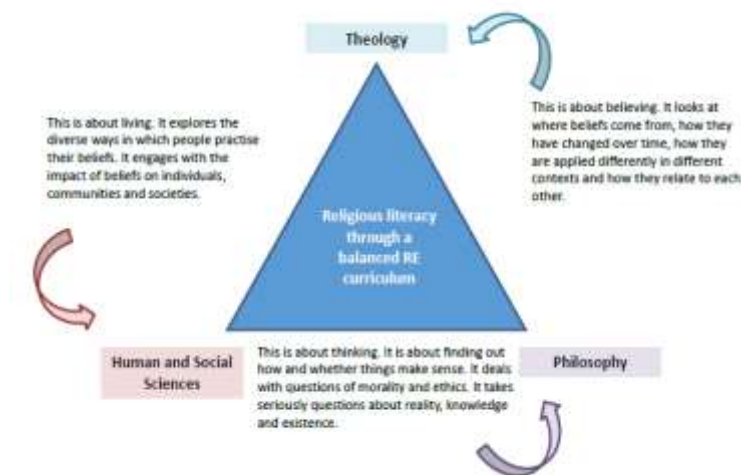


- At Edenham, RE is taught during weekly lessons, and as recommended in the Lincolnshire Agreed Syllabus 2018 - 2023, Key Stage One children will receive at least thirty-six hours and Key Stage Two will receive at least forty-five hours over the school year.
- Our progressive curriculum is split into 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
<b>Term 1: Lincolnshire Syllabus – Myself</b>			
- Introduce people who belong to a religious group	- 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	- 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?'	- Christian, Muslim, Jew, Hindu, God
<b>Term 2: Understanding Christianity – Incarnation: Why do Christians perform nativity plays at Christmas?</b>			
- 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.	- 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.	- 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.	- Christian, Bible, Jesus, Nativity, Christmas, Mary, Joseph, Wise Men, Gifts, Shepherds,
<b>Term 3: Lincolnshire Syllabus – Our Beautiful World</b>			
- Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment.	- Explore different stories of creation (including the Jewish story), e.g. Christianity, Hinduism.	- Why this? This unit introduces the pupils to stories about creation and some beliefs	- Muslim, Jew, Hindu, God, Creation, Care,

	<ul style="list-style-type: none"> <li>- 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.).</li> </ul>	<p>about the natural world from different religious viewpoints.</p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	Responsibility, Beautiful
<b>Term 4: Understanding Christianity – Salvation: Why do Christians put a cross in an Easter garden?</b>			
<ul style="list-style-type: none"> <li>- Christians believe Jesus came to show God's love.</li> <li>- Christians remember Jesus' last week at Easter.</li> <li>- Jesus' name means 'He saves'.</li> <li>- Christians try to show love to others.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore what the Bible says about the last days of Jesus' ministry on Earth, from Palm Sunday to Jesus' resurrection.</li> </ul>	<ul style="list-style-type: none"> <li>- Why this? Pupils have the opportunity to look in depth at another story that is very important to Christians.</li> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- Christian, Jesus, God, Easter, Cross</li> </ul>
<b>Term 5: Lincolnshire Syllabus – My Senses</b>			
<ul style="list-style-type: none"> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore different ways of using the senses using stimulus associated with religion, e.g. music, art, story, incense, food, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- 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 our senses.</li> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>
<b>Term 6: Understanding Christianity – Creation: Why is the word God so important to Christians?</b>			
<ul style="list-style-type: none"> <li>- The word God is a name.</li> <li>- Christians believe God is the creator of the universe.</li> <li>- Christians believe God made our wonderful world and so we should look after it.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore what the Bible says about God.</li> <li>- It is important to draw inferences from the story as to what God is like.</li> <li>- Use the words 'create', 'creation', 'creator' and 'creative' often in class so that pupils become familiar with them</li> </ul>	<ul style="list-style-type: none"> <li>- Why this? Pupils have the opportunity to explore the Christian story of creation in more detail.</li> <li>- Why now? This builds upon pupils' previous learning about the natural world and gets them ready for the KS1 RE program of study in which they will begin to focus on Christianity and Islam in more depth.</li> </ul>	<ul style="list-style-type: none"> <li>- Christian, God, Creation, Care, Responsibility</li> </ul>

## KS1

Substantive Knowledge	Disciplinary Knowledge (Believing, Thinking, Living)	Why this? Why now?	Vocabulary
<b>Term 1: Lincolnshire Syllabus – Islam (Being Human): How does faith and belief affect the way Muslims live their lives?</b>			
<ul style="list-style-type: none"> <li>- Muslims practice Akhlaq (character, moral conduct) –making good choices, that is, choices that will keep creation in harmony, as God intended.</li> <li>- Muslims believe the importance of serving others and showing compassion, e.g. zakat (charitable gifts – 2.5% of disposable income annually) – helping address disharmony in the world, that is, some have more than they need, others don't have enough</li> <li>- Muslims believe that the stories about the prophets (e.g. Ibrahim, Nuh, Musa, Isa, Muhammad) – show how to care for others and make sure the world is a fair, just and harmonious place.</li> </ul>	<p><b>Believing</b></p> <ul style="list-style-type: none"> <li>- Be able to use clear and simple language to retell a story.</li> <li>- Recognise a link between a story and a belief / concept.</li> </ul> <p><b>Thinking</b></p> <ul style="list-style-type: none"> <li>- Be able to ask questions about the world around them. Use reasons to support personal opinions about religions / beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>- Why this? Pupils have the opportunity to learn more about what Muslims believe about human beings, their relationship to each other and their relationship to Allah (God).</li> <li>- Why now? This unit links in with learning from KS1 Cycle A and allows the children the opportunity to identify different beliefs that people have.</li> </ul>	<ul style="list-style-type: none"> <li>- Muslims, Allah, Islam, harmony, harmonious, Prophets, Qur'an, Imam (faith), Sha'adah, Aklaq, Mahammad</li> </ul>
<b>Term 2: Lincolnshire Syllabus – Islam (Life Journey): What do Muslims do to celebrate birth?</b>			

<ul style="list-style-type: none"> <li>- Know the importance of community (ummah) in Islam and that Muslims belong to a worldwide community.</li> <li>- Muslims believe working together in harmony helps them to follow the straight path (shariah).</li> <li>- Ummah is celebrating a new member of the Muslim community.</li> <li>- Muslims believe that the birth of a baby as a blessing and is something that Muslims give thanks for.</li> <li>- Muslims whisper the call to prayer (adhaan) into the baby's ear just after they have been born and that this reminds them to worship the one God.</li> <li>- Muslim babies are traditionally given a name at this time and that they are often named after Prophets or other important Muslim figures.</li> </ul>	<p><b>Believing</b></p> <ul style="list-style-type: none"> <li>- Recognise a link between a story and a belief / concept.</li> </ul> <p><b>Living</b></p> <ul style="list-style-type: none"> <li>- 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).</li> <li>- Be able to describe at least two ways in which people express / practise their beliefs as a community (e.g. festivals).</li> <li>- Be able to make connections between family life and living out religious beliefs (e.g. worship at home).</li> </ul> <p><b>Thinking</b></p> <ul style="list-style-type: none"> <li>- Be able to ask questions about the world around them.</li> <li>- Use reasons to support personal opinions about religions / beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>- Why this? Pupils now have the opportunity to learn about how Muslims welcome a new human into the world.</li> <li>- Why now? Having explored beliefs about human beings in the previous term, this unit will allow children to make connections between family life and living out religious beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>- Muslims, Allah, Islam, Community, harmony, harmonious, Prophets, Qur'an, aqiqah, Adhaan, Zakat, belonging, baptisms, Christenings,</li> </ul>
<b>Term 3: Understanding Christianity – Incarnation: Why does Christmas matter to Christians?</b>			
<ul style="list-style-type: none"> <li>- Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</li> <li>- Bible points out that his birth showed he was extraordinary (e.g. he is worshipped as a king, in Matthew) and that he came to bring good news (e.g. to the poor, in Luke).</li> <li>- Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming.</li> </ul>	<p><b>Believing</b></p> <ul style="list-style-type: none"> <li>- Be able to use clear and simple language to retell a story.</li> <li>- Recognise a link between a story and a belief / concept.</li> </ul> <p><b>Living</b></p> <ul style="list-style-type: none"> <li>- Be able to identify that different people have different beliefs about the world around them.</li> <li>- Be able to describe diverse ways in which a festival from at least one belief is celebrated in the UK / around the world.</li> <li>- 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).</li> <li>- Be able to describe at least two ways in which people express / practise their beliefs as a community (e.g. festivals).</li> <li>- Be able to make connections between family life and living out religious beliefs (e.g. worship at home).</li> </ul> <p><b>Thinking</b></p> <ul style="list-style-type: none"> <li>- Be able to ask questions about the world around them.</li> <li>- Be able to make connections between using their senses and what they know about the world around them.</li> <li>- Use reasons to support personal opinions about religions / beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>- Why this? Pupils have the opportunity to explore in more depth the key figure of Jesus, making connections between Jesus' early years and his adult life</li> <li>- Why now? This unit occurs following the period of Christmas which allows the pupils the opportunity to apply their own experiences and understanding from what they know about the world around them. It builds upon prior knowledge gained from EYFS.</li> </ul>	<ul style="list-style-type: none"> <li>- Jesus, Gospels, Jesus, Christians, Advent, Nativity,</li> </ul>
<b>Term 4: Understanding Christianity - Salvation: Why does Easter matter to Christians?</b>			
<ul style="list-style-type: none"> <li>- Easter is very important in the 'big story' of the bible.</li> <li>- Christians believe that's Jesus showed that he was willing to forgive all people, even for putting him on the cross.</li> <li>- Christians believe Jesus rose from the dead, giving people hope of a new life.</li> <li>- Christians believe Jesus is the link between God and humans</li> </ul>	<p><b>Believing</b></p> <ul style="list-style-type: none"> <li>- Be able to use clear and simple language to retell a story.</li> <li>- Recognise a link between a story and a belief / concept.</li> </ul> <p><b>Living</b></p> <ul style="list-style-type: none"> <li>- Be able to identify that different people have different beliefs about the world around them.</li> <li>- Be able to describe diverse ways in which a festival from at least one belief is celebrated in the UK / around the world.</li> <li>- 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).</li> <li>- Be able to describe at least two ways in which people express / practise their beliefs as a community (e.g. festivals).</li> <li>- Be able to make connections between family life and living out religious beliefs (e.g. worship at home).</li> </ul> <p><b>Thinking</b></p> <ul style="list-style-type: none"> <li>- Be able to ask questions about the world around them.</li> <li>- Be able to make connections between using their senses and what they know about the world around them.</li> <li>- Use reasons to support personal opinions about religions / beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>- Why this? In this term, pupils have the opportunity to explore in depth the story of Jesus' crucifixion and resurrection as something for which Christians express gratitude.</li> <li>- Why now? This builds upon learning from last term and occurs in the run up to the Easter period which again allows the pupils the opportunity to apply their own experiences and understanding from what they know about the world around them. It builds upon prior knowledge gained from EYFS.</li> </ul>	<ul style="list-style-type: none"> <li>- God, Christians, Easter, salvation, Holy Week, Jesus, rescue, New Testament, heaven, sin, forgiveness, resurrection,</li> </ul>
<b>Term 5 and 6: Lincolnshire Syllabus – Additional Unit – Thankfulness: How do different religions around the world show that they are thankful?</b>			
<ul style="list-style-type: none"> <li>- Can recall how Muslims and Christians say thank you for the safe arrival of a new baby and how they welcome them into the Muslim/Christian community.</li> <li>- Christians have Harvest festival as a way of saying thank you for the gifts of the natural world.</li> <li>- Know the key people from the Torah e.g. Moses and Abraham</li> <li>- Recall the story of the Passover from the Torah.</li> <li>- Know the key beliefs contained within this story (e.g. God looking out for his chosen people, God being the most powerful, etc.),</li> <li>- Know how the Passover meal is linked to the story of Passover and the things for which Jewish people say thank you to God.</li> <li>- Know about the festival of Sukkot and why it is celebrated by Jewish people.</li> </ul>	<p><b>Believing</b></p> <ul style="list-style-type: none"> <li>- Be able to use clear and simple language to retell a story.</li> <li>- Recognise a link between a story and a belief / concept.</li> </ul> <p><b>Living</b></p> <ul style="list-style-type: none"> <li>- Be able to identify that different people have different beliefs about the world around them.</li> <li>- Be able to describe diverse ways in which a festival from at least one belief is celebrated in the UK / around the world.</li> <li>- 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).</li> <li>- Be able to describe at least two ways in which people express / practise their beliefs as a community (e.g. festivals).</li> </ul>	<ul style="list-style-type: none"> <li>- Why this? Pupils have the opportunity to broaden their understanding of different ways in which religious and non-religious people show gratitude.</li> <li>- Why now? Children can apply their prior learning from across this cycle to a more project-based piece of learning based upon being thankful.</li> </ul>	<ul style="list-style-type: none"> <li>- Thankful, Eid Al Fitr, harvest, thanksgiving, Jewish, Sukkot, Hindu, Holi,</li> </ul>



	<ul style="list-style-type: none"> <li>- Be able to make connections between family life and living out religious beliefs (e.g. worship at home).</li> </ul> <p><b>Thinking</b></p> <ul style="list-style-type: none"> <li>- Be able to ask questions about the world around them.</li> <li>- Be able to make connections between using their senses and what they know about the world around them.</li> <li>- Use reasons to support personal opinions about religions / beliefs.</li> </ul>		
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## Lower KS2

Substantive Knowledge	Disciplinary Knowledge (Believing, Thinking, Living)	Why this? Why now?	Vocabulary
<b>Term 1: Lincolnshire Syllabus – Islam (Community): What do Muslims do to express their faith and beliefs?</b>			
<ul style="list-style-type: none"> <li>- Muslims carry out Umrah – non-mandatory, lesser pilgrimage to Makkah that can be carried out at any time; key features and the way in which this relates to key beliefs.</li> <li>- The mosque (masjid) is at the centre of the muslim community; and understand its role in providing education (the madrassah), welfare (by distributing zakat) and engaging with the wider local community (e.g. #VisitMyMosque day).</li> <li>- Eid ul-Fitr – marks the end of the month of Ramadan and the fast (sawm).</li> <li>- Muslims believe it celebrates the end of the fast and also gives thanks to God for giving those who have fasted the strength and self-control to get through the month.</li> <li>- The key practices, e.g. giving zakat (charity), celebratory meals, new clothes, etc.; examples of Eid ul-Fitr in the UK and elsewhere in the world.</li> <li>- Eid ul-Adha – is the festival of the sacrifice and that it remembers the story of the Prophet Ibrahim being willing to sacrifice his son, Isma'il, when God asks him to.</li> <li>- The key practices of Eid ul-Adha e.g. sacrificing a sheep or goat and distributing the meat to family, friends and those in need (in the UK the animal must be slaughtered in an appropriate slaughterhouse), giving presents, wearing new clothes, giving zakat (charity); examples of Eid ul-Adha in the UK and elsewhere in the world.</li> </ul>	<p><b>Believing</b></p> <ul style="list-style-type: none"> <li>- Be able to identify connections between beliefs / concepts within a single belief tradition with reference to authoritative texts / stories.</li> </ul> <p><b>Living</b></p> <ul style="list-style-type: none"> <li>- Be able to describe the differences between 'beliefs and 'religion'.</li> <li>- Be able to identify ways in which religious practices vary depending on geographic, social and cultural contexts.</li> <li>- Be able to make connections between beliefs and the decisions an individual makes about how to live their life.</li> <li>- Be able to explain the importance of community within the religious / non-religious traditions studied.</li> <li>- Be able to make connections between religious beliefs and worship as a community in at least two belief traditions.</li> </ul> <p><b>Thinking</b></p> <ul style="list-style-type: none"> <li>- Be able to identify ways in which different people think about the world differently.</li> <li>- Be able to understand and begin to explain that there is a difference between believing and knowing.</li> <li>- Be able to provide, with a range of evidence, reasons why a member of a belief tradition may hold a particular belief.</li> </ul>	<ul style="list-style-type: none"> <li>- Why this? Pupils will have the opportunity to explore specific celebrations related to a Muslim worldview.</li> <li>- Why now? This unit builds upon prior learning about worship and celebration from KS1 Cycle A and the previous term. Also it introduces questioning about the impact of worship and celebration on the natural world further promoting a love of the environment which is a golden thread within the curriculum for Lower KS2 this year.</li> </ul>	<ul style="list-style-type: none"> <li>- Islam, Muslim, Tawhid, mosque, Ummah, madrassah (education), zakat, Eid ul-Fitr, Ramadan, Sawm, Hajj, Umrah, Wudu, Salat.</li> </ul>
<b>Term 2: Lincolnshire Syllabus – Hinduism (Community): What do Hindus do to express their faith and beliefs?</b>			
<ul style="list-style-type: none"> <li>- Hindus worship in the home.</li> <li>- Hindus have home shrine often including a murt that has an importance to the family and the way in which dharma relates to family life.</li> <li>- Hindus worship in the mandir.</li> <li>- Know the significance of the objects on the puja tray.</li> <li>- Can explain the arti ceremony.</li> <li>- Know the importance of the story of Rama and Sita in the Ramayana and its relevance at Diwali.</li> <li>- Know the key practices associated with the festival of Diwali and its impact on the environment</li> <li>- Holi is a spring festival associated with harvest and is sometimes associated with Krishna.</li> <li>- Holi is a time of seeing all people as equal.</li> <li>- Know the key practices of Holi and their significance, e.g. throwing coloured powder to symbolise the life and energy of the natural world, dancing, singing, bonfires, etc.</li> <li>- Raksha Bandhan is the festival of brothers and sisters</li> <li>- The key practices of Raksha Bandhan, e.g. tying a red thread (rakhi) around the wrist to symbolise the bond of duty that connects brothers and sisters; giving of gifts/sweets between siblings.</li> </ul>	<p><b>Believing</b></p> <ul style="list-style-type: none"> <li>- Be able to identify connections between beliefs / concepts within a single belief tradition with reference to authoritative texts / stories.</li> </ul> <p><b>Living</b></p> <ul style="list-style-type: none"> <li>- Be able to describe the differences between 'beliefs and 'religion'.</li> <li>- Be able to identify ways in which religious practices vary depending on geographic, social and cultural contexts.</li> <li>- Be able to make connections between beliefs and the decisions an individual makes about how to live their life.</li> <li>- Be able to explain the importance of community within the religious / non-religious traditions studied.</li> <li>- Be able to make connections between religious beliefs and worship as a community in at least two belief traditions.</li> </ul> <p><b>Thinking</b></p> <ul style="list-style-type: none"> <li>- Be able to identify ways in which different people think about the world differently.</li> <li>- Be able to understand and begin to explain that there is a difference between believing and knowing.</li> <li>- Be able to provide, with a range of evidence, reasons why a member of a belief tradition may hold a particular belief.</li> </ul>	<ul style="list-style-type: none"> <li>- Why this? Pupils have the opportunity to explore specific celebrations related to a Hindu worldview. For some, Hinduism is a new focus for the pupils, with knowledge covered on Christianity and Islam at KS1.</li> <li>- Why now? This unit builds upon prior learning, from last term, about worship and celebration this time exploring these ideas within Hinduism</li> </ul>	<ul style="list-style-type: none"> <li>- Hindu, Hinduism, Brahman, Ultimate Reality, Life Force, atman (soul), deities, Trimurti: Brahma, Vishnu and Shiva, Samsara (cycle of life), Karma, Sanatana Dharma, moksha (liberation), Mandir, Puja, bhajan, aarti ceremony, prahshad, murtis, Diwali, Holi, Raksha Bandan.</li> </ul>
<b>Term 3: Understanding Christianity – God/Incarnation: What is the Trinity?</b>			
<ul style="list-style-type: none"> <li>- Christians believe God is Trinity: Father, Son and Holy Spirit.</li> <li>- Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</li> <li>- Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.</li> </ul>	<p><b>Believing</b></p> <ul style="list-style-type: none"> <li>- Be able to explain what it means for a text / story to 'have authority' for a group of believers.</li> <li>- Be able to identify connections between beliefs / concepts within a single belief tradition with reference to authoritative texts / stories.</li> </ul>	<ul style="list-style-type: none"> <li>- Why this? Pupils have the opportunity to focus on the Christian understanding of God as Trinity.</li> <li>- Why now? This unit builds upon prior learning about Christian beliefs about God</li> </ul>	<ul style="list-style-type: none"> <li>- Christianity, God the Father, God the Son, God the Holy Spirit, Trinity, Incarnation, Bible,</li> </ul>

<ul style="list-style-type: none"> <li>Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.</li> <li>Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief.</li> <li>Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</li> </ul>	<p><b>Living</b></p> <ul style="list-style-type: none"> <li>Be able to describe the differences between 'beliefs and 'religion'.</li> <li>Be able to identify ways in which religious practices vary depending on geographic, social and cultural contexts.</li> <li>Be able to make connections between beliefs and the decisions an individual makes about how to live their life.</li> <li>Be able to explain the importance of community within the religious / non-religious traditions studied.</li> <li>Be able to make connections between religious beliefs and worship as a community in at least two belief traditions.</li> </ul> <p><b>Thinking</b></p> <ul style="list-style-type: none"> <li>Be able to identify ways in which different people think about the world differently.</li> <li>Be able to understand and begin to explain that there is a difference between believing and knowing.</li> <li>Be able to provide, with a range of evidence, reasons why a member of a belief tradition may hold a particular belief.</li> </ul>	<p>from KS1 Cycle A. There are also opportunities to compare and contrast with learning from terms 1 and 2, from this cycle, on Muslim and Hindu beliefs about God.</p>	<p>belief, prayer, Gospel, symbolism, baptism,</p>
<b>Term 4: Understanding Christianity – Salvation: Why do Christians call the day Jesus died 'Good Friday'?</b>			
<ul style="list-style-type: none"> <li>Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</li> <li>The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.</li> <li>Christians today trust that Jesus really did rise from the dead, and so is still alive today.</li> <li>Christians remember and celebrate Jesus' last week, death and resurrection.</li> </ul>	<p><b>Believing</b></p> <ul style="list-style-type: none"> <li>Be able to explain what it means for a text / story to 'have authority' for a group of believers.</li> <li>Be able to identify connections between beliefs / concepts within a single belief tradition with reference to authoritative texts / stories.</li> </ul> <p><b>Living</b></p> <ul style="list-style-type: none"> <li>Be able to describe the differences between 'beliefs and 'religion'.</li> <li>Be able to identify ways in which religious practices vary depending on geographic, social and cultural contexts.</li> <li>Be able to make connections between beliefs and the decisions an individual makes about how to live their life.</li> <li>Be able to explain the importance of community within the religious / non-religious traditions studied.</li> <li>Be able to make connections between religious beliefs and worship as a community in at least two belief traditions.</li> </ul> <p><b>Thinking</b></p> <ul style="list-style-type: none"> <li>Be able to identify ways in which different people think about the world differently.</li> <li>Be able to understand and begin to explain that there is a difference between believing and knowing.</li> <li>Be able to provide, with a range of evidence, reasons why a member of a belief tradition may hold a particular belief.</li> </ul>	<ul style="list-style-type: none"> <li>Why this? Pupils have the opportunity to explore reasons why Christians understand the crucifixion to be a 'good' thing.</li> <li>Why now? This unit builds upon prior learning from last term by exploring the second person of the Trinity (God the Son, Jesus) in more depth and from prior learning from KS1 Cycle B in which the pupils explored the importance of Easter to Christians. It also links in to the unit exploring 'what does it mean to live a good life' in Lower KS2 Cycle A.</li> </ul>	<ul style="list-style-type: none"> <li>Christianity, God, Jesus, creation, the fall, incarnation, Holy Week, disciples, Easter,</li> <li>Good Friday</li> </ul>
<b>Term 5 and 6: Lincolnshire Syllabus – Additional (Pilgrimage ) - Why do people go on pilgrimages?</b>			
<ul style="list-style-type: none"> <li>Understand why the city of Jerusalem is a place of pilgrimage for Jews, Christians and Muslims.</li> <li>Name a pilgrimage Christians make and how it is linked to their beliefs.</li> <li>Name features of the pilgrimage Kumbh Mela and the ways in which it relates to Hindu beliefs.</li> <li>The hajj pilgrimage is undertaken by Muslims at least once during their lifetime.</li> <li>Name the key features of the hajj pilgrimage are and how they connect to Muslim beliefs about God, the world and human beings.</li> <li>Name the shared features of the different pilgrimages.</li> <li>Know the impact pilgrimage has on religious believers.</li> <li>Know the environmental impact of pilgrimage.</li> </ul>	<p><b>Believing</b></p> <ul style="list-style-type: none"> <li>Be able to explain what it means for a text / story to 'have authority' for a group of believers.</li> <li>Be able to identify connections between beliefs / concepts within a single belief tradition with reference to authoritative texts / stories.</li> </ul> <p><b>Living</b></p> <ul style="list-style-type: none"> <li>Be able to describe the differences between 'beliefs and 'religion'.</li> <li>Be able to identify ways in which religious practices vary depending on geographic, social and cultural contexts.</li> <li>Be able to make connections between beliefs and the decisions an individual makes about how to live their life.</li> <li>Be able to explain the importance of community within the religious / non-religious traditions studied.</li> <li>Be able to make connections between religious beliefs and worship as a community in at least two belief traditions.</li> </ul> <p><b>Thinking</b></p> <ul style="list-style-type: none"> <li>Be able to identify ways in which different people think about the world differently.</li> <li>Be able to understand and begin to explain that there is a difference between believing and knowing.</li> <li>Be able to provide, with a range of evidence, reasons why a member of a belief tradition may hold a particular belief.</li> </ul>	<ul style="list-style-type: none"> <li>Why this? Pupils have the opportunity to explore pilgrimage as a more project-based piece of learning by looking at it through the lens of both religious and non-religious worldviews. It particularly focuses on the impact of pilgrimage on the natural world, exploring questions about what happens if religious beliefs and practices conflict with each other (e.g. the central Hindu belief in ahimsa [non-violence] and the detrimental impact of the Kumbh Mela pilgrimage festival on the River Ganges).</li> <li>Why now? This unit builds upon prior learning with regards to the beliefs different religious groups have about pilgrimage.</li> </ul>	<ul style="list-style-type: none"> <li>Christianity, Islam, Hinduism, Christians, Muslims, Hindus, pilgrimage, Jerusalem,</li> </ul>

## Upper KS2

Substantive Knowledge	Disciplinary Knowledge (Believing, Thinking, Living)	Why this? Why now?	Vocabulary
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Term 1: Understanding Christianity – People of God: How can following God bring freedom and justice?				
<ul style="list-style-type: none"><li>- The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God.</li><li>- The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt.</li><li>- Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.</li><li>- Christians see the Christian church as the People of God, and try to live in a way that attracts others to God; for example, as salt and light in the world.</li></ul>	<p><b>Believing</b></p> <ul style="list-style-type: none"><li>- 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.</li><li>- Be able to explain connections between beliefs / concepts within a single belief tradition with reference to authoritative texts / stories.</li><li>- Be able to identify how similar concepts are presented across different belief traditions with reference to authoritative texts / stories.</li></ul> <p><b>Living</b></p> <ul style="list-style-type: none"><li>- 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.</li><li>- Be able to explain the impact that society / culture / geography can have on religious practices.</li><li>- Be able to show understanding that an individual is affected by a range of beliefs.</li><li>- able to identify a diverse range of ways in which community impacts on a believer’s experience of a belief tradition.</li><li>- 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.</li></ul> <p><b>Thinking</b></p> <ul style="list-style-type: none"><li>- Be able to analyse different ways in which people think about the world and make connections between this and their beliefs.</li><li>- Be able to explain the distinctions between ‘belief’, ‘faith’, ‘opinion’, ‘truth’ and ‘knowledge’.</li><li>- Begin to analyse the strengths and weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.</li></ul>	<ul style="list-style-type: none"><li>- Why this? Pupils will have the opportunity to explore more stories from the bible to explore how others have shown their beliefs in God.</li><li>- Why now? This unit builds upon previous learning from Lower KS2 Cycle A as pupils apply the idea of trying to serve God in modern day life.</li></ul>	<ul style="list-style-type: none"><li>- God, Christians, Bible, Freedom, Salvation, Justice, People of God, Old Testament, resurrection, covenant</li></ul>	
Term 2: Understanding Christianity – Incarnation: Was Jesus the Messiah?				
<ul style="list-style-type: none"><li>- Jesus was Jewish.</li><li>- Christians believe Jesus is God in the flesh.</li><li>- Christians believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.</li><li>- The Old Testament talks about a ‘rescuer’ or ‘anointed one’ — a messiah. Some texts talk about what this ‘messiah’ would be like.</li><li>- Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)</li><li>- Christians see Jesus as their Saviour.</li></ul>	<p><b>Believing</b></p> <ul style="list-style-type: none"><li>- 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.</li><li>- Be able to explain connections between beliefs / concepts within a single belief tradition with reference to authoritative texts / stories.</li><li>- Be able to identify how similar concepts are presented across different belief traditions with reference to authoritative texts / stories.</li></ul> <p><b>Living</b></p> <ul style="list-style-type: none"><li>- 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.</li><li>- Be able to explain the impact that society / culture / geography can have on religious practices.</li><li>- Be able to show understanding that an individual is affected by a range of beliefs.</li><li>- able to identify a diverse range of ways in which community impacts on a believer’s experience of a belief tradition.</li><li>- 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.</li></ul> <p><b>Thinking</b></p> <ul style="list-style-type: none"><li>- Be able to analyse different ways in which people think about the world and make connections between this and their beliefs.</li><li>- Be able to explain the distinctions between ‘belief’, ‘faith’, ‘opinion’, ‘truth’ and ‘knowledge’.</li><li>- Begin to analyse the strengths and weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.</li></ul>	<ul style="list-style-type: none"><li>- Why this? Pupils will have the opportunity to interrogates the evidence for Jesus’ resurrection and asks how Christians seek to reason about their belief in the resurrection and its significance in their lives.</li><li>- Why now? This unit builds on prior learning about the significance of Jesus to Christians that the children encountered whilst in KS1 Cycle B and in Lower KS2 Cycle B.</li></ul>	<ul style="list-style-type: none"><li>- Christians, God, Jesus, Trinity, Incarnation, Salvation, Old Testament, rescuer, Messiah, Jewish people, resurrection, Holy Spirit, sin, injustice, crucified, Gospel, majesty, Lord</li></ul>	
Term 3: Understanding Christianity – Creation and Fall: Creation and Science: conflicting or complementary?				
<ul style="list-style-type: none"><li>- There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.</li><li>- These debates and controversies relate to the purpose and interpretation of the texts: for example, does reading Genesis as a poetic account conflict with scientific accounts?</li><li>- There are many scientists through history and now who are Christians.</li><li>- The discoveries of science make Christians wonder even more about the power and majesty of the Creator.</li></ul>	<p><b>Believing</b></p> <ul style="list-style-type: none"><li>- 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.</li><li>- Be able to explain connections between beliefs / concepts within a single belief tradition with reference to authoritative texts / stories.</li><li>- Be able to identify how similar concepts are presented across different belief traditions with reference to authoritative texts / stories.</li></ul> <p><b>Living</b></p>	<ul style="list-style-type: none"><li>- Why this? Pupils will have the opportunity to ask whether a scientific worldview is compatible with a religious worldview and to deepen their understanding of different ways of reasoning about the world.</li><li>- Why now? This unit deepens previous learning from Lower KS2 whereas the pupils had to provide reasons why a member</li></ul>	<ul style="list-style-type: none"><li>- Christianity, God, Jesus, Trinity, Creation, Creator sustainer, Genesis, controversy, conflict, power, majesty, cosmology, evolution, stewardship, scientists, engineering.</li></ul>	



	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Be able to explain the impact that society / culture / geography can have on religious practices.</li> <li>- Be able to show understanding that an individual is affected by a range of beliefs.</li> <li>- able to identify a diverse range of ways in which community impacts on a believer's experience of a belief tradition.</li> <li>- 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.</li> </ul> <p><b>Thinking</b></p> <ul style="list-style-type: none"> <li>- Be able to analyse different ways in which people think about the world and make connections between this and their beliefs.</li> <li>- Be able to explain the distinctions between 'belief', 'faith', 'opinion', 'truth' and 'knowledge'.</li> <li>- Begin to analyse the strengths and weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.</li> </ul>	<p>of a belief tradition may hold a particular belief using evidence. In this unit the pupils will begin to analyse this evidence by exploring some of the ways in which religious and non-religious people present evidence to support their beliefs and claims.</p>	
<b>Term 4: Lincolnshire Syllabus – Islam (Life Journey): How do Muslims show they belong?</b>			
<ul style="list-style-type: none"> <li>- Muslims welcome new babies by: reciting the adhaan [call to prayer] into the baby's ear, giving them something sweet to taste, shaving the baby's head aqiqah ceremony – links between this and zakat [charitable giving] and Muslims beliefs about harmony).</li> <li>- Muslims celebrate marriage (a social contract, mahr) by: giving a financial gift to the bride the nikah is the marriage ceremony the role of cultural traditions in Muslim weddings.</li> <li>- When a Muslim dies burial rituals should take place as soon as possible after death.</li> <li>- Muslims perform ritual collective washing of the body, wrapping the body in white cloth because death is an equalizer.</li> <li>- Muslims are buried facing Makkah.</li> <li>- Muslims are never cremated.</li> </ul>	<p><b>Believing</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Be able to explain connections between beliefs / concepts within a single belief tradition with reference to authoritative texts / stories.</li> <li>- Be able to identify how similar concepts are presented across different belief traditions with reference to authoritative texts / stories.</li> </ul> <p><b>Living</b></p> <ul style="list-style-type: none"> <li>- Be able to explain the impact that society / culture / geography can have on religious practices.</li> <li>- Be able to show understanding that an individual is affected by a range of beliefs.</li> <li>- able to identify a diverse range of ways in which community impacts on a believer's experience of a belief tradition.</li> <li>- 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.</li> </ul> <p><b>Thinking</b></p> <ul style="list-style-type: none"> <li>- Be able to analyse different ways in which people think about the world and make connections between this and their beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>- Why this? Pupils will have the opportunity to explore the rites of passage within one belief tradition (Islam). It asks pupils the fundamental question of whether having 'proof' of a truth claim matters to religious believers.</li> <li>- Why now? This unit builds upon previous learning from KSI Cycle B in which children explored the question: What do Muslims do to celebrate birth?</li> </ul>	<ul style="list-style-type: none"> <li>- Muslims, Islam, ummah, harmony, adhaan, aqiqah, zakat, mahr, Madrasahs, Makkah</li> </ul>
<b>Term 5: Lincolnshire Syllabus – Hinduism (Life Journey): How do Hindus show they belong?</b>			
<ul style="list-style-type: none"> <li>- Samskaras is the rite of passage that marks the move from one phase of life to the next.</li> <li>- Namakarana and jatakarma are Hindu's naming ceremony and welcome ceremony.</li> <li>- The key features of each of (the above and following) and the ways in which they connect to beliefs about Brahman, atman, samsara, dharma and karma.</li> <li>- Initiation (upanayana – sacred thread ceremony)</li> <li>- Marriage (vivaha)</li> <li>- Death (antyeshti)</li> </ul>	<p><b>Believing</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Be able to explain connections between beliefs / concepts within a single belief tradition with reference to authoritative texts / stories.</li> <li>- Be able to identify how similar concepts are presented across different belief traditions with reference to authoritative texts / stories.</li> </ul> <p><b>Living</b></p> <ul style="list-style-type: none"> <li>- Be able to explain the impact that society / culture / geography can have on religious practices.</li> <li>- Be able to show understanding that an individual is affected by a range of beliefs.</li> <li>- able to identify a diverse range of ways in which community impacts on a believer's experience of a belief tradition.</li> <li>- 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.</li> </ul> <p><b>Thinking</b></p> <ul style="list-style-type: none"> <li>- Be able to analyse different ways in which people think about the world and make connections between this and their beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>- Why this? Pupils will have the opportunity to explore the rites of passage within another belief tradition (Hinduism) and compare it with the rites of passage held by other religious and non-religious people. It explores a range of rites of passage by asking whether the value of religion is in its claims about God, humanity and the world, or in the rhythm it provides in a human life: every day, every week, every year, and across a whole lifetime.</li> <li>- Why now? This unit looks back on previous units across both Cycle A and B which have focused on the question of how religious and non-religious people reason about the world around them, using different kinds of evidence to support their beliefs and claims.</li> </ul>	<ul style="list-style-type: none"> <li>- Hinduism, Hindus, Brahman, Atman, Samsara, Dharma and karma, samskaras, Rites of Passage, namkarna (birth – naming ceremony) jatakarma, karnavedah, mundane, upananyana, vivaha (marriage), antyeshti (death)</li> </ul>
<b>Term 6: Lincolnshire Syllabus – Additional (Big Question) - Do you have to believe in God to be good?</b>			
<ul style="list-style-type: none"> <li>- Explain what Religious Education is.</li> <li>- Can recognise that 'good' can mean different things in different situations and that different people see things differently.</li> </ul>	<p><b>Believing</b></p>	<ul style="list-style-type: none"> <li>- Why this? Pupils will have the opportunity to deepen their understanding of how different</li> </ul>	<ul style="list-style-type: none"> <li>- Good, via negative, Buddhism (Four Noble Truths, Eightfold Path, Five Precepts) Humanism</li> </ul>

<ul style="list-style-type: none"><li>- Know what the key Humanist beliefs are and what they tell Humanists about human beings and the world around them.</li><li>- Know how Humanist beliefs impact on the way in which Humanists live.</li></ul>	<ul style="list-style-type: none"><li>- 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.</li><li>- Be able to explain connections between beliefs / concepts within a single belief tradition with reference to authoritative texts / stories.</li><li>- Be able to identify how similar concepts are presented across different belief traditions with reference to authoritative texts / stories.</li></ul> <p>Living</p> <ul style="list-style-type: none"><li>- Be able to explain the impact that society / culture / geography can have on religious practices.</li><li>- Be able to show understanding that an individual is affected by a range of beliefs.</li><li>- able to identify a diverse range of ways in which community impacts on a believer's experience of a belief tradition.</li><li>- 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.</li></ul> <p>Thinking</p> <ul style="list-style-type: none"><li>- Be able to analyse different ways in which people think about the world and make connections between this and their beliefs.</li><li>- Be able to explain the distinctions between 'belief', 'faith', 'opinion', 'truth' and 'knowledge'.</li><li>- Begin to analyse the strengths and weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.</li></ul>	<p>religious and non-religious worldviews articulate what it means to be 'good' by exploring some of the arguments for and against the existence of God.</p> <ul style="list-style-type: none"><li>- Why now? This unit builds on the prior learning from Lower KS2 Cycle A where children looked at different ways in which religious and non-religious people articulate what they mean by a 'good' life. ('What does it mean to live a Good Life?')</li></ul>	<p>(scientific method, reason, empathy), social justice</p>
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