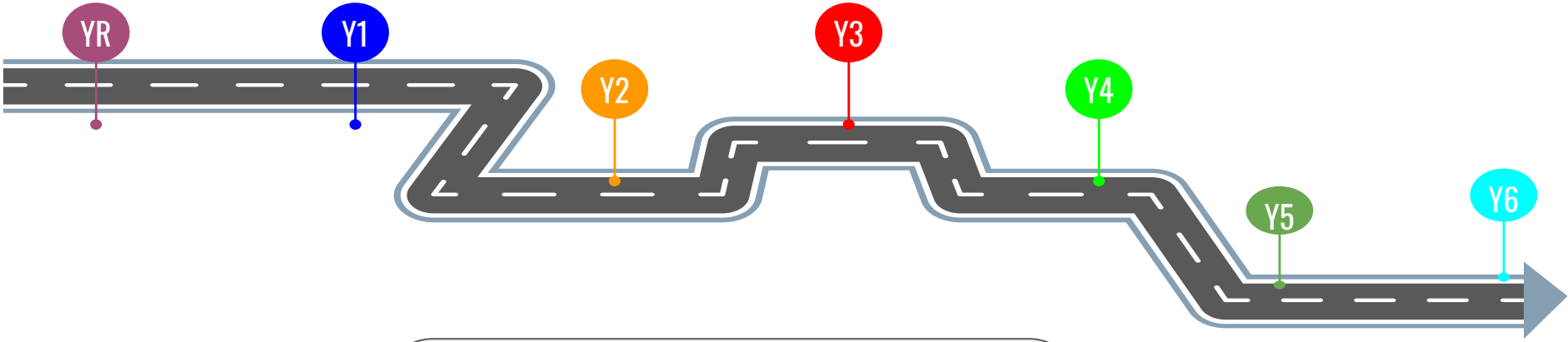
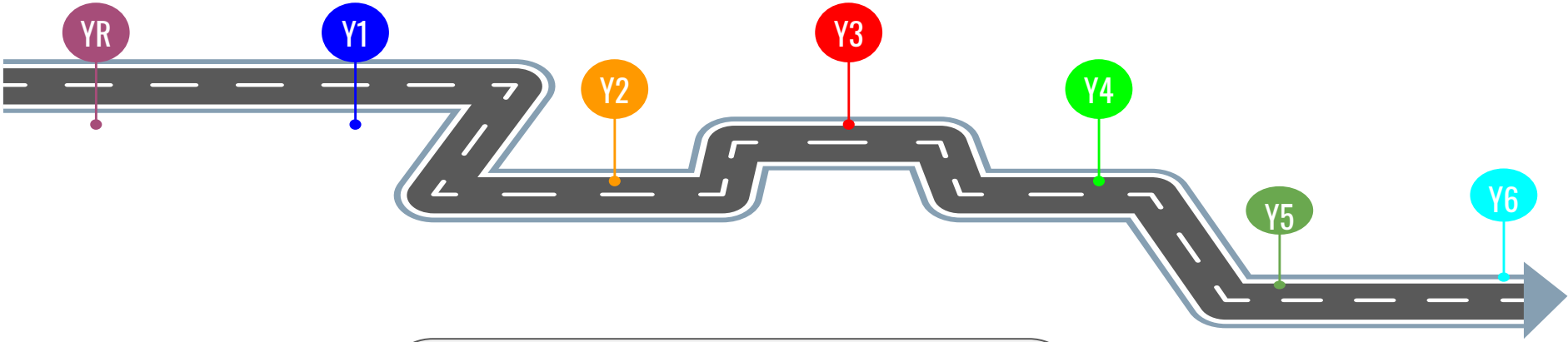
Houghton Primary School: RELIGIOUS EDUCATION



RELIGIOUS EDUCATION

CURRICULUM

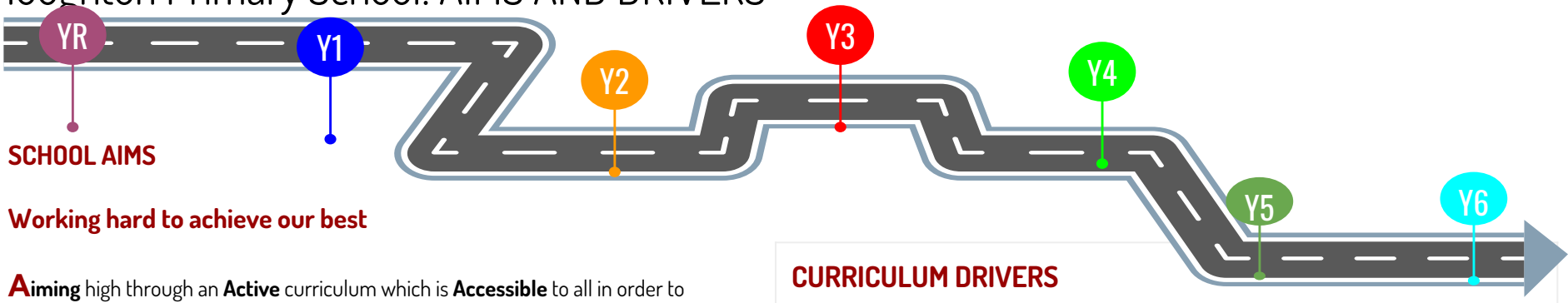
Houghton Primary School: RELIGIOUS EDUCATION



RELIGIOUS EDUCATION

CURRICULUM **INTENT**

Houghton Primary School: AIMS AND DRIVERS



SCHOOL AIMS

Working hard to achieve our best

Aiming high through an **Active** curriculum which is **Accessible** to all in order to **Achieve** the very best that we can

Challenging ourselves within a culture of **Care, Cooperation** and **Community**

Helping each other to achieve within a **Happy, Healthy** and **Hard-working** environment

Inspiring others to be **Independent, Involved** and ever **Improving**

Expecting the very best of ourselves and others and always aiming to be **Excellent** in all that we do

Valuing every individual and providing **Varied** learning experiences

Encouraging everyone through our **Enthusiasm** and **Eagerness** to be our very best

CURRICULUM DRIVERS

Oracy to place speech and communication at the heart of our curriculum enabling our children to speak confidently, appropriately and sensitively, learning through talk and deepening understanding through dialogue.

Diversity to develop our children's horizons and understanding of a variety of lifestyles within a broad, cultural curriculum

Community to develop our wish to be a central part of the local, national and world community

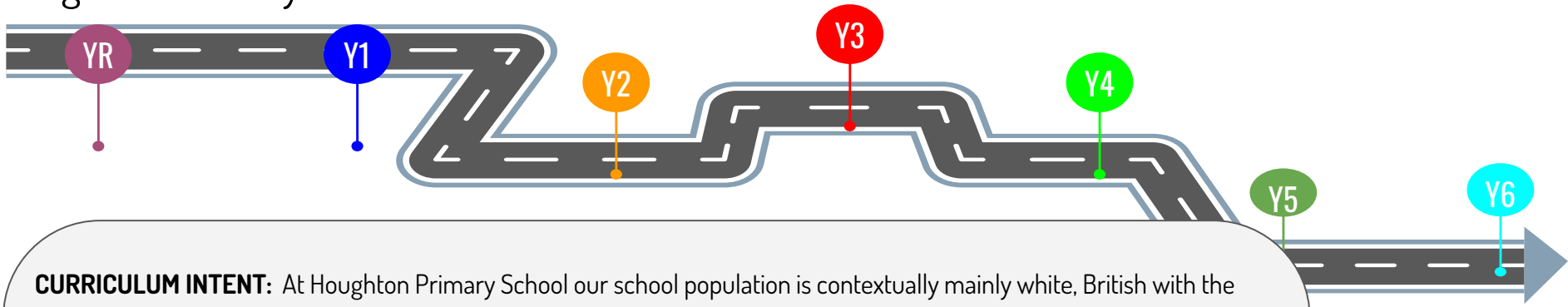
Environment to continue to reinforce that we value the environment and feel passionate about its management

Enquiry to encourage our children to be inquisitive, to ask questions and be resourceful, persistent and independent in their learning.

Risk because children need to learn to assess and manage risks by having fun and a little bit of danger!

Enterprise to support our children in developing more independence and the opportunity to show initiative

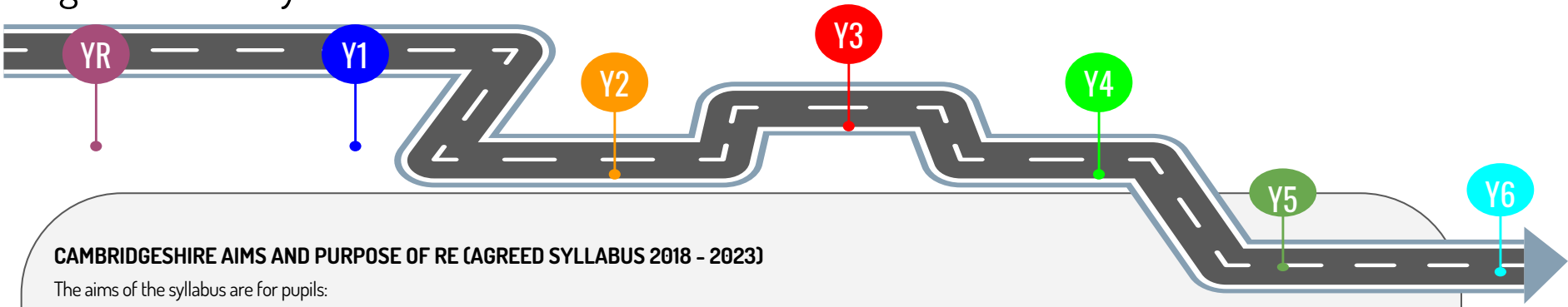
Houghton Primary School: RE



CURRICULUM INTENT: At Houghton Primary School our school population is contextually mainly white, British with the vast majority of parents indicating that their children are raised in a Christian household. However, we can't assume that children have any understanding of the practices, rites, traditions and customs of either Christianity or any other religion. Our Religious Education curriculum is essential in developing our children's knowledge and understanding of people's beliefs across a number of religions represented locally as well as within the national and international context.

We follow the Cambridgeshire Agreed Syllabus, supported by the Discovery Scheme of Work and adopting an enquiry based approach to teaching and learning. Christianity is taught in every year group on a spiral curriculum, developing the learning in a progressive way. Buddhism, Hinduism, Islam, Judaism and Sikhism are also covered. Humanist perspectives are added when appropriate in some enquiries, providing a secular world view as required by the Agreed Syllabus. We take every opportunity to ensure that our school curriculum drivers of oracy, diversity, environment, community and enquiry remain central to our approach for this subject area.,

Houghton Primary School: RE



CAMBRIDGESHIRE AIMS AND PURPOSE OF RE (AGREED SYLLABUS 2018 – 2023)

The aims of the syllabus are for pupils:

• to develop religious literacy;

• to acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented in the United Kingdom;

• to develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures;

• to develop attitudes of respect towards other people who hold views and beliefs different from their own;

• to develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally and in the United Kingdom.

Religions deal with some of the most profound and difficult questions in human life, questions such as: • What is the purpose of life? • How should people treat each other? • How do we explain and cope with death and suffering? Religions approach these issues in complex ways, in ways of life, culture and action, as well as ritual, tradition, story, symbol and belief. Religious Education must take account of this depth and complexity, helping pupils to an understanding appropriate to their age and aptitude. To do this RE needs:

• to develop pupils' skills;

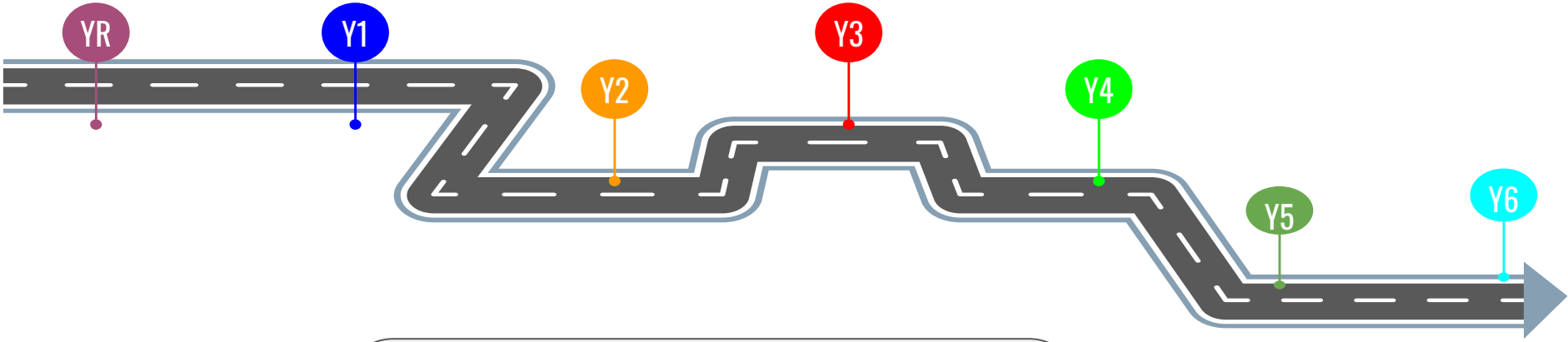
• to enable them to ask questions;

• to discover information, to approach new material with empathy;

• to reflect on their learning.

Pupils should not only acquire knowledge but also be able to use their knowledge to understand their world, build community, and develop their personal position. Throughout the RE curriculum pupils should be encouraged to explore religions, engage with their knowledge, and reflect on their learning and their lives.

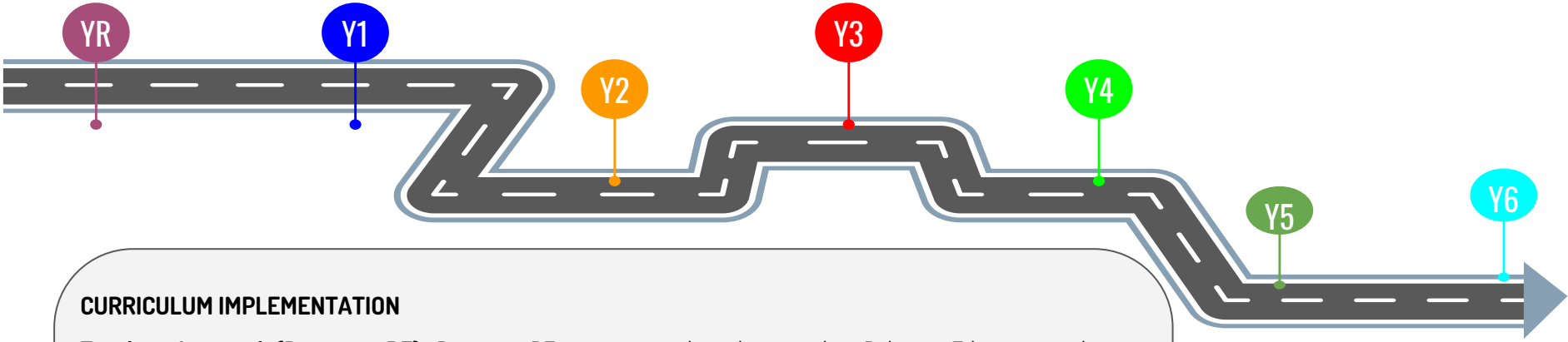
Houghton Primary School: RELIGIOUS EDUCATION



RELIGIOUS EDUCATION

CURRICULUM **IMPLEMENTATION**

Houghton Primary School: RELIGIOUS EDUCATION



CURRICULUM IMPLEMENTATION

Teaching Approach (Discovery RE): Discovery RE is an enquiry-based approach to Religious Education, with a different enquiry for every half-term (6 per year) focusing on one religion at a time. The aim is to deepen children's critical thinking skills through greater subject knowledge (AT1) and also to allow their own spiritual development (AT2). Each enquiry has a big enquiry question e.g. 'What is the best way for a Sikh to show commitment to God?' Each question is explored with a 4-step process:

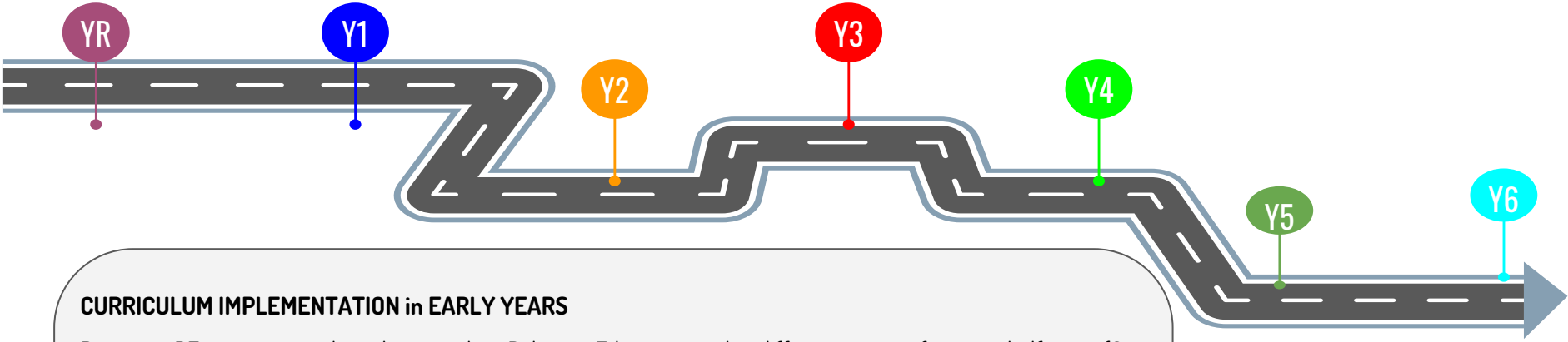
Engagement (How can I relate to the underpinning concept in my own world?)

Investigation (What do I need to learn about the religion in order to answer the big question)

Evaluation (How well can I apply this knowledge to the big question using critical thinking/evaluation skills?)

Expression (Can I express what difference this enquiry has made to me, my thinking and my starting point?)

Houghton Primary School: RELIGIOUS EDUCATION



CURRICULUM IMPLEMENTATION in EARLY YEARS

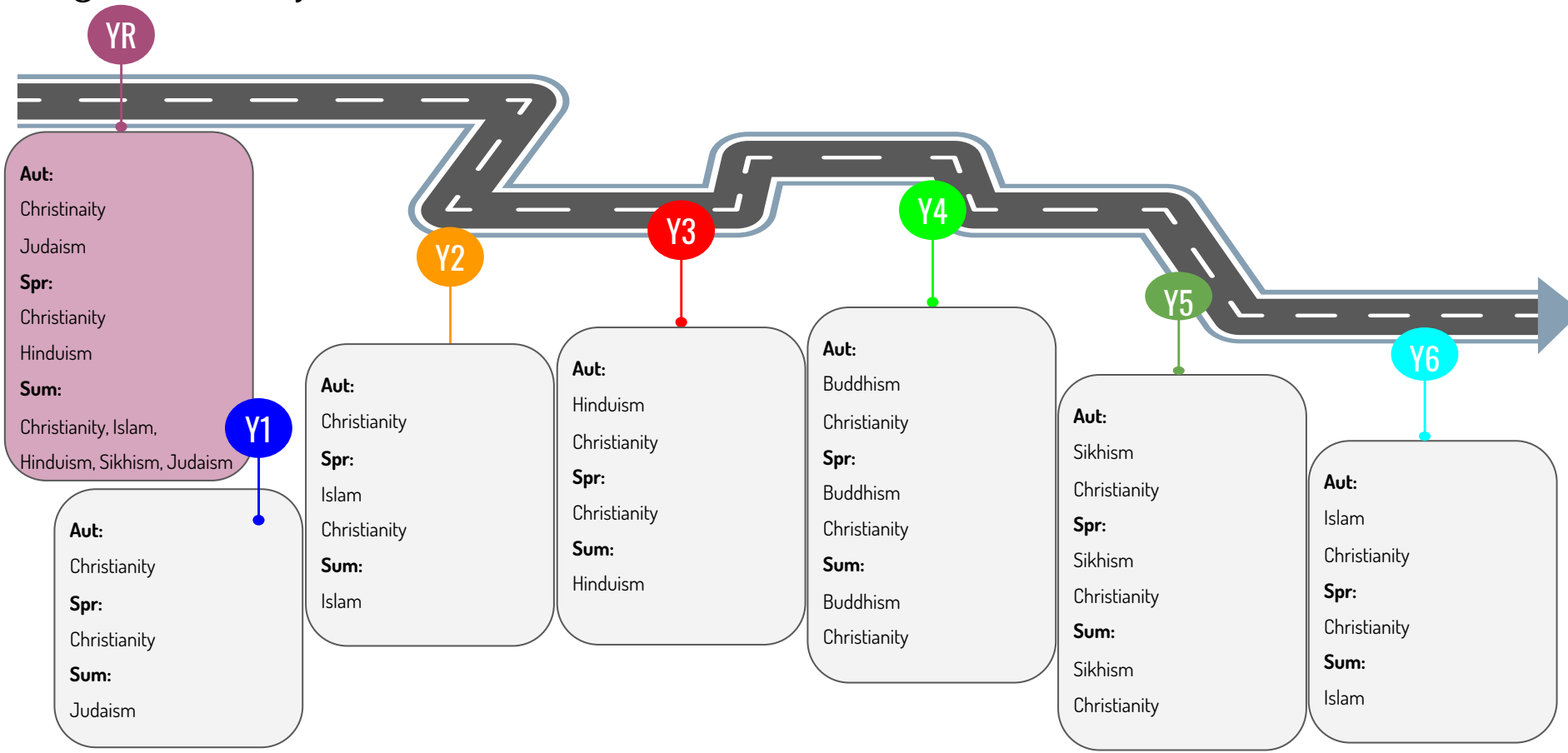
Discovery RE is an enquiry-based approach to Religious Education, with a different enquiry for every half-term (6 per year) sometimes focusing on more than one religion at a time so that children can begin to make comparisons between them. It has been aligned to the DfE National Early Years Framework 2021. The aim is to support and nurture children's budding awareness of cultural diversity through subject knowledge and also to allow for their own spiritual development. Each enquiry has a Key Question, e.g. What is Christmas? Each question is explored as follows:

Engagement (How can I relate to the underpinning concept in my own world?)

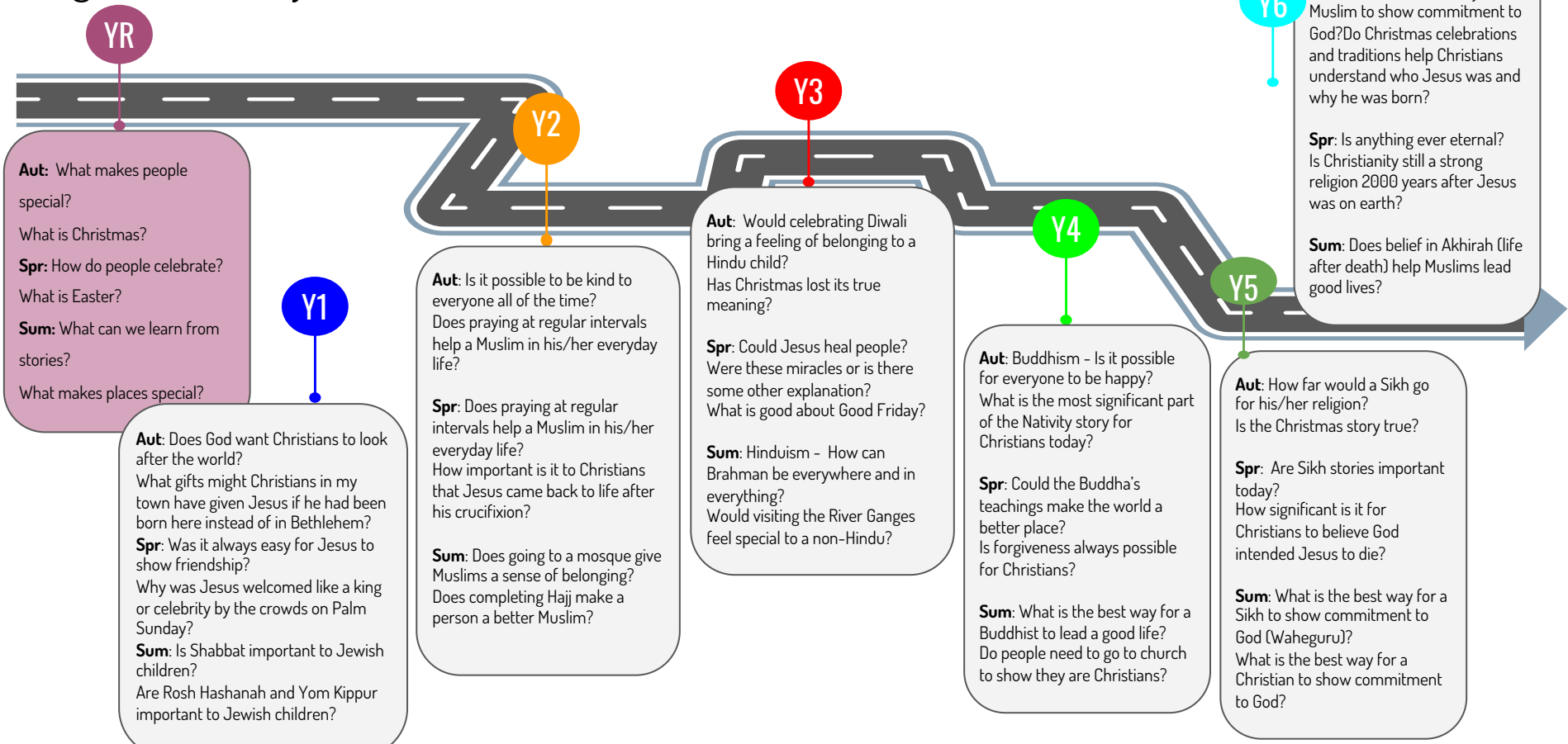
Investigation (What do I need to learn about the religion in order to answer the big question)

Evaluation (How well can I apply this knowledge to the big question?)

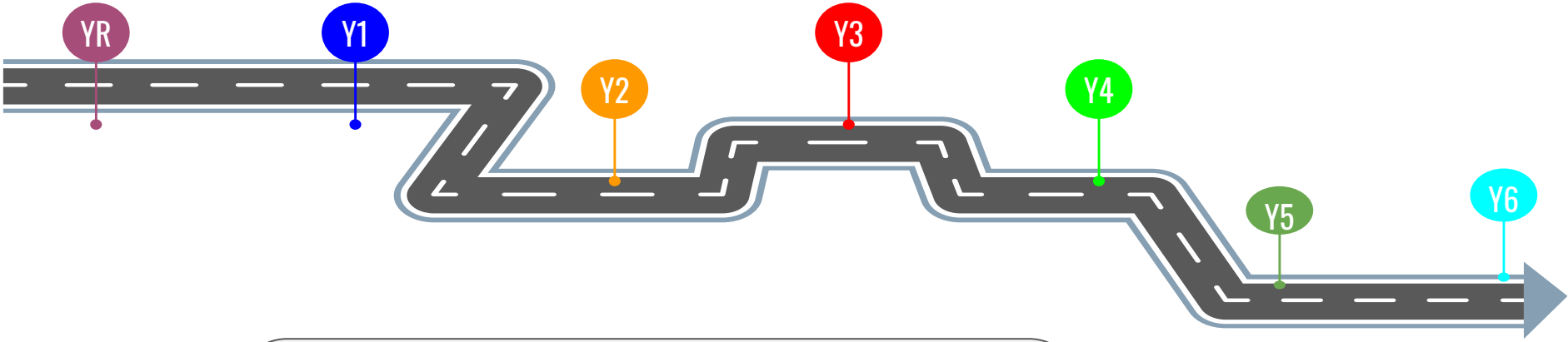
Houghton Primary School: RE - RELIGIONS STUDIED



Houghton Primary School: RE KEY QUESTIONS



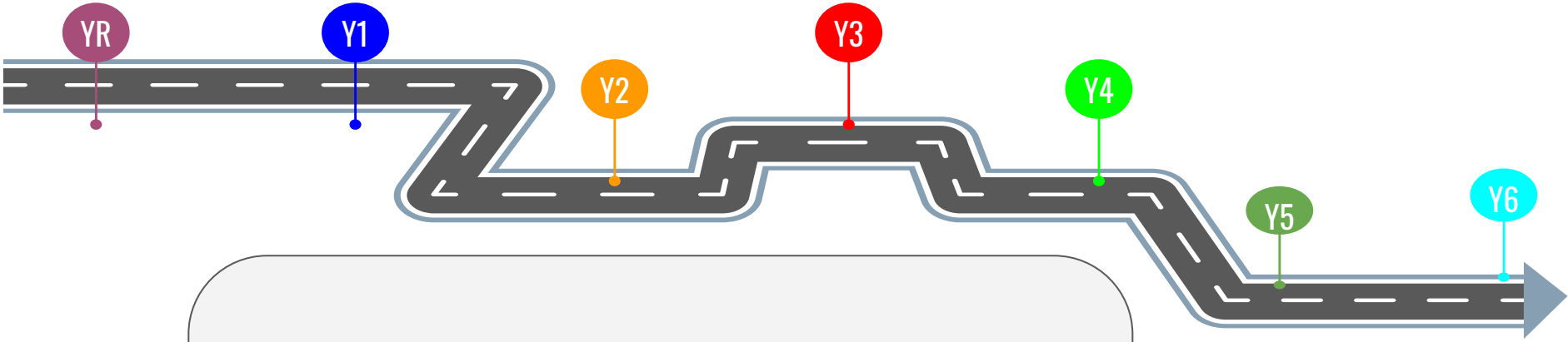
Houghton Primary School: RELIGIOUS EDUCATION



RELIGIOUS EDUCATION CURRICULUM

IMPACT

Houghton Primary School: RE

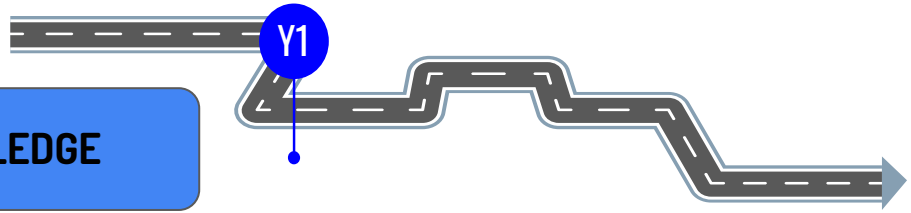


RE CURRICULUM **IMPACT:**

Skills and Knowledge Statements

As a result of teaching our RE curriculum what will our children be able to do (skills) and what will they know (knowledge)?

Houghton Primary School: RE



Year 1: KNOWLEDGE

AUTUMN TERM Y1

By the end of this term the children will know:

Does God want Christians to look after the world?
The Christian story of creation
That Christians believe in God
That Christians believe that God created the world in 7 days
What was created on each day by God.
That Christians' believe that God wants people to look after the world as He has created it for them and gave it to people to enjoy and to look after for Him.

What gifts might Christians in my town have given Jesus if he had been born here instead of in Bethlehem?
The Christmas story – birth of Jesus
That Jesus is special to Christians
The about the gifts which were given to Jesus

SPRING TERM Y1

By the end of this term the children will know:

Was it always easy for Jesus to show friendship?
That Jesus was nice to people
That Jesus was a good friend to others
That there are some stories about Jesus and his friends
That Christians try to be like Jesus and be good friends
That Jesus was human so would have found things difficult sometimes but Christians believe he was God's son so would have been able to overcome these difficulties.

Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?
The story of Easter
What happened on Palm Sunday
What some of the symbols of Easter are
That Jesus is a very important person to Christians
That many people wanted to see Jesus at the time because they thought he could help them.

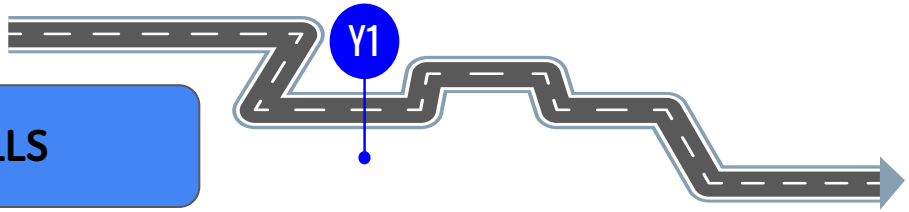
SUMMER TERM Y1

By the end of this term the children will know:

Is Shabbat important to Jewish children?
What Shabbat is to Jewish people and why is a special day
About the traditions of Shabbat
The names of the things that are special to Jewish people during Shabbat and why they are special
How Jewish people celebrate Shabbat
That Shabbat

Are Rosh Hashanah and Yom Kippur important to Jewish children?
That Yom Kippur is a very important day to Jewish people and why
The story of Yom Kippur and how Yom Kippur is celebrated
What Rosh Hashanah is and why it is important
Jews believe they can change and make themselves better people one step at a time if they stick at it with God's help.

Houghton Primary School: RE



Year 1: SKILLS

AUTUMN TERM Y1

Children working within year group expectations will be able to:
AUTUMN 1:
Say how it felt to make something.
Remember the Christian Creation story and talk about it.
Express an opinion about the Christian belief about creation.

AUTUMN 2:
Talk about a gift that is special to me
Remember some of the Christmas story.
Suggest a gift they would give to Jesus.

SPRING TERM Y1

Children working within year group expectations will be able to:
SPRING 1:
Talk about friends and why they like them.
Remember a story about Jesus showing friendship and talk about it.
Say how Jesus tried to be a good friend.

SPRING 2:
Talk about a person they admire.
Recall parts of the Easter story. Recognise some symbols in the story.
Show understanding that Jesus is special to Christians and say why.

SUMMER TERM Y1

Children working within year group expectations will be able to:
SUMMER 1:
Tell someone which is their favourite day of the week
and talk about food they would like to share in a special meal.
Use the right names for things that are special to Jewish people during Shabbat and explain why.
Make a connection between being Jewish and decisions about behaviour.

SUMMER 2:
Say how it feels to say sorry and what they have said sorry for.
Tell someone something that either Rosh Hashanah or Yom Kippur is about.
Choose a picture and share their thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.

Houghton Primary School: RE

Y2

YEAR 2: KNOWLEDGE

AUTUMN TERM Y2

By the end of this term the children will know:

Is it possible to be kind to everyone all of the time?
The story of the Good Samaritan
Christians believe Jesus could be kind to everyone because God was helping Him. They believe He is God on earth.
The saying 'love thy neighbour' and what it means.
The parable of the Paralysed Man.
Gospel means 'good news'.
Jesus was the 'good news' for all Christians.

Why do Christians believe God gave Jesus to the world?
Christians believe that God sent Jesus to save/help the world and they look forward to Christmas as a time of his Birth.
How Christians prepare/look forward to Christmas e.g. Advent
Christians believe Jesus is God in human form so He has God's love and power and does not need magical powers.
Christians believe that Jesus came to teach everybody to love one another and be kind to each other and in this way the world would become a better place.

SPRING TERM Y2

By the end of this term the children will know:

Does praying at regular intervals help a Muslim in his/her everyday life?
About commitment and what this means in people's lives.
About prayer ritual for Muslims.
About how prayer enables a focus on Allah (PBUH) and helps Muslims to speak with him.
About the Qur'an as a holy book which provides instruction for Muslims
About the symbolism of the prayer rituals

How important is it to Christians that Jesus came back to life after his crucifixion?
About the symbolism of Easter
The story of Easter as told in the Bible.
About the crucifixion and resurrection
About the bridge between resurrection and heaven.
That Christians believe Jesus was given to people by God to die to rescue/save them from suffering because they do wrong things sometimes. Jesus was sent to 'save' people, forgive them for their 'sins' and offer them 'salvation' (life after death).

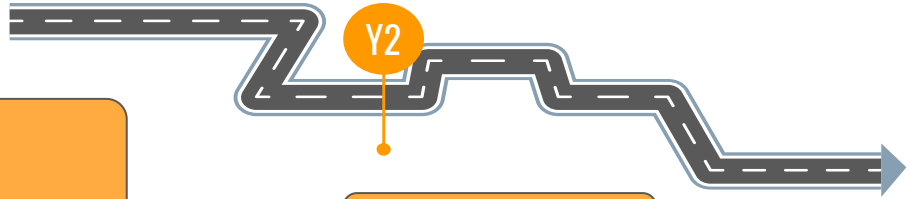
SUMMER TERM Y2

By the end of this term the children will know:

Does going to a mosque give Muslims a sense of belonging?
The the place of worship for Muslims is called a mosque
About what happens in a mosque, including school as well as worship
About cleaning rituals before entering the mosque and why these are important
About the ritual of prayer in a mosque and other places.
About the sense of belonging people have coming together to worship in a mosque

Does completing Hajj make a person a better Muslim?
That Muslims try to make a special journey to visit Makkah and the Grand Mosque at least once in their lifetime. This journey is called Hajj.
That by completing the Hajj, Muslims are showing a commitment to God (Allah). God is really important to Muslims and they are prepared to make lots of effort to show him this. Hajj is one of the 5 pillars and one of the 8 doors to heaven.
That Hajj enables Muslims to come together with a shared purpose and to share their experience with thousands of others.

Houghton Primary School: RE



YEAR 2: SKILLS

AUTUMN TERM Y2

Children working within year group expectations will be able to:
AUTUMN 1:
Tell an adult when they have been kind to others even when it was difficult.
Retell a story Jesus told about being kind or give an example of when Jesus showed kindness.
Say if they think Christians should be kind and give a reason.

AUTUMN 2:
Say how they could help solve a problem by showing love.
Remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.
Tell an adult why Christians think God gave Jesus to the world.

SPRING TERM Y2

Children working within year group expectations will be able to:
SPRING 1:
Explain how it felt to have to stop doing something to reach a set target.
Use the right words to describe how Muslims pray and begin to explain why they do this.
Think through how praying 5 times a day might help in some ways more than others.

SPRING 2:
Say what they believe happens to people when they die and tell an adult how they remember people close to them.
Recall what Christians believe happened on Easter Sunday.
Suggest a different explanation as to what happened to Jesus after the empty tomb and offer their opinion.

SUMMER TERM Y2

Children working within year group expectations will be able to:
SUMMER 1:
Explain why agreements are important and why they should be kept.
Tell a story about Abraham or Moses and say why one of these men is important to Jews today.
Explain the significance of one thing Jews do and say how it shows their special relationship with God.

SUMMER 2:
Show an understanding of how meeting in a certain place could make them feel like they belong.
Explain what happens when Muslims pray alone or at the mosque.
Talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.

Houghton Primary School: RE

YEAR 3: KNOWLEDGE

AUTUMN TERM Y3

By the end of this term the children will know:

Would celebrating Divali bring a feeling of belonging to a Hindu child?
That a sense of identity and belonging is important and that celebrating together is a part of this.
What Divali is and why it is important to Hindus How they celebrate at home and in a temple. How Divali brings people together.
The story of Rama and Sita (good vs evil)

Has Christmas lost its true meaning?
What Christmas truly means to Christians. The nativity story and its significance.
The Christians celebrate the birth of Christ and why they celebrate. The meaning of incarnation.
The difference between this and other symbolism/ celebrations of Christmas.

SPRING TERM Y3

By the end of this term the children will know:

Could Jesus heal people? Were these miracles or is there some other explanation?
What the word miracle means.
Some of the parables which tell of 'miracles' Jesus performed
That Christians believe Jesus is God in a human body (incarnation) so has the power of God and can do anything including healing people.
Why people tell stories about Jesus and how they illustrate his power.

What is 'good' about Good Friday?
The Easter story and the symbolism within it.
What the Last Supper was. What Good Friday was/is.
The terms resurrection, salvation and incarnation.
That Christians believe God made a beautiful world, but when people started forgetting how to be good to each other and how to look after the planet, He sent Jesus to make things better, to save the day, to redeem the situation. This meant forgiving people for what they had done wrong.

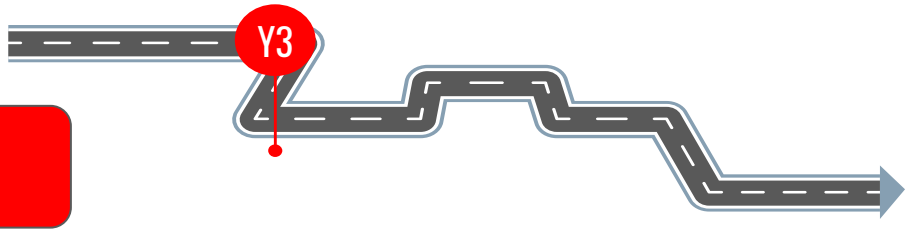
SUMMER TERM Y3

By the end of this term the children will know:

How can Brahman be everywhere and in everything?
That there is one God who Hindus see in many different forms: This God is called Brahman.
What the word deity means
That the main Hindu deities are and what they represent; Brahma - creator, Vishnu - preserver, Shiva - destroyer
The belief that, though invisible, Brahman is omnipresent (everywhere.)

Would visiting the River Ganges feel special to a non-Hindu?
The story of the River Ganges as an important river
to Hindus. How it is a very significant river for both residents and pilgrims. Where the river starts and ends and facts about it.
How Hindus use the river and the ceremonies that happen in and around it.
The Hindu belief that Brahman is in the water of the river.
How non-Hindus may visit the Ganges as tourists, but how it will be different for them and why

Houghton Primary School: RE



YEAR 3: SKILLS

AUTUMN TERM Y3

Children working within year group expectations will be able to:
AUTUMN 1:
Tell an adult three important actions they could take to support a group they belong to. Discuss their understanding of their group's symbol.
Describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali.
Say why Divali might bring a sense of belonging to Hindus.

AUTUMN 2:
Explain what Christmas means to them and talk about whether this involves giving and receiving gifts.
Explain the Christian belief that Jesus was God in human form and why God gave him to the world.
Tell an adult what Christmas means to Christians and what it means to them.

SPRING TERM Y3

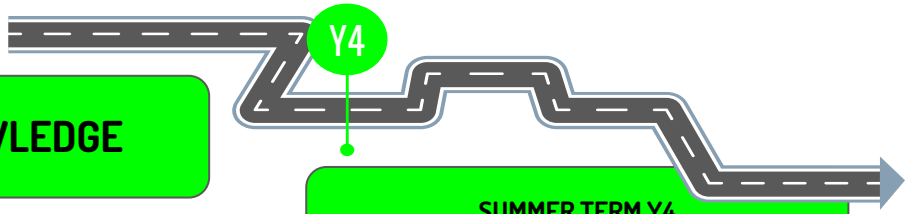
Children working within year group expectations will be able to:
SPRING 1:
Talk about some of the things in the world that people think of as miracles and begin to tell an adult about a miracle they would like to see happen today.
Explain one Christian viewpoint about one of Jesus' healing miracles.
Say whether they believe Jesus actually healed people or not.

SPRING 2:
Suggest how a person may rescue/help others who are in difficult situations.
Tell an adult why Christians believe Jesus' death is important.
Reflect on whether I agree with Christian beliefs about Jesus' death.

SUMMER TERM Y3

Children working within year group expectations will be able to:
SUMMER 1:
Explain some of the different roles theyl play whilst still being themselves.
Describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.
Recognise what they think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.
SUMMER 2:
Explain why water is important.
Describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it.
Empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.

Houghton Primary School: RE



YEAR 4: KNOWLEDGE

AUTUMN TERM Y4

By the end of this term the children will know:

Buddhism – Is it possible for everyone to be happy?
Buddhism started in (what was) India (but is now Nepal) 2,500 years ago.
People who follow this religion are called Buddhists.
The story of Buddha.
About the 8-fold path and what it means to Buddhists.

What is the most significant part of the Nativity story for Christians today?
The symbolism of Christianity and of Christmas (angle, star, wise men, shepherds, gifts, stable, manger
About Christingle and what it means
That Chirsitians believe that Jesus as God's son symbolises God's gift to the world in order to save and help the world.
The concept of incarnation in a way that the children can understand.

SPRING TERM Y4

By the end of this term the children will know:

Could the Buddha's teachings make the world a better place?
About Buddha's teachings on change, greed and suffering; a) the belief that everything changes and people don't want it to and b) that suffering Is caused by selfishness.
The story of Kisa and the mustard seed (or similar)
That Buddha taught that to live a good life without being selfish or greedy would make the world a better place. To help people know what to do and not to do he gave them the 8-fold path.

Is forgiveness always possible for Christians?
That Jesus forgave those who 'enemies' or let him down.
The names of some of these people.
Some of the Christian texts which evidence forgiveness e.g. the Lord's prayer, the gospels, etc.
That Christians believe Jesus' death was a sacrifice to offer them forgiveness for their 'sins'.
Christians believe that Jesus' death offers them forgiveness from God and that with his help they can do their best to forgive other people.
They believe that Jesus' death took away their 'sins' and offered forgiveness and salvation.

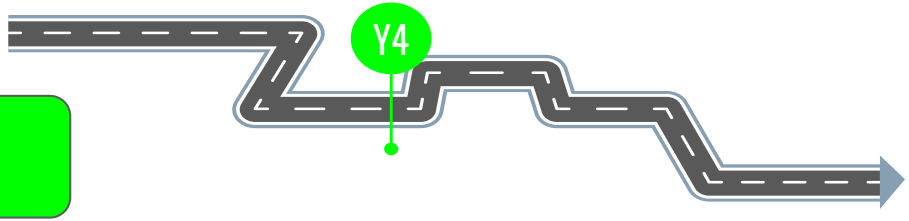
SUMMER TERM Y4

By the end of this term the children will know:

What is the best way for a Buddhist to lead a good life?
About the he 8-fold path (Right Viewpoint, Right Awareness, Right Speech, Right Concentration, Right Action, Right Thought, Right Effort and Right Living). That Buddha said there are 8 things people can choose to do to help them lead good lives which would make the world better for everybody and everything.
That the 8-fold path helps people know which decisions/choices are good i.e. decisions that will be thoughtful and bring no harm to any living thing.
Buddhists try to follow the 8-fold path by...living in the right way.

Do people need to go to church to show they are Christians?
Religions often have special places for people to go to worship and what some of these are.
Christians can worship in a church.
Some people may go to church for special occasions (weddings, christenings, advent, etc).
About Eucharist/Holy Communion
About worship in churches and how it may vary.
That not all Christians attend church and show their devotion in different ways.

Houghton Primary School: RE



YEAR 4: SKILLS

AUTUMN TERM Y4

Children working within year group expectations will be able to:
AUTUMN 1:
Show an understanding of why people think it is difficult to be happy all the time.
Tell an adult some of the things Siddhattha did to try to be happy and explain why they think they didn't work for him.
Show an understanding of what being happy means to Buddhists.

AUTUMN 2:
Design a symbolic object to show the significance of Christmas or the Christmas holiday to me.
Describe one thing a Christian might learn about Jesus from a Christmas symbol.
Ask questions about what Christmas means to Christians and compare this with what it means to me.

SPRING TERM Y4

Children working within year group expectations will be able to:
SPRING 1:
Suggest why there may be problems in the world and how people could help solve them.
Recall one of the Buddha's stories and start to explain what the Buddha was teaching through it.
Give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place.

SPRING 2:
Talk about what sort of help I might need to show forgiveness.
Describe what a Christian might learn about forgiveness from a Biblical text.
Show an understanding of how Christians believe God can help them show forgiveness.

SUMMER TERM Y4

Children working within year group expectations will be able to:
SUMMER 1:
Describe one of my 'good' choices and the consequence of it. Explain the consequences of making a different choice.
Describe how aspects of the 8-fold path would help Buddhists know how to live good lives.
Tell an adult why some aspects of the 8-fold path might be hard for some Buddhists to stick to.
SUMMER 2:
Explain some of the feelings my special place gives me and suggest why that is.
Describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism.
Show understanding of the impact a Christian's special place has on him/her.

Houghton Primary School: RE

Y5

YEAR 5: KNOWLEDGE

AUTUMN TERM Y5

By the end of this term the children will know:

How far would a Sikh go for his/her religion?

The 5 key beliefs in Sikhism - the Khalsa
That many Sikhs were prepared to sacrifice their lives in the forming of the Khalsar
Who Guru Nanak was and what he expected of Sikhs
Examples of 'self-sacrifice' e.g. Sikhs fighting in WW1 and WW2
Examples of 'others before self'
About the importance of the Langur
About importance of pilgrimage to the Golden Temple or other special places.

Is the Christmas story true?

Matthew and Luke's accounts of the birth of Christ and what is similar and what is different about them.
That it is difficult to prove the story.
That 'truth' for Christians about this story is about more than 'facts'
That: Christians believe Jesus is the Incarnation of God on Earth. God gave Jesus to the Earth to show people how to lead good lives, forgive them for the things they do wrong and prove to them (through his resurrection) that there is life after death.

SPRING TERM Y5

By the end of this term the children will know:

Are Sikh stories important today?

What a Gurdwara and Guru Granth Sahib are and why it is important to Sikhs.
That the Guru Granth Sahib teaches about equality, justice for all, freedom of speech, freedom of expression, equality for all regardless of gender, age, disability, race. Teaches that there is one god and that God lives in every person, animal and plant.
Teachings about seeing and speaking to God through meditation by saying 'Waheguru'.
The story of Bhai Kanaya Ji (10th Guru) and other stories to illustrate the teachings.
How and why Sikhs share stories to support the teachings

How significant is it for Christians to believe God intended Jesus to die?

Christians believe that Jesus was the Incarnation of God sent to the Earth to show people how to lead good lives, to die as a sacrifice, so they could be forgiven and come back to life again to prove to Christians that they could also have life after death.
What Holy Week is.
That there is evidence in the bible to suggest that Jesus knew his fate.
Salvation: Jesus' death and resurrection effect the rescue (or salvation) of humans. Christians say he opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered and the relationship between God and humans is restored.

SUMMER TERM Y5

By the end of this term the children will know:

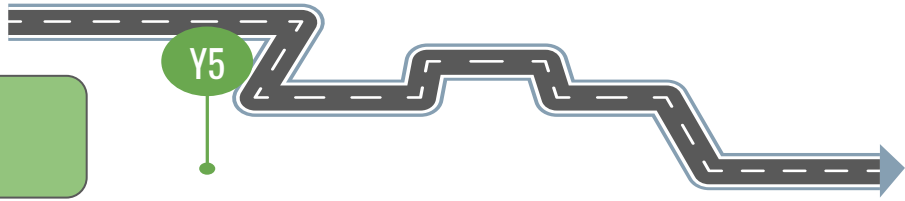
What is the best way for a Sikh to show commitment to God (Waheguru)?

Why Sikhs lead their lives in the way they do (recapping the 5 Ks of the Khalsa)
That there were 11 gurus
The 3 Golden Rules of Sikhism (Waheguru, Vand ke Chakna (and Seva) and Kirat Karnee.
The 3rd Guru's desire for equality.
The 6th Guru's desire for open and free speech for all
How different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others.

What is the best way for a Christian to show commitment to God?

That Christians are committed to God and show their commitment in different ways.
What the Ten Commandments are and why they important to Christians.
Some famous Christinas who dedicated their lives to God, e.g. Mother Teresa, Martin Luther King, etc.
The importance of prayer and worship to Christians.
About the act of communion and what it means.
That individuals will show their commitment in different ways.

Houghton Primary School: RE



YEAR 5: SKILLS

AUTUMN TERM Y5

Children working within year group expectations will be able to:

AUTUMN 1:

Identify the different levels of commitment shown to different things and explain priorities.

Make links between how Sikhs practise their religion and the beliefs that underpin this.

Respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.

AUTUMN 2:

Explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.

Explain the Christian belief that Jesus was the Incarnation of God.

Express an opinion on whether the Christmas story is true and what this might mean to Christians.

SPRING TERM Y5

Children working within year group expectations will be able to:

SPRING 1:

Explain how some stories can teach people about what is important and how to behave.

Recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.

Explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.

SPRING 2:

Give an example of someone with a strong sense of purpose for their life and give opinions on this.

Explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.

Express an opinion about Jesus' crucifixion being his destiny/purpose.

SUMMER TERM Y5

Children working within year group expectations will be able to:

SUMMER 1:

Show an understanding of why people show commitment in different ways.

Describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others.

Express what they think about the best way a Sikh could show commitment to God.

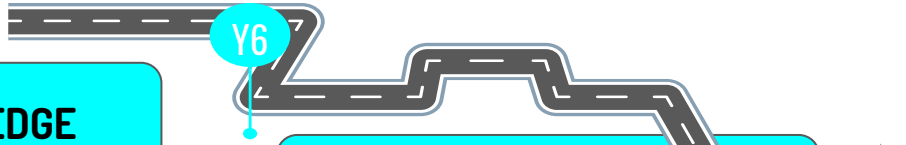
SUMMER 2:

Show an understanding of why people show commitment in different ways.

Describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others.

Explain why they think some ways of showing commitment to God would be better than others for Christians.

Houghton Primary School: RE



YEAR 6: KNOWLEDGE

AUTUMN TERM Y6

By the end of this term the children will know:

What is the best way for a Muslim to show commitment to God?

What is meant by and involved in showing commitment to something.
That Muslims show commitment to God in different ways.
That Salah (Prayer) Zakat (alms giving) and Sawm (fasting) are some of the ways in which Muslims show commitment to God.

Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?

That celebrations often help us to remember events
Why Christmas is an important celebration to Christians.
What is meant by incarnation
Why Christians believe that God chose to send his son to Earth.
That some Christmas traditions are linked to the story of the Nativity and others are not.
That people may choose to celebrate Christmas in different ways and for different reasons.

SPRING TERM Y6

By the end of this term the children will know:

Is anything ever eternal?

That eternity means to last forever- to be infinite and without end.
That a wedding ring represents eternal love and commitment and why this is.
That there are different types of love and how this is reflected in the bible.
That Jesus taught that love should be unconditional and eternal
About Christians belief in Heaven and what is required to enter Heaven.
The Humanist understanding of eternity.

Is Christianity still a strong religion 2000 years after Jesus was on earth?

What is meant by 'Salvation'.
That some people have been influential to them and explain why/ how.
That some festivals celebrated each year are of Chriistian origin.
That there are many Christian charities
That around the world people are still persecuted for being Christian.
That Chritianity is embedded in many cultural customs.

SUMMER TERM Y6

By the end of this term the children will know:

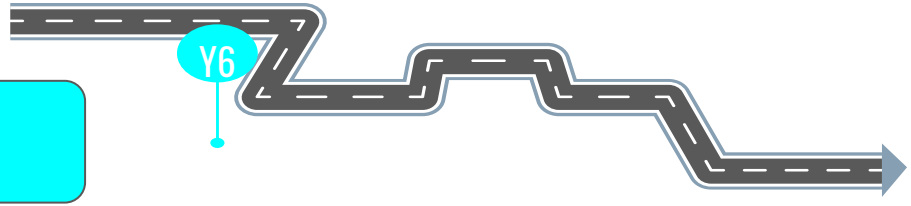
Does belief in Akhirah (life after death) help Muslims lead good lives?

That people may have different motivations for their actions.
That people may have a different interpretation of what a 'good' action is.
That people may have different understandings of how to live a 'good' life.
That Akhirah is the Muslim belief in life after death.
That Jihad means struggle or effort. That most Muslims believe this is a personal struggle known as Greater Jihad.

Does belief in Akhirah (life after death) help Muslims lead good lives? Part 2

That different people see different things as important and have different interpretations of a good life.
That some muslims believe Jihad as a struggle involving fighting or Holy war (a military Jihad)
What the Quran says about fighting and wars
That the reward of life after death may motivate Muslims towards different life choices..

Houghton Primary School: RE



YEAR 6: SKILLS

AUTUMN TERM Y6

Children working within year group expectations will be able to:

AUTUMN 1:

Show an understanding of why people show commitment in different ways.

Describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.

Think of some ways of showing commitment to God that would be better than others for Muslims.

AUTUMN 2:

Explain how some of the ways they choose to celebrate are directly linked to the event they are celebrating, and how other ways are not.

Describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born.

Explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus.

SPRING TERM Y6

Children working within year group expectations will be able to:

SPRING 1:

Express the feelings they have when they think about situations or things they would like to last forever.

Make links between different Christian beliefs and their views on whether anything is ever eternal.

Reflect on own beliefs about whether anything is Eternal.

SPRING 2:

Explain how the influence people have had on me has affected what they see as important.

Explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.

Give their opinion as to whether Christianity is a strong religion now and say why they think this.

SUMMER TERM Y6

Children working within year group expectations will be able to:

SUMMER 1:

Give examples of times their choices have been influenced and may have changed when they considered the consequences that might follow.

Explain how believing in Akhirah influences Muslims to do their best to lead good lives.

Recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.

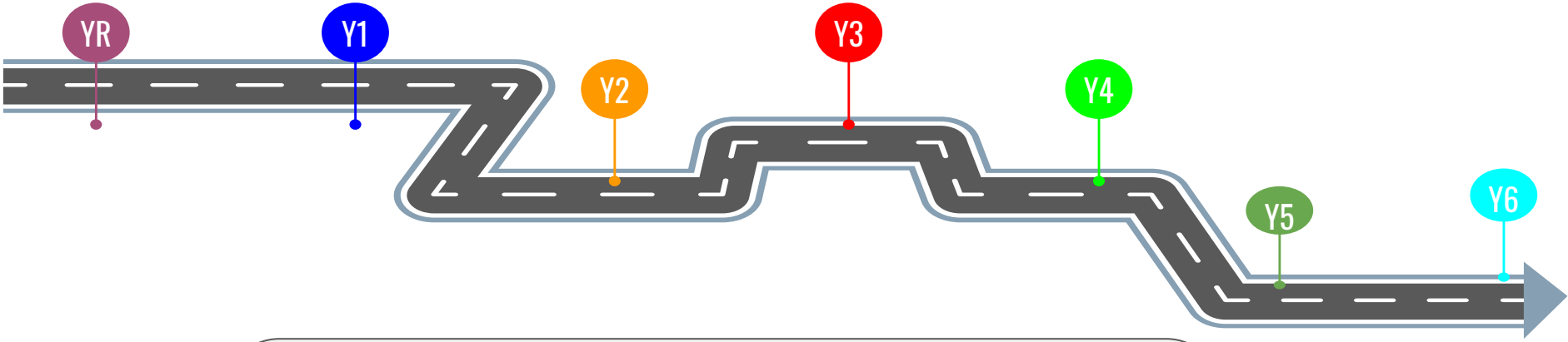
SUMMER 2:

Give examples of times when they misinterpreted something.

Explain two different Muslim interpretations of Jihad.

Recognise what motivates them or influences them to lead a good life and compare it with what motivates and influences Muslims.

Houghton Primary School: RELIGIOUS EDUCATION

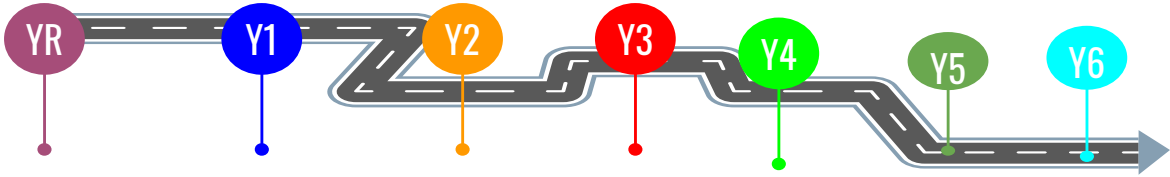


RELIGIOUS EDUCATION

IMPACT:

ASSESSMENT BEYOND KNOWLEDGE GAINED

Houghton Primary School: RE



"WORKING AT" expectation. Most children are expected to reach these expectations.	**Personal resonance with or reflection on… The concept / belief underlying the subject matter of the enquiry… Child's own thoughts, opinions, belief, empathy…**	**Knowledge and understanding of the subject matter of that enquiry (subject knowledge).**	**Skills of evaluation and critical thinking in relation to the big enquiry question**
End of KS1	I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world. I can verbalise and / or express my own thoughts	I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc.	I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.
End of lower KS2	I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Sikhs. I can express my own opinions and start to support them with rationale.	I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance.	I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.
End of upper KS2	I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/beliefs I can express my own thoughts etc having reflected on them in relation to other people's.	I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.	I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale.