say he was God come to be with us on earth as the friend and rescuer of human beings, for example. 	<ul style="list-style-type: none"> Why this? Following on from learning that for some people, occupying a religious worldview is part of who they are. people, this is an opportunity to look in depth at a story that is very important to Christians. Why now? This allows the pupils the chance to focus on a story that is very important to Christians as Christmas is approaching within the school community. 	<ul style="list-style-type: none"> Christian, Bible, Jesus, Nativity, Christmas, Mary, Joseph, Wise Men, Gifts, Shepherds,
Term 3: Lincolnshire Syllabus – Our Beautiful World			

<ul style="list-style-type: none"> - Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment. 	<ul style="list-style-type: none"> - Explore different stories of creation (including the Jewish story), e.g. Christianity, Hinduism. - Explore beliefs about the natural world and how human beings should relate to it (e.g. stewardship in Christianity and Judaism, every living thing being part of Brahman, the ultimate reality in Hinduism, etc.). 	<ul style="list-style-type: none"> - Why this? This unit introduces the pupils to stories about creation and some beliefs about the natural world from different religious viewpoints. - Why now? This begins to introduce the children to the school vision – love of the environment. It also links in with EYFS' big question 'What is happening outside my window?' allowing the pupils the opportunity to begin to make links with the world around them and beliefs people hold about it. 	<ul style="list-style-type: none"> - Muslim, Jew, Hindu, God, Creation, Care, Responsibility, Beautiful
Term 4: Understanding Christianity – Salvation: Why do Christians put a cross in an Easter garden?			
<ul style="list-style-type: none"> - Christians believe Jesus came to show God's love. - Christians remember Jesus' last week at Easter. - Jesus' name means 'He saves'. - Christians try to show love to others. 	<ul style="list-style-type: none"> - Explore what the Bible says about the last days of Jesus' ministry on Earth, from Palm Sunday to Jesus' resurrection. 	<ul style="list-style-type: none"> - Why this? Pupils have the opportunity to look in depth at another story that is very important to Christians. - Why now? Children can explore another important story to Christians and use it to gain a bigger insight into the beliefs held by a group of people as Easter is approaching within the school community. 	<ul style="list-style-type: none"> - Christian, Jesus, God, Easter, Cross
Term 5: Lincolnshire Syllabus – My Senses			
<ul style="list-style-type: none"> - Introduce the idea that we can learn about things using our senses; use a range of religious objects/artefacts/resources that engage the senses, e.g. incense, music, art, etc. 	<ul style="list-style-type: none"> - Explore different ways of using the senses using stimulus associated with religion, e.g. music, art, story, incense, food, etc. 	<ul style="list-style-type: none"> - Why this? Children will use their prior learning related to their senses as they are introduced to the idea that we can learn about things using our senses by using a range of religious objects/artefacts/resources that engage the senses, - Why now? Children will use their previous learning about their senses to recognise a range of resources that are important to different groups of people. It also links in with EYFS' big question 'Why is water wonderful?' in which children can use their senses to explore water and use this as a starting point as to what they can learn from using their senses. 	<ul style="list-style-type: none"> -
Term 6: Understanding Christianity – Creation: Why is the word God so important to Christians?			
<ul style="list-style-type: none"> - The word God is a name. - Christians believe God is the creator of the universe. - Christians believe God made our wonderful world and so we should look after it. 	<ul style="list-style-type: none"> - Explore what the Bible says about God. - It is important to draw inferences from the story as to what God is like. - Use the words 'create', 'creation', 'creator' and 'creative' often in class so that pupils become familiar with them 	<ul style="list-style-type: none"> - Why now? This builds upon pupils' previous learning about the natural world and gets them ready for the KSI RE program of study in which they will begin to focus on Christianity and Islam in more depth. 	<ul style="list-style-type: none"> - Christian, God, Creation, Care, Responsibility

KS1

Substantive Knowledge	Disciplinary Knowledge (Believing, Thinking, Living)	Why this? Why now?	Vocabulary
Term 1: Understanding Christianity – God: What do Christians believe God is like?			
<ul style="list-style-type: none"> - Christians believe in God, and that they find out about God from the Bible. - Christians believe God is loving, kind, fair, and also Lord and King; and there are some stories that show this. - Christians worship God, and try to live in ways that please him. 	<p>Believing</p> <ul style="list-style-type: none"> - Be able to use clear and simple language to retell a story. - Recognise a link between a story and a belief / concept. <p>Living</p> <ul style="list-style-type: none"> - Be able to identify that different people have different beliefs about the world around them. - Be able to describe diverse ways in which a festival from at least one belief is celebrated in the UK / around the world. - Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer (e.g. prayer, diet). - Be able to describe at least two ways in which people express / practise their beliefs as a community (e.g. festivals). 	<ul style="list-style-type: none"> - Why this? Pupils have the opportunity to explore in detail, the ways in which Christians articulate their beliefs about God. - Why now? This unit builds upon learning from EYFS and allows the children to gain a deeper understanding of the beliefs held by Christians. 	<ul style="list-style-type: none"> - Christians, God, Bible, Lord, King, forgiveness, parable, Gospels, Jesus, Father, loving,

	<ul style="list-style-type: none"> - Be able to make connections between family life and living out religious beliefs (e.g. worship at home). <p>Thinking</p> <ul style="list-style-type: none"> - Be able to ask questions about the world around them. - Be able to make connections between using their senses and what they know about the world around them. - Use reasons to support personal opinions about religions / beliefs. 		
Term 2: Understanding Christianity - Creation: Who do Christians believe made the world?			
<ul style="list-style-type: none"> - Christians believe God created the universe. - Christians believe the Earth and everything in it is important to God. - Christians believe humans should care for the world because it belongs to God. - Christians believe God has a special relationship with people as their creator and sustainer. 	<p>Believing</p> <ul style="list-style-type: none"> - Be able to use clear and simple language to retell a story. - Recognise a link between a story and a belief / concept. <p>Living</p> <ul style="list-style-type: none"> - Be able to identify that different people have different beliefs about the world around them. - Be able to describe diverse ways in which a festival from at least one belief is celebrated in the UK / around the world. - Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer (e.g. prayer, diet). - Be able to describe at least two ways in which people express / practise their beliefs as a community (e.g. festivals). - Be able to make connections between family life and living out religious beliefs (e.g. worship at home). <p>Thinking</p> <ul style="list-style-type: none"> - Be able to ask questions about the world around them. - Be able to make connections between using their senses and what they know about the world around them. - Use reasons to support personal opinions about religions / beliefs. 	<ul style="list-style-type: none"> - Why this? Pupils have the opportunity to explore how Christians articulate their different beliefs about the origins of the universe and the ways in which these connect with beliefs about God. - Why now? This unit builds upon the previous term by focusing on a story within the bible. 	<ul style="list-style-type: none"> - God, Christians, Bible, Creator, Genesis, Creation, sustainer
Term 3: Lincolnshire Syllabus – Islam (God): What do Muslims believe about Allah?			
<ul style="list-style-type: none"> - Muslims believe in one God (tawhid), that created the universe in harmony. - Muslims believe God created human beings to help keep the universe in harmony. - Muslims believe God provided a straight path (shariah) to help keep the universe in harmony. - Muslims believe God provided guidance to help humans follow the straight path (Qur'an, prophets, natural world) - Muslims believe there are 99 names of Allah – ways in which Muslims try to understand what God is like (not 100 because you can never fully know God). - Qur'an is the holy book of Islam; the words of God, providing guidance for human beings. - Muslims believe Prophet Muhammad – the final prophet; receives guidance (i.e. the Qur'an) directly from God. - Know the story about the Prophet Muhammad receiving the Qur'an (the 'Night of Power'). 	<p>Believing</p> <ul style="list-style-type: none"> - Be able to use clear and simple language to retell a story. - Recognise a link between a story and a belief / concept. <p>Thinking</p> <ul style="list-style-type: none"> - Be able to use clear and simple language to retell a story. - Be able to identify that different people have different beliefs about the world around them. 	<ul style="list-style-type: none"> - Why this? Pupils have the opportunity to explore in detail, the ways in which Muslims articulate their beliefs about Allah (God). - Why now? This unit builds upon learning from EYFS and the autumn term. It will allow the children the opportunity to compare beliefs held by Muslims by using their previous learning with regards to beliefs held by Christians. 	<ul style="list-style-type: none"> - God, Muslims, Allah, Qur'an, Prophet, Muhammad, Tawhid, 99 names of Allah, Sha'adah
Term 4: Lincolnshire Syllabus – Islam (Community): How do Muslims express their religion and beliefs?			
<ul style="list-style-type: none"> - Muslims worship (ibadah) – prayer five times a day - Muslims in the region praying at the same time = harmony; movements and words of prayer the same for everyone = harmony; always includes saying the statement of belief (shahadah): "There is no God but God and Muhammad is his prophet"; - All Muslims pray facing Makkah. - Muslims prepare for prayer: washing (wudu). - The key objects associated with prayer: prayer mat (cleanliness is important), Muslims don't pray directly on the ground), prayer beads (subha), compass (to indicate the direction of Makkah). - Muslims study the Qur'an to find out how to follow the straight path (shariah); learning to recite the Qur'an. - Muslims have the festivals: Eid ul-Fitr (end of the month of Ramadan), Eid ul-Adha (celebration of Prophet Ibrahim's test of faith) –and the key practices, symbols, and how they relate to Muslim beliefs about God, the universe and human beings. 	<p>Believing</p> <ul style="list-style-type: none"> - Recognise a link between a story and a belief / concept. <p>Living</p> <ul style="list-style-type: none"> - Be able to describe diverse ways in which a festival from at least one belief is celebrated in the UK / around the world. - Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer (e.g. prayer, diet). - Be able to describe at least two ways in which people express / practise their beliefs as a community (e.g. festivals). - Be able to make connections between family life and living out religious beliefs (e.g. worship at home). <p>Thinking</p> <ul style="list-style-type: none"> - Be able to ask questions about the world around them. - Use reasons to support personal opinions about religions / beliefs. 	<ul style="list-style-type: none"> - Why this? Pupils have the opportunity to explore different ways in which Muslims worship Allah (God). - Why now? This unit builds upon last term and will allow the children the opportunity to explore how Muslims practise their beliefs. 	<ul style="list-style-type: none"> - God, Muslims, Allah, Qur'an, Prophet, Muhammad, Mosque, Eidul-Fitr, Eidul-Adha. Ibadah,
Term 5 and 6: Lincolnshire Syllabus – Additional Unit – Places of Worship: here do people of different religions go to worship and how do they worship?			
<ul style="list-style-type: none"> - Christians worship in Church. - The key features of a church and how they connect with Christian beliefs about God, the world and human beings. - Know what makes a Christian church a special place. - Know what other kinds of spaces Christians worship in (e.g. Forest Church, house groups, etc.). - Hindus worship: murtis, puja, arti at home and in the mandir. - Know the key features of a mandir. - Know the key worship activities and ways in which these connect with Hindu beliefs about Brahman, the cycle of life and dharma. - Hindus use all of their senses when they worship. 	<p>Believing</p> <ul style="list-style-type: none"> - Be able to use clear and simple language to retell a story. - Recognise a link between a story and a belief / concept. <p>Living</p> <ul style="list-style-type: none"> - Be able to identify that different people have different beliefs about the world around them. - Be able to describe diverse ways in which a festival from at least one belief is celebrated in the UK / around the world. - Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer (e.g. prayer, diet). 	<ul style="list-style-type: none"> - Why this? Pupils have the opportunity to explore different places of worship across different religious traditions. - Why now? Following on from learning about the different ways in which Muslims worship Allah (God) and learning that occurs during EYFS, children have the opportunity to explore, as well as compare and 	<ul style="list-style-type: none"> - Places of worship, Christian, church, font, alter, cross, Islam, Muslims, mosques, prayer mat, minaret, Jewish, Judaism, synagogue, Torah scroll, yad, Ner Tamid, tallit

<ul style="list-style-type: none"> - Key Jewish beliefs: one God, the chosen people of Israel, the covenants (special promises/contracts between God and his chosen people). - The Jewish Key texts, e.g. Torah. - Jewish people worship in the synagogue. - Know the key worship activities including Shabbat. 	<ul style="list-style-type: none"> - Be able to describe at least two ways in which people express / practise their beliefs as a community (e.g. festivals). - Be able to make connections between family life and living out religious beliefs (e.g. worship at home). <p>Thinking</p> <ul style="list-style-type: none"> - Be able to ask questions about the world around them. - Be able to make connections between using their senses and what they know about the world around them. - Use reasons to support personal opinions about religions / beliefs. 	contrast, different places of worship across different religious traditions.	
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Lower KS2

Substantive Knowledge	Disciplinary Knowledge (Believing, Thinking, Living)	Why this? Why now?	Vocabulary
Term 1: Understanding Christianity – Creation / Fall : What do Christians learn from the creation story?			
<ul style="list-style-type: none"> - Christians believe that God the Creator cares for the creation, including human beings. - Christians believe that as human beings are part of God’s good creation, they do best when they listen to God. - Christians believe that the Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called ‘the Fall’). - Christians believe that his means that humans cannot get close to God without God’s help. - Christians believe that the Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. - Christians believe that Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short. 	<p>Believing</p> <ul style="list-style-type: none"> - Be able to explain what it means for a text / story to ‘have authority’ for a group of believers. - Be able to identify connections between beliefs / concepts within a single belief tradition with reference to authoritative texts / stories. <p>Living</p> <ul style="list-style-type: none"> - Be able to describe the differences between ‘beliefs and ‘religion’. - Be able to identify ways in which religious practices vary depending on geographic, social and cultural contexts. - Be able to make connections between beliefs and the decisions an individual makes about how to live their life. - Be able to explain the importance of community within the religious / non-religious traditions studied. - Be able to make connections between religious beliefs and worship as a community in at least two belief traditions. <p>Thinking</p> <ul style="list-style-type: none"> - Be able to identify ways in which different people think about the world differently. - Be able to understand and begin to explain that there is a difference between believing and knowing. - Be able to provide, with a range of evidence, reasons why a member of a belief tradition may hold a particular belief. 	<ul style="list-style-type: none"> - Why this? Pupils have the opportunity to explore different Christian views about the natural world and explores what Christians believe about the relationship between the natural world and human beings. It considers the impact of human action on the natural world. - Why now? This unit builds upon prior learning with regards to the Christian creation story that children would have encountered during Cycle A in KS1. 	<ul style="list-style-type: none"> - Christians, God, Jesus, creator, sustainer, stewards, The Fall, ten commandments, Bible, Genesis
Term 2: Understanding Christianity – People of God: What is it like to follow God?			
<ul style="list-style-type: none"> - The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God. - The People of God try to live in the way God wants, following his commands and worshipping him. - They believe he promises to stay with them and Bible stories show how God keeps his promises. - The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God, and to attract all other nations to worshipping God. - Christians believe that, through Jesus, all people can become the People of God. 	<p>Believing</p> <ul style="list-style-type: none"> - Be able to explain what it means for a text / story to ‘have authority’ for a group of believers. - Be able to identify connections between beliefs / concepts within a single belief tradition with reference to authoritative texts / stories. <p>Living</p> <ul style="list-style-type: none"> - Be able to describe the differences between ‘beliefs and ‘religion’. - Be able to identify ways in which religious practices vary depending on geographic, social and cultural contexts. - Be able to make connections between beliefs and the decisions an individual makes about how to live their life. - Be able to explain the importance of community within the religious / non-religious traditions studied. - Be able to make connections between religious beliefs and worship as a community in at least two belief traditions. <p>Thinking</p> <ul style="list-style-type: none"> - Be able to identify ways in which different people think about the world differently. - Be able to understand and begin to explain that there is a difference between believing and knowing. - Be able to provide, with a range of evidence, reasons why a member of a belief tradition may hold a particular belief. 	<ul style="list-style-type: none"> - Why this? Pupils have the opportunity to explore Christians understanding of the relationship between God and his people in the Old Testament, - Why now? This unit builds upon learning from last term with regards to looking at stories found within the bible. These stories contain examples of people who chose to follow God. 	<ul style="list-style-type: none"> - God, People of God, covenant, promises, Bible, Genesis, Old Testament
Term 3: Lincolnshire Syllabus – Islam (God): what do Muslims believe about God?			
<ul style="list-style-type: none"> - Muslims believe in the oneness of God (tawhid) and its reflection in the shahadah (statement of faith). - Muslims believe God is a creator who has created the universe to be in harmony (muslim – literally, ‘in submission’ to the will of God); has created human beings to be ‘abd (servant) and khalifa (regent) to help him keep things in harmony; has set out a straight path (shariah) to help 	<p>Believing</p> <ul style="list-style-type: none"> - Be able to explain what it means for a text / story to ‘have authority’ for a group of believers. - Be able to identify connections between beliefs / concepts within a single belief tradition with reference to authoritative texts / stories. 	<ul style="list-style-type: none"> - Why this? Pupils have the opportunity to explore different ways in which Muslims use symbols to articulate beliefs about God. 	<ul style="list-style-type: none"> - Tawhid, Muslims, ‘abd (servants) and khalifa (regents), Muslim (harmonious),

<p>maintain this harmony and offered guidance (the natural world, the Qur'an and the prophets) to help humans follow this path.</p> <ul style="list-style-type: none"> - Muslims believe in the connection between iman (faith/beliefs) and ibadah (worship/practice) – the ways in which key practices express Muslim beliefs: - The five pillars of Islam are: <ol style="list-style-type: none"> 1. Shahadah (statement of belief): “There is no God but God, and Muhammad is his prophet”; expresses beliefs about God and the prophets. 2. Salat (prayer five times a day): incorporates the Shahadah, involves all Muslims praying together in harmony. 3. Zakat (charitable giving): 2.5% of disposable income annually; purpose is to bring about harmony in a world in which some people have more than they need and some people don't have enough. 4. Sawm (fasting during the month of Ramadan): during this month, Muslims do not eat or drink during the hours of sunlight; the fast as a way to remind Muslims of their commitment to the one God and as a way of helping them experience what it is like go without, which is what life is like every day for some people in the world. 5. Hajj (pilgrimage to Makkah): Muslims are expected to carry out this pilgrimage at least once during their lifetime. - I know the role of the mosque in Muslim belief and practice; including the key features: qibla, minaret, minbar, prayer mats, facilities for wudu/ - Know ways in which mosques engage with the local community, e.g. #VisitMyMosque day, foodbanks, etc. 	<p>Thinking</p> <ul style="list-style-type: none"> - Be able to understand and begin to explain that there is a difference between believing and knowing. - Be able to provide, with a range of evidence, reasons why a member of a belief tradition may hold a particular belief. 	<ul style="list-style-type: none"> - Why now? This unit builds upon prior learning about Muslim beliefs about Allah (God) from KSI Cycle A. 	<p>Shariah (straight path), Qur'an, Prophets</p>
Term 4: Lincolnshire Syllabus – Hinduism (God): What do Hindus believe about God?			
<ul style="list-style-type: none"> - Hindus believe that Brahman is the ultimate reality, the life force in all things - Hindus believe in the Trimurti Brahma (creator – the beginning of life), Vishnu (preserver – the sustaining of life), Shiva (destroyer – the end of life) – Hindus believe this represents the cycle of life (helping Hindus worship Brahman, the ultimate reality). - The symbol of the lotus flower is associated with Brahma, Vishnu and the story of creation. - Hindus worship other deities as a means of understanding more about Brahman, the ultimate reality, e.g. Lakshmi, Hanuman, Ganesh. - Hindus believe that Atman (the soul) is the bit of the ultimate reality in all living things. - Hindus believe the atman travels continuously through the cycle of life: samsara (birth, life, death, reincarnation), - Hindus believe the goal is for the atman to break free from this cycle of life (moksha) - Hindus believe human beings can achieve moksha through fulfilling their dharma (duty). - Hindus learn from the stories from the Ramayana, Bhagavad Gita, Mahabharata, e.g. the story of Rama and Sita in the Ramayana – a story about doing – or not doing – your duty (dharma), the story of Arjuna and Krishna in the Mahabharata – a story about doing your duty (dharma), even when it is challenging to do so. 	<p>Believing</p> <ul style="list-style-type: none"> - Be able to explain what it means for a text / story to 'have authority' for a group of believers. - Be able to identify connections between beliefs / concepts within a single belief tradition with reference to authoritative texts / stories. <p>Thinking</p> <ul style="list-style-type: none"> - Be able to understand and begin to explain that there is a difference between believing and knowing. - Be able to provide, with a range of evidence, reasons why a member of a belief tradition may hold a particular belief. 	<ul style="list-style-type: none"> - Why this? Pupils have the opportunity to explore different ways in which Hindus use symbols to articulate beliefs about God. For some, Hinduism is a new focus for the pupils, with knowledge covered on Christianity and Islam during KS1. - Why now? This unit builds upon prior learning from last term, by exploring Hindus beliefs about God. There are also opportunities, within this unit, to compare and contrast Hindus beliefs about God with Muslims beliefs about God. 	<ul style="list-style-type: none"> - Hindu, Hinduism, Brahman, Ultimate Reality, Life Force, atman (soul), deities, Trimurti: Brahma, Vishnu and Shiva, Samsara (cycle of life), Sanatana Dharma, moksha (liberation), vedas, Mahabharata, Mandir, Puja
Term 5 and 6: Lincolnshire Syllabus – Additional (Big Question) -What does it mean to live a good life?			
<ul style="list-style-type: none"> - The word good means different things to different people. - Know what Christians believe about being good and how they act that out in their life. - Know what Muslims believe about being good and how they act that out in their life. - Know what Jews believe about being good and how they act that out in their life. - Know what Hindus believe about being good and how they act that out in their life. - know what Humanists believe about being good and how they act that out in their life. - Give my own opinion about what living a good life means. 	<p>Believing</p> <ul style="list-style-type: none"> - Be able to explain what it means for a text / story to 'have authority' for a group of believers. - Be able to identify connections between beliefs / concepts within a single belief tradition with reference to authoritative texts / stories. <p>Living</p> <ul style="list-style-type: none"> - Be able to identify ways in which religious practices vary depending on geographic, social and cultural contexts. - Be able to make connections between beliefs and the decisions an individual makes about how to live their life. - Be able to explain the importance of community within the religious / non-religious traditions studied. - Be able to make connections between religious beliefs and worship as a community in at least two belief traditions. <p>Thinking</p> <ul style="list-style-type: none"> - Be able to identify ways in which different people think about the world differently. - Be able to understand and begin to explain that there is a difference between believing and knowing. - Be able to provide, with a range of evidence, reasons why a member of a belief tradition may hold a particular belief. 	<ul style="list-style-type: none"> - Why this? Pupils have the opportunity to develop their learning by investigating different ways in which religious and non-religious people articulate what they mean by a 'good' life. - Why now? This unit links in with learning from Lower KS2 Cycle B with regards to why Christians believe the crucifixion of Jesus is a 'good' thing. Children will be exploring the beliefs held by other belief traditions about the meaning of living a good life. 	<ul style="list-style-type: none"> - Christianity, Islam, Hinduism, God, Allah, deities, good,

Upper KS2

Substantive Knowledge	Disciplinary Knowledge (Believing, Thinking, Living)	Why this? Why now?	Vocabulary
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Term 1: Understanding Christianity – God: What does it mean if God is loving and holy?				
<ul style="list-style-type: none">- Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.- Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving, and full of grace.- Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God’s love.- Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.- Christians believe getting to know God is like getting to know a person rather than learning information.	Believing <ul style="list-style-type: none">- Be able to name at least three sources of authority (e.g. text, religious leader, tradition) for a group of believers and identify the beliefs and concepts they make reference to.- Be able to explain connections between beliefs / concepts within a single belief tradition with reference to authoritative texts / stories.- Be able to identify how similar concepts are presented across different belief traditions with reference to authoritative texts / stories. Living <ul style="list-style-type: none">- Explain the reasons why some belief traditions are not comfortable with the term ‘religion’ and be able to identify what makes a non-religious worldview different from a religion.- Be able to explain the impact that society / culture / geography can have on religious practices.- Be able to show understanding that an individual is affected by a range of beliefs.- able to identify a diverse range of ways in which community impacts on a believer’s experience of a belief tradition.- Be able to identify some of the ways in which the wider local / national community impacts on a believer’s experience of a belief tradition. Thinking <ul style="list-style-type: none">- Be able to analyse different ways in which people think about the world and make connections between this and their beliefs.- Be able to explain the distinctions between ‘belief’, ‘faith’, ‘opinion’, ‘truth’ and ‘knowledge’.- Begin to analyse the strengths and weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs..	<ul style="list-style-type: none">- Why this? This unit interrogates the evidence for the Christian belief that God is holy and loving. It also explores some of the real-life implications for Christians if God is holy and loving.- Why now? This unit builds on prior learning about God as Trinity and Jesus as God incarnate (God ‘in the flesh’) from Lower KS2 Cycle B.	<ul style="list-style-type: none">- Christians, God, omnipotent, omniscient, eternal, worship, holy, loving, sin, injustice, forgiving, Bible, Incarnation, Salvation,	
Term 2: Understanding Christianity – Salavation: What did Jesus do to save human beings?				
<ul style="list-style-type: none">- Christians read the ‘big story’ of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans’ relationship with God.- The Gospels give accounts of Jesus’ death and resurrection.- New Testament says that Jesus’ death was somehow ‘for us’.- Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the Devil; paying the punishment as a substitute for everyone’s sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom.- Christians remember Jesus’ sacrifice through the service of Holy Communion (also called the Lord’s Supper, the Eucharist or the Mass).- Belief in Jesus’ resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.- This belief gives Christians hope for life with God, starting now and continuing in a new life (Heaven).- Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.	Believing <ul style="list-style-type: none">- Be able to name at least three sources of authority (e.g. text, religious leader, tradition) for a group of believers and identify the beliefs and concepts they make reference to.- Be able to explain connections between beliefs / concepts within a single belief tradition with reference to authoritative texts / stories.- Be able to identify how similar concepts are presented across different belief traditions with reference to authoritative texts / stories. Living <ul style="list-style-type: none">- Explain the reasons why some belief traditions are not comfortable with the term ‘religion’ and be able to identify what makes a non-religious worldview different from a religion.- Be able to explain the impact that society / culture / geography can have on religious practices.- Be able to show understanding that an individual is affected by a range of beliefs.- able to identify a diverse range of ways in which community impacts on a believer’s experience of a belief tradition.- Be able to identify some of the ways in which the wider local / national community impacts on a believer’s experience of a belief tradition. Thinking <ul style="list-style-type: none">- Be able to analyse different ways in which people think about the world and make connections between this and their beliefs.- Be able to explain the distinctions between ‘belief’, ‘faith’, ‘opinion’, ‘truth’ and ‘knowledge’.- Begin to analyse the strengths and weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.	<ul style="list-style-type: none">- Why this? Pupils have the opportunity to focus on the impact that belief in the resurrection of Jesus has on a Christian’s decisions and actions.- Why now? This unit builds upon learning about prior learning about Christian beliefs about God, Jesus and human beings from across KS1.	<ul style="list-style-type: none">- Christians, God, Jesus, Messiah Incarnation, Salvation, Sacrifice, resurrection,	
Term 3: Lincolnshire Syllabus – Islam (Being Human): How does faith and belief affect the way Muslims live their lives?				
<ul style="list-style-type: none">- Know what the role of human beings is in maintaining a harmonious (Muslim) world,- Muslims believe in the importance of the straight path (shariah) in helping to keep the world in harmony (Muslim), as God intends it to be.	Believing <ul style="list-style-type: none">- Be able to explain connections between beliefs / concepts within a single belief tradition with reference to authoritative texts / stories.	<ul style="list-style-type: none">- Why this? Pupils have the opportunity to identify the ways in which religious	<ul style="list-style-type: none">- Tawhid, Muslims, ‘abd (servants) and khalifa (regents),	

<ul style="list-style-type: none"> - Muslims believe in family life and the way in which this contributes to following the straight path (shariah): - Muslims believe in family life as created by God to help provide a harmonious society. - Muslims believe in the importance of following the example of the Prophet Muhammad. - Muslims believe in the importance of prayer at home, family involvement in key obligations, such as fasting and pilgrimage; the different, but complementary, roles of men and women (e.g. Qur'an 49.13) and the respect children should show to their parents (e.g. Qur'an 17.23-24). - Understand that the Hadith is a collection of the teachings and lived example (sunnah) of the Prophet Muhammad. - Different Muslims accept different collections of Hadith to be more or less authoritative; that it provides additional guidance on how to follow the straight path (shariah). 	<p>Living</p> <ul style="list-style-type: none"> - Be able to explain the impact that society / culture / geography can have on religious practices. - Be able to show understanding that an individual is affected by a range of beliefs. <p>Thinking</p> <ul style="list-style-type: none"> - Be able to explain the distinctions between 'belief', 'faith', 'opinion', 'truth' and 'knowledge'. - Begin to analyse the strengths and weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs. 	<p>beliefs impact on individuals' decisions and actions.</p> <ul style="list-style-type: none"> - Why now? This unit builds on learning about Christian and Muslim beliefs about being human from KSI Cycle B. 	<p>Muslim (harmonious), Shariah (straight path), Qur'an, Prophets, Five Pillars of Islam, Hadiths, sha'hadah,</p>
<p>Term 4: Lincolnshire Syllabus – Hinduism (Being Human): How does faith and belief affect the way Hindus live their lives?</p>			
<ul style="list-style-type: none"> - The key importance of dharma (duty) and the way in which it relates to beliefs about samsara, the atman and moksha; duty to self, Brahman, fellow human beings, other living beings and society. - Know how a Hindu may try and fulfil their dharma (duty): carrying out good actions (karma) and avoiding bad actions (karma). - Ahimsa is the principle of non-violence and the way in which this relates to beliefs about ahimsa, samsara, moksha and karma; vegetarianism in Hinduism - Understand the role of yoga, meditation and renunciation in helping Hindus focus on Brahman and their dharma; sadhus and sadhvi. - Hindus believe in Satsang (togetherness) – the importance of the family, the community and society in thinking about one's dharma (duty). 	<p>Believing</p> <ul style="list-style-type: none"> - Be able to explain connections between beliefs / concepts within a single belief tradition with reference to authoritative texts / stories. <p>Living</p> <ul style="list-style-type: none"> - Be able to explain the impact that society / culture / geography can have on religious practices. - Be able to show understanding that an individual is affected by a range of beliefs. <p>Thinking</p> <ul style="list-style-type: none"> - Be able to explain the distinctions between 'belief', 'faith', 'opinion', 'truth' and 'knowledge'. - Begin to analyse the strengths and weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs. 	<ul style="list-style-type: none"> - Why this? Pupils have the opportunity to identify the ways in which religious beliefs impact on individuals' decisions and actions within a different group of people. It introduces Hindu beliefs about human beings, their relationship to Brahman and to each other. - Why now? This unit builds on learning about Christian and Muslim beliefs about being human from KSI, and Islam's beliefs about being human from the previous term. 	<ul style="list-style-type: none"> - Brahman, Trimurti, samsara, atman, karma, moksha, dharma, Hindus, samsara, moksha, sharma, ahimsa, deities, devotion, puja, aarti, moral duty
<p>Term 5 and 6: Lincolnshire Syllabus – Additional (Big Question) - Expressing Beliefs through the Arts - How do religious and non-religious people express their beliefs creatively?</p>			
<ul style="list-style-type: none"> - Know the different ways in which religious people express their beliefs by the way in which they construct their places of worship. - Know different ways in which people express their different beliefs through dance, music, art and drama. - Know the reasons why some religious people will depict God/key religious figures visually and some will not. 	<p>Believing</p> <ul style="list-style-type: none"> - Be able to name at least three sources of authority (e.g. text, religious leader, tradition) for a group of believers and identify the beliefs and concepts they make reference to. - Be able to explain connections between beliefs / concepts within a single belief tradition with reference to authoritative texts / stories. - Be able to identify how similar concepts are presented across different belief traditions with reference to authoritative texts / stories. <p>Living</p> <ul style="list-style-type: none"> - Explain the reasons why some belief traditions are not comfortable with the term 'religion' and be able to identify what makes a non-religious worldview different from a religion. - Be able to explain the impact that society / culture / geography can have on religious practices. - Be able to show understanding that an individual is affected by a range of beliefs. - Be able to identify a diverse range of ways in which community impacts on a believer's experience of a belief tradition. - Be able to identify some of the ways in which the wider local / national community impacts on a believer's experience of a belief tradition. <p>Thinking</p> <ul style="list-style-type: none"> - Be able to analyse different ways in which people think about the world and make connections between this and their beliefs. - Be able to explain the distinctions between 'belief', 'faith', 'opinion', 'truth' and 'knowledge'. - Begin to analyse the strengths and weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs. 	<ul style="list-style-type: none"> - Why this? Pupils will have the opportunity to explore the importance of creativity as a way to express meaning, emotion, knowledge, etc. - Why now? This unit explores a different form of expression: The creative arts. This builds upon on prior learning which has focused on the ways in which people express their beliefs through their decision making, and actions. There are also opportunities to build on prior learning about celebrations, places of worship and symbols. 	<ul style="list-style-type: none"> - Creativity, expression of beliefs, imagination, inspiration, inventiveness, vision, innovation,