

Curriculum Handbook for Religious Education (RE)



St. Martin's

C. of E. Primary School

Serve one another in love

Galatians 5v13

St. Martin's C of E (VA) Primary School

Religious Education (RE) Curriculum

'Serve one another in love'

Galatians 5:13

Intent

Religious Education at St. Martin's C of E (VA) Primary School enables every child to flourish and 'to live life in all its fullness' (John 10:10). It helps to educate for dignity and respect, encouraging all to live well together. We serve our pupils by preparing them for life in a multi-faith and multi-cultural world. This equips our children to serve, understand, respect and love fellow human beings – whether they are Christians, follow a different faith, or no faith at all.

At St. Martin's, we encourage children to develop their understanding of the Christian faith, alongside other World religions, and how faith influences the lives of believers, through the provision of a comprehensive Religious Education programme. This is closely linked to our ethos, values and distinct Christian vision as a Church School, and to our Collective Worship programme. Through Religious Education lessons, we aim to support children's awareness of how different elements of the Christian faith are interwoven together and how these develop through the Bible from Genesis through to Revelation. We also give them an understanding of the beliefs and practices of other World religions, so that they are prepared for life in a multi-faith society, alongside having time and space to reflect on their own understanding and beliefs.

Our school vision - based on Galatians 5:13 'Serve one another in love' - drives our curriculum intent. When teaching our curriculum, we serve our children with Christian love by:

- Exploring and living out our curriculum driver of 'Courageous Advocacy.'
- Looking outwards – our curriculum involves the wider global dimension.
- Serving each other and our wider community in love.

At St. Martin's, our RE curriculum includes the following aims:

- To know about and understand Christianity as a diverse global living faith, through the exploration of core beliefs, using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews, appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.



Implementation

Our children at St. Martin's are entitled to a balanced RE curriculum which enquires into religions and worldviews through theology, philosophy and the human and the social sciences. Our Long-Term Plan for RE at St. Martin's is supported by the Leeds Diocesan Syllabus and Understanding Christianity, which focuses on Creation, Incarnation, Salvation, The Gospel, People of God and The Kingdom of God. RE is a core subject within our school curriculum, and therefore, content is taught as discrete weekly lessons, as well as whole RE days. Alongside this, cross-curricular activities are actively encouraged as a means of exploring concepts and enabling children to reflect on and demonstrate their learning. Staff also plan activities to enrich the RE curriculum, such as, visitors and excursions- often to places of worship and/or sites of historical religious significance.

Impact

Our Religious Education curriculum at St. Martin's prepares children to be compassionate, empathetic, tolerant and understanding members of a multi-faith society within modern Britain. They have a secure understanding of the key themes within the Christian faith and where various events and festivals fit into the 'Big Picture' of the Bible and the Church calendar. In addition, children understand the key principles of belief, festivals and practices of other World religions and are able to identify similarities and differences between Christianity and other religions. Children are able to ask questions and reflect on what having a faith means and how this influences the life of believers. Through this learning, they are able to reflect on their own developing personal convictions, whether faith-based, or otherwise.

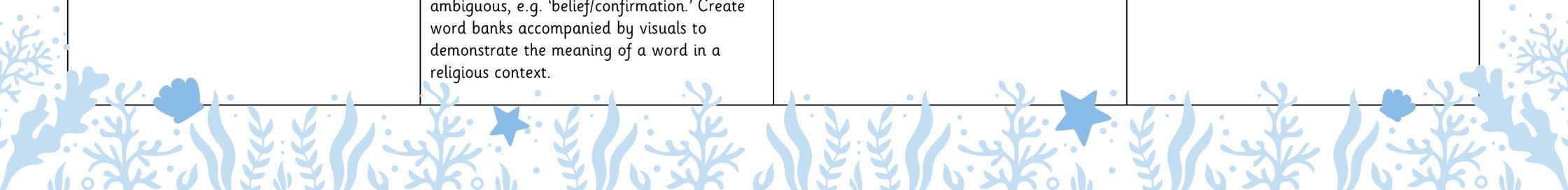
Evidence:

Evidence of learning, progress and attainment in RE may be shown in a wide variety of ways, including; through records of discussions, written work, photographs and artwork. Each child has their own RE book in which individual learning is recorded. Teaching staff carry out an initial unit assessment at the beginning of each unit, formative assessment throughout the duration of each unit and at the conclusion of a unit. Outcomes for each individual are recorded on the whole school tracker using the bands, 'Working Towards' 'Expected' and 'Greater Depth' in relation to Age Related Expectations for each year group.



St. Martin's C of E (VA) Primary School
SEND Provision – Religious Education (RE)

<u>Cognition and Learning</u>		<u>Communication and Interaction</u>	
<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>	<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>
<p>The ability to explain a religious concept/provide reasoning to explain a thought or opinion.</p> <p>The ability to recall basic information about each religion e.g. the name of the key religious text in Christianity</p> <p>Reading/studying of case studies/religious artefacts.</p> <p>Understanding of subject specific vocabulary.</p>	<p>Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions. Provide visuals to aid understanding of religious practices such as wudu.</p> <p>Pre-teach can be used to revisit key information as well as planned retrieval questions. The use of 'hooks' at the beginning of lessons informed by previous gap analysis should revisit objectives children are not secure with.</p> <p>Use shorter texts which are comprised of less complex, phonetically decodable sentences. Texts can be supported by visuals – all teachers have access to Widgit Online. Share information in different ways e.g. via a BBC Bitesize video/Saddleback Kids on YouTube rather than a written text. Allow children to explore physical religious artefacts.</p> <p>Pre-teach subject specific vocabulary. Draw particular attention to subject specific vocabulary which could be viewed as ambiguous, e.g. 'belief/confirmation.' Create word banks accompanied by visuals to demonstrate the meaning of a word in a religious context.</p>	<p>Expressing themselves and sharing their thoughts and opinions orally.</p> <p>EAL pupils may find it difficult to access resources/learning.</p>	<p>Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions.</p> <p>Use alternative recording devices e.g. whiteboards/Chromebooks to allow children the option of sharing their thoughts and opinions in an alternative way.</p> <p>Allow children processing time when asking them a direct question. Some children need upwards of 10 seconds to process a question before they can answer.</p> <p>Use a reduced number of simple instructions which are supported by visuals.</p> <p>Appropriate modelling to aid understanding.</p> <p>Differentiated written resources can be supported by visuals and could be translated using Word. (Teachers click Review – Translate – Translate Document). This will fully translate the document and open in a new window.</p>



St. Martin's C of E (VA) Primary School
SEND Provision – Religious Education (RE)

Sensory and Physical		Social Emotional and Mental Health	
<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>	<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>
<p>Physical difficulties accessing specific environments during RE trips to places of worship.</p> <p>Children with a visual impairment may find it difficult to view text/images/religious artefacts.</p>	<p>Ensure that any environments visited during school trips are fully accessible for children with physical disabilities e.g. wheelchair accessible. Ensure that alternative transport arrangements are made for any children who have a physical disability which makes walking difficult. Above information should be identified on risk assessment prior to visit.</p> <p>Ensure that font size used in resources matches the specific font size specified in the child's report provided by the outside agency. Enlarge images to appropriate sizes to aid access. Use a visualiser to enlarge an artefact to ensure that children with visual impairments can observe religious artefacts.</p>	<p>The acceptance that others have different religious views and that they have a right to hold and express them. This can be particularly difficult for pupils with ASD.</p> <p>Difficulties with social skills may result in children finding group work challenging.</p> <p>Distress caused by exposure to unfamiliar environments during trips/fieldwork.</p>	<p>Use a multi-sensory approach to teaching religious concepts e.g. through drama and role play. This will make concepts unfamiliar to themselves less abstract. Trips to different places of worship/visitors from different faiths will similarly make unfamiliar concepts less abstract.</p> <p>Carefully consider seating arrangements during group work to ensure that children are placed next to patient, non-dominant children. Additional adult support can be deployed as necessary. Ensure children have access to usual aides such as ear defenders to reduce noise.</p> <p>Children to be prepared for change of environment via Social Stories, identification of change on visual timetable and photos/videos of environment to reduce anxiety caused by lack of familiarity.</p>



St. Martin's C of E (VA) Primary School
RE Long Term Plan and Progression of Skills

Christianity

Year One and Year Two work on a two year cycle YA and YB

Blue Units include a focus on more than one faith. Black units focus on one world faith mainly.

<p>UC FS2 Unit F1 Creation Why is the word of God so important to Christians? UC FS2 Unit F2 Incarnation Why do Christians perform Nativity Plays at Christmas? UC FS2 Unit F3 Salvation Why Do Christians Put a Cross in an Easter Garden? DS F4 <i>Being Special: Where do we belong?</i> DS F5 <i>Which places are special and why?</i> DS F6 <i>Which stories are special and why?</i></p>	<p>DS L1.10 YA <i>How should we care for the world and for others, and why does it matter?</i> UC KS1 Incarnation Unit 1.3 YA Why does Christmas matter to Christians? Y2 Digging deeper UC KS1 Gospel Unit 1.4 YA <i>What is the good news Christians believe Jesus brings?</i> UC KS1 Salvation Unit 1.5 YA Why does Easter matter to Christians? DS 1.9 YA <i>What makes some places sacred to believers?</i> UC KS1 God Unit 1.1 YB What do Christians believe God is like? UC KS1 Incarnation Unit 1.3 YB Why does Christmas matter to Christians? Y2 Digging deeper</p>	<p>DS L1.10 YA <i>How should we care for the world and for others, and why does it matter?</i> UC KS1 Incarnation Unit 1.3 YA Why does Christmas matter to Christians? Y2 Digging deeper UC KS1 Gospel Unit 1.4 YA <i>What is the good news Christians believe Jesus brings?</i> UC KS1 Salvation Unit 1.5 YA Why does Easter matter to Christians? DS 1.9 YA <i>What makes some places sacred to believers?</i> UC KS1 God Unit 1.1 YB What do Christians believe God is like? UC KS1 Incarnation Unit 1.3 YB <i>Why does Christmas matter to Christians?</i> Y2 Digging deeper</p>	<p>UC LKS2 Creation/Fall Unit 2A.1 <i>What do Christians learn from the creation story?</i> UC LKS2 Incarnation/God unit 2A.3 What is the Trinity? UC LKS2 Salvation Unit 2A.5 <i>Why do Christians call the day Jesus died 'Good Friday?'</i> UC LKS2 People of God Unit 2A.2 What is it like to follow God?</p>	<p>UC LKS2 Incarnation/God unit 2A.3 What is the Trinity? Digging Deeper DS L2.10 <i>How, why and where do believers show commitments during the journey of life?</i> UC LKS2 Salvation Unit 2A.5 Why do Christians call the day Jesus died 'Good Friday?' Digging Deeper UC LKS2 Gospel unit 2A.4 What kind of World did Jesus want? UC LKS2 Kingdom of God Unit 2A.6 When Jesus left, what was the impact of Pentecost?</p>	<p>UC UKS2 God Unit 2B.1 What does it mean if God is loving and holy? UC UKS2 Incarnation Unit 2B.4 Was Jesus the Messiah? UC UKS2 Salvation Unit 2B.6 What did Jesus do to save human beings? DS U2.12 <i>What will make our town/village/city a more respectful place?</i> UC UKS2 People of God Unit 2B.3 <i>How can following God bring freedom and justice?</i></p>	<p>UC UKS2 Gospel Unit 2B.5 <i>What would Jesus do?</i> DS U2.14 <i>How does religion help people through good and bad times?</i> UC UKS2 Salvation Unit 2B.7 What difference does the Ressurrection make to Christians? UC UKS2 Creation/Fall Unit 2B.2 <i>Creation and Science: conflicting or complementary?</i></p>
--	---	--	---	---	--	---



St. Martin's C of E (VA) Primary School
RE Long Term Plan and Progression of Skills

	<p>UC KS1 Creation Unit 1.2 YB Who do Christians say made the World?</p> <p>UC KS1 Salvation Unit 1.5 YB Why does Easter matter to Christians?</p> <p>DS L1.8 YB Who am I? what does it mean to belong?</p>	<p>UC KS1 Creation Unit 1.2 YB Who do Christians say made the World?</p> <p>UC KS1 Salvation Unit 1.5 YB Why does Easter matter to Christians?</p> <p>DS L1.8 YB Who am I? what does it mean to belong?</p>				
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pupils begin to use the vocabulary Creation, Incarnation and Salvation.</p> <p>They think about their own lives and learn about the lives of others.</p> <p>Children begin to think about the cross as a symbol.</p> <p>Children learn about key festivals and how they are celebrated and begin to make links to big ideas about religion.</p>	<p>Children build on their learning from Reception and think about Creation, Incarnation and Salvation further.</p> <p>Children are encouraged to learn more about what Christians believe, making links to Bible stories and key teachings.</p> <p>Children begin to apply what they have learnt to Christian thinking and what that might mean to</p>	<p>Children build on their learning from Year One and think about Creation, Incarnation and Salvation further.</p> <p>They are encouraged to dig deeper by identifying core beliefs, making links to Bible stories, giving clear accounts of what texts mean to believers.</p> <p>Children give examples of how stories guide beliefs and actions for individuals and communities.</p>	<p>Children build on their learning from KS1 and look at aspects of Creation, Incarnation and Salvation in greater detail. Children learn about the Christian teachings and symbolism in greater detail using texts and sources.</p> <p>Children focus on the Ten Commandments, forgiveness, saying sorry.</p> <p>Children learn about the difference between 'Gospel' and a letter. They also</p>	<p>Children build on their learning from Year 3. They identify and describe core Christian beliefs including Incarnation and Salvation, making clear links to texts and sources.</p> <p>They explore Gospels further noting differences and explore the meaning of texts.</p> <p>Children suggest what texts/sources mean to believers and make links to how people worship and live in society. They</p>	<p>As children move into upper KS2 they make clear links between texts/sources, beliefs and ways of life.</p> <p>Children explore texts focusing on God, Jesus as the Messiah, Saviour, Stations of the Cross, sacrifice and also themes of freedom and justice.</p> <p>Children identify different types of Biblical texts and use clear evidence.</p> <p>Children raise questions and give</p>	<p>Children explore Creation, Incarnation and Salvation, sacrifice, resurrection and hope in great detail, recalling previous learning, clearly identifying features of texts and suggested meanings.</p> <p>Children explore different interpretations of texts and teachings and apply their knowledge to their own lives and the lives of others.</p>

St. Martin's C of E (VA) Primary School
RE Long Term Plan and Progression of Skills

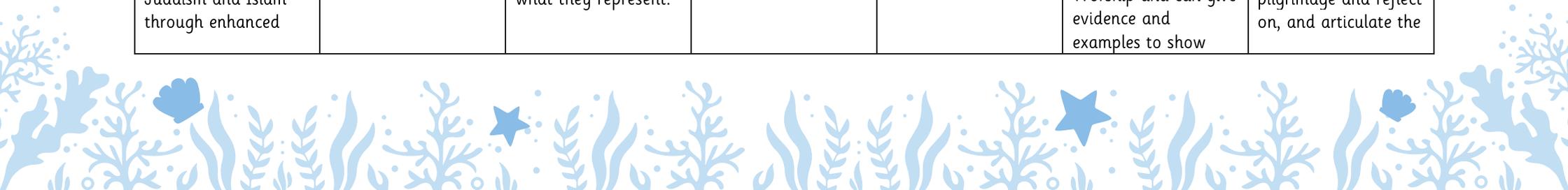
<p>Children explore themes of belonging and ways of showing belonging, including Baptism.</p>	<p>themselves and others.</p> <p>Children explore belonging through Christian and Jewish beliefs, symbols, and practices.</p>	<p>Children can talk about what they have learnt, can ask questions, and give reasons for their answers.</p> <p>Children explore belonging through Christian and Jewish beliefs, symbols, and practices. They enhance their learning further using evidence from Biblical teachings. Children can talk about ways people express their identity and explore similarities and differences.</p>	<p>learn about the Holy Trinity.</p> <p>Children use texts and art as a source.</p> <p>Children explore covenants and promises.</p>	<p>explore the digging deeper aspects of Trinity, a range of parables, promises, The Last supper, betrayal, commitment, and ceremonies. Children identify some differences in how people put their beliefs into practice.</p> <p>Children can ask questions and suggest answers about how Christian beliefs make a difference to how people think and live.</p> <p>Children can talk about their learning and express their own ideas based on their learning.</p>	<p>clear, informed responses backed up with evidence.</p> <p>Children explore the links between text/sources and aspects of Christian worship.</p> <p>Children apply what they have learnt to lessons for life for those of faith and none. Children give fully informed reflections and answers.</p> <p>Children explore Exodus and concepts of freedom, God, suffering, leadership, vulnerability, obedience and evil. Children can give at least three reasons why the story of Exodus has inspired Jewish and Christian people for centuries and can say which parts are inspiring</p>	<p>Children competently identify core Christian beliefs and can talk about context and meaning, making clear evidence based connections.</p> <p>Children identify beliefs about life after death in Hinduism and compare them to Hinduism, explaining similarities and differences.</p> <p>Children can reflect and articulate on beliefs and recognise that people have different interpretations. They can weigh up how what they now know might relate to their own experiences.</p> <p>They can talk about how their ideas might have changed over time.</p>
---	---	---	---	--	--	--



St. Martin's C of E (VA) Primary School
RE Long Term Plan and Progression of Skills

					and why.	
--	--	--	--	--	----------	--

<h2 style="margin: 0;">Islam</h2> <p style="margin: 0; font-size: small;">Year One and Year Two work on a two year cycle YA and YB Blue Units include a focus on more than one faith. Black units focus on one world faith mainly.</p>						
DS F5 Which places are special and why?	DS 1.9 YA What makes some places sacred to believers? DS 1.7 YB Who is a Muslim and what to they believe?	DS 1.9 YA What makes some places sacred to believers? DS 1.7 YB Who is a Muslim and what to they believe?	DS L2.9 What are the deeper meanings of festivals?	Islam through story, poetry and art. This is additional to the class RE curriculum time.	DS U2.9 What does it mean for Muslims to follow God? DS U2.12 What will make our town/village/city a more respectful place?	DS U2.13 Why is pilgrimage important to some religious believers?
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children think about places that are special to them and learn about places that are special to others. They learn about Churches, Synagogues and Mosques and who they are special to.</p> <p>Additionally to the RE taught sessions, children learn more about Christianity, Judaism and Islam through enhanced</p>	<p>Children build on their learning from Reception and discover more about Churches, Synagogues and Mosques.</p> <p>They explore the words sacred and holy. They learn about sacred and holy objects and how they are used in worship.</p>	<p>Children build on their learning from Year One learning more about Churches, Synagogues and Mosques.</p> <p>They give clear definitions of the words sacred and holy. They can match sacred and holy objects and give clear answers about how they are used and what they represent.</p>	<p>Children learn about the meaning of Eid, making links between the stories/teachings and beliefs.</p> <p>Children explore symbols linked to the festival.</p> <p>Children consider the importance of festivals and can reflect on their thinking.</p>	<p>Additional to the RE taught sessions, children learn more about Islam through carefully chosen texts in whole class reading and songs.</p>	<p>Children recall what they already know about Islam, can identify and explain Tawhid, Muhammad as the Messenger and Qur'an as the message. Children can talk clearly about The Five Pillars of Islam and Hajj.</p> <p>They make clear connections between Muslim beliefs and Worship and can give evidence and examples to show</p>	<p>Children recap what they already know about Hajj and build on this by exploring how stories connect with beliefs and places. They can explain the spiritual significance of pilgrimage across religions including Islam.</p> <p>Children can evaluate the importance of pilgrimage and reflect on, and articulate the</p>



St. Martin's C of E (VA) Primary School
RE Long Term Plan and Progression of Skills

<p>provision and class stories.</p>	<p>Children think about the importance of respect and community.</p> <p>Children learn about Allah and Shahadah and the Muslim Prophet Muhammad.</p> <p>Children explore why Muslims pray and begin to explore the Five Pillars of Islam.</p>	<p>Children think about the importance of respect and community and give clear reasons for their answers.</p> <p>Children build on what they know about Allah and introduce the term Tawhid. They give examples of how Muslims use the Shahadah to show what matters to them.</p> <p>Children build on their knowledge of Muslim prayer and learn about how Muslims might put prayer into action.</p> <p>Children reflect on Muslim beliefs and ways of living and suggest why prayer, respect, celebration and self-control might be relevant to non Muslims too.</p>			<p>how Muslims put their beliefs into practice.</p> <p>Children make connections to Muslim communities locally and nationally.</p> <p>Children explore multifaith societies and compare areas, suggesting links between beliefs and ways of living.</p> <p>Children explore concepts and links between beliefs, respect and conflict and consider these in terms of society and community.</p> <p>Children use evidence and give clear reasons for their answers.</p>	<p>lessons people may learn.</p> <p>Children can formulate their own responses and give clear, succinct reasons for their answers, using evidence to back up their ideas.</p>
-------------------------------------	---	--	--	--	---	---



St. Martin's C of E (VA) Primary School
RE Long Term Plan and Progression of Skills

Judaism

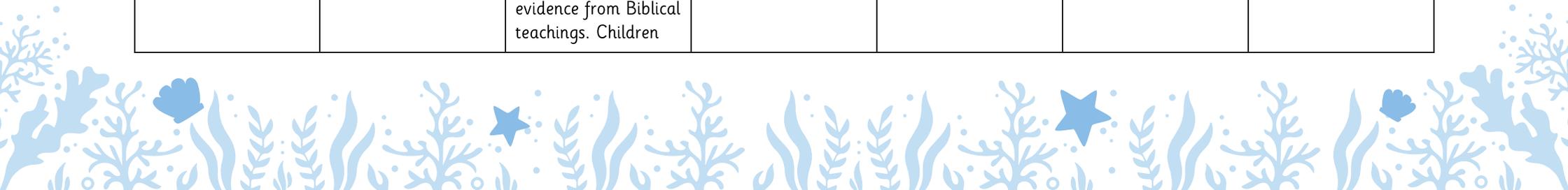
Year One and Year Two work on a two year cycle YA and YB

Blue Units include a focus on more than one faith. Black units focus on one world faith mainly.

<p style="text-align: center;">DS F4 Being Special: Where do we belong? DS F5 Which places are special and why?</p>	<p style="text-align: center;">DS L1.10 YA How should we care for the World and for others, and why does it matter? DS L1.6 YA Who is Jewish and how do they live? DS 1.9 YA What makes some places sacred to believers? DS L1.8 YB Who am I? what does it mean to belong?</p>	<p style="text-align: center;">DS L1.10 YA How should we care for the world and for others, and why does it matter? DS L1.6 YA Who is Jewish and how do they live? DS 1.9 YA What makes some places sacred to believers? DS L1.8 YB Who am I? what does it mean to belong?</p>	<p style="text-align: center;">DS L2.9 What are the deeper meanings of festivals?</p>	<p style="text-align: center;">Judaism through story, poetry and art. This is additional to the class RE curriculum time.</p>	<p style="text-align: center;">DS U2.12 What will make our town/village/city a more respectful place? UC UKS2 People of God Unit 2B.3 How can following God bring freedom and justice?</p>	<p style="text-align: center;">DS U2.10 What does it mean for a Jewish person to follow God? DS U2.13 Why is pilgrimage important to some religious believers?</p>
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children think about places that are special to them and learn about places that are special to others. They learn about Churches, Synagogues and Mosques and who they are special to.	Children explore Genesis 1 and know that both Jewish people and Christians believe that God values everyone. They think about ways of taking care of the World and apply their knowledge to the	Children build on their knowledge and use evidence to back up their ideas around creation and beliefs. Children can talk about what difference believing in God makes to how people	Children learn about the meaning of Hanukkah, making links between the stories/teachings and beliefs. Children explore symbols linked to the festival.	Additional to the RE taught sessions, children learn more about Judaism through carefully chosen texts in whole class reading and songs.	Children make connections to Jewish communities locally and nationally. Children explore multifaith societies and compare areas, suggesting links between beliefs and ways of living.	Children are able to recall everything they know about Judaism making links to key beliefs. Children are able to make connections between The Commandments and the way some Jewish

St. Martin's C of E (VA) Primary School
RE Long Term Plan and Progression of Skills

<p>Additionally to the RE taught sessions, children learn more about Christianity, Judaism and Islam, through enhanced provision and class stories.</p>	<p>Jewish idea of Tikkun Olam.</p> <p>Children learn about what it means to be Jewish, Jewish prayer, Shabbat and Chanukah.</p> <p>Children build on their learning from Reception and discover more about Churches, Synagogues and Mosques.</p> <p>They explore the words sacred and holy. They learn about sacred and holy objects and how they are used in worship.</p> <p>Children explore belonging through Christian and Jewish beliefs, symbols and practices.</p>	<p>treat each other and care for the World.</p> <p>Children build on what they know asking questions to develop their learning further.</p> <p>They give clear definitions of the words sacred and holy. They can match sacred and holy objects and give clear answers about how they are used and what they represent.</p> <p>Children think about the importance of respect and community and give clear reasons for their answers.</p> <p>Children explore belonging through Christian and Jewish beliefs, symbols and practices. They enhance their learning further using evidence from Biblical teachings. Children</p>	<p>Children consider the importance of festivals and can reflect on their thinking.</p>		<p>Children explore concepts and links between beliefs, respect and conflict and consider these in terms of society and community.</p> <p>Children use evidence and give clear reasons for their answers.</p> <p>Children explore Exodus and concepts of freedom, God, suffering, leadership, vulnerability, obedience and evil. Children can give at least three reasons why the story of Exodus has inspired Jewish and Christian people for centuries and can say which parts are inspiring and why.</p>	<p>people live. Children know the difference between Orthodox and Progressive Jewish practice.</p> <p>Children can use evidence to consider the value of tradition, ritual and worship in society today.</p> <p>Children recap what they already know about pilgrimage to Jerusalem and build on this by exploring how stories connect with beliefs and places. They can explain the spiritual significance of pilgrimage across religions including Judaism.</p> <p>Children can evaluate the importance of pilgrimage and reflect on and articulate the lessons people may learn.</p>
---	---	---	---	--	---	---



St. Martin's C of E (VA) Primary School
RE Long Term Plan and Progression of Skills

		can talk about ways people express their identity and explore similarities and differences.				Children can articulate their ideas clearly and back up their ideas with evidence.
--	--	---	--	--	--	--



St. Martin's C of E (VA) Primary School
RE Long Term Plan and Progression of Skills

Hinduism

Year One and Year Two work on a two year cycle YA and YB
Blue Units include a focus on more than one faith. Black units focus on one world faith mainly.

DS F6 Which stories are special and why?	Hinduism through story, poetry and art. This is additional to the class RE curriculum time.	Hinduism through story, poetry and art. This is additional to the class RE curriculum time.	DS L2.9 What are the deeper meanings of festivals?	DS L2.7 What does it mean to be Hindu in Britain today? DS L2.10 How, why and where do believers show commitments during the journey of life?	DS U2.12 What will make our town/village/city a more respectful place?	DS U2.14 How does religion help people through good and bad times?
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children explore stories from a range of faiths.</p> <p>They explore the story of Rama and Sita and learn about Diwali celebrations.</p> <p>Children know that this is a special part of Hinduism.</p>	<p>Additional to the RE taught sessions, children learn more about Hinduism through carefully chosen texts during story time.</p>	<p>Additional to the RE taught sessions, children learn more about Hinduism through carefully chosen texts during story time.</p>	<p>Children learn about the meaning of Diwali, making links between the stories/teachings and beliefs.</p> <p>Children explore symbols linked to the festival.</p> <p>Children consider the importance of festivals and can reflect on their thinking.</p>	<p>Children build on what they already know and identify Hindu deities and Hindu beliefs about God, making links to stories.</p> <p>Children can explain some Hindu beliefs and the Hindu aims of life.</p> <p>Children can discuss ways some Hindus show their faith within communities in Britain and weigh up the benefits of this.</p>	<p>Children explore multifaith societies and compare areas, suggesting links between beliefs and ways of living.</p> <p>Children explore concepts and links between beliefs, respect and conflict and consider these in terms of society and community.</p> <p>Children use evidence and give clear reasons for their answers.</p>	<p>Children identify beliefs about life after death in Hinduism and compare them to Christianity, explaining similarities and differences.</p> <p>They suggest ways religions guide responses during hard times.</p> <p>Children are able to use evidence to back up their ideas and consider and weigh up how religion might help people in good and bad times, giving</p>

St. Martin's C of E (VA) Primary School
RE Long Term Plan and Progression of Skills

				<p>Children give good reasons for their ideas and can reflect on their learning.</p> <p>Children learn more about the Hindu 'Sacred Thread Ceremony' and offer informed suggestions about the importance of this. Children make links to other rituals and ceremonies of commitment.</p> <p>Children talk about life as a journey and can plot what may represent the life of a Hindu.</p> <p>Children can give informed reasons as to why ceremonies of commitment are or are not valuable today.</p>		<p>good reasons for ideas and insights.</p> <p>Children are encouraged to reflect on a range of artistic expressions of afterlife, articulating and explaining ways of understanding these.</p>
--	--	--	--	--	--	---



St. Martin's C of E (VA) Primary School
RE Long Term Plan and Progression of Skills

<h2 style="margin: 0;">Sikhism</h2> <p style="margin: 0; font-size: small;">Year One and Year Two work on a two year cycle YA and YB Blue Units include a focus on more than one faith. Black units focus on one world faith mainly.</p>						
Sikhism through story, poetry and art. This is additional to the class RE curriculum time.	Sikhism through story, poetry and art. This is additional to the class RE curriculum time.	Sikhism through story, poetry and art. This is additional to the class RE curriculum time.	<p style="text-align: center; color: #0070c0; font-weight: bold;">DS L2.9</p> <p style="text-align: center; color: #0070c0;">What are the deeper meanings of festivals?</p> <p style="text-align: center; color: #0070c0;">L2.8</p> <p style="text-align: center; color: #0070c0;">What does it mean to be Sikh in Britain today?</p>	Sikhism through story, poetry and art. This is additional to the class RE curriculum time.	<p style="text-align: center; color: #0070c0; font-weight: bold;">DS U2.12</p> <p style="text-align: center; color: #0070c0;">What will make our town/village/city a more respectful place?</p>	Sikhism through story, poetry and art. This is additional to the class RE curriculum time.
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Additional to the RE taught sessions, children learn more about Sikhism through carefully chosen texts at story time.	Additional to the RE taught sessions, children learn more about Sikhism through carefully chosen texts at story time.	Additional to the RE taught sessions, children learn more about Sikhism through carefully chosen texts at story time.	<p>Children learn about the meaning of Valisahahi, making links between the stories/teachings and beliefs.</p> <p>Children explore symbols linked to the festival.</p> <p>Children consider the importance of festivals and can reflect on their thinking.</p>	Additional to the RE taught sessions, children learn more about Sikhism through carefully chosen texts in whole class reading and songs.	Additional to the RE taught sessions, children learn more about Sikhism through carefully chosen texts in whole class reading and songs.	Additional to the RE taught sessions, children learn more about Sikhism through carefully chosen texts in whole class reading and songs.



St. Martin's C of E (VA) Primary School
RE Long Term Plan and Progression of Skills

Non – Faith, multiple faiths and other

Year One and Year Two work on a two year cycle YA and YB

Blue Units include a focus on more than one faith. Black units focus on one world faith mainly.

<p>DS F4 Being Special: Where do we belong? DS F5 Which places are special and why?</p>	<p>UC KS1 Gospel Unit 1.4 YA What is the good news Christians believe Jesus brings?</p> <p>UC KS1 Creation Unit 1.2 YB Who do Christians say made the World? DS 1.7 YB Who is a Muslim and what to they believe? DS L1.8 YB Who am I? what does it mean to belong?</p>	<p>UC KS1 Gospel Unit 1.4 YA What is the good news Christians believe Jesus brings? Unit 1.3 YB Why does Christmas matter to Christians? Y2 Digging deeper UC KS1 Creation Unit 1.2 YB Who do Christians say made the World? DS 1.7 YB Who is a Muslim and what to they believe? DS L1.8 YB Who am I? what does it mean to belong?</p>	<p>UC LKS2 Creation/Fall Unit 2A.1 What do christians learn from the creation story? DS L2.9 What are the deeper meanings of festivals? UC LKS2 Salvation Unit 2A.5 Why do Christians call the day Jesus died 'Good Friday?' L2.8 What does it mean to be Sikh in Britain today?</p>	<p>DS L2.7 What does it mean to be Hindu in Britain today? DS L2.10 How, why and where do believers show commitments during the journey of life?</p>	<p>DS U2.12 What will make our town/village/city a more respectful place?</p>	<p>UC UKS2 Gospel Unit 2B.5 What would Jesus do? DS U2.14 How does religion help people through good and bad times? DS U2.13 Why is pilgrimage important to some religious believers? UC UKS2 Creation/Fall Unit 2B.2 Creation and Science: conflicting or complementary?</p>
---	--	--	--	--	---	---



St. Martin's C of E (VA) Primary School
RE Long Term Plan and Progression of Skills

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children learn about 'Humanism Naming Ceremonies' as part of the focus on belonging.</p>	<p>All children across all year groups are encouraged to reflect on how themes and concepts apply to non-faith individuals and communities. Many of the concepts studied have an impact on society today. Many examples used across the RE Curriculum are of charity work that permeates most communities in Britain.</p> <p>Children are encouraged to reflect on these concepts and examples and suggest why these may or may not be important, and may or may not add value to themselves, or the lives of others.</p> <p>Children are encouraged to use evidence and give clear reasons for their answers. They are also encouraged to consider how their personal ideas and responses have changed over time.</p>					



St. Martin's C of E (VA) Primary School
Religious Education Sequence of Learning

St. Martin's School Religious Education

St. Martin's School is a vibrant place where children flourish. They do this in a range of ways and our RE Curriculum supports this.

St. Martin's School is situated on the coast in Scarborough. Our pupils are from a predominantly Christian background and faith, and we also have a growing number of pupils from a wide range of religious backgrounds and beliefs.

We also have pupils in school who have no religious beliefs.

Our curriculum has been shaped by the needs of our local and global communities. Our curriculum is underpinned by our locally agreed syllabus which is the Diocese of York and Leeds syllabus. Through our curriculum our pupils will develop religious literacy and knowledge of significant worldviews including Christianity, Islam, Judaism, Hinduism, Sikhism and we also consider what this means for people who have no religious beliefs.

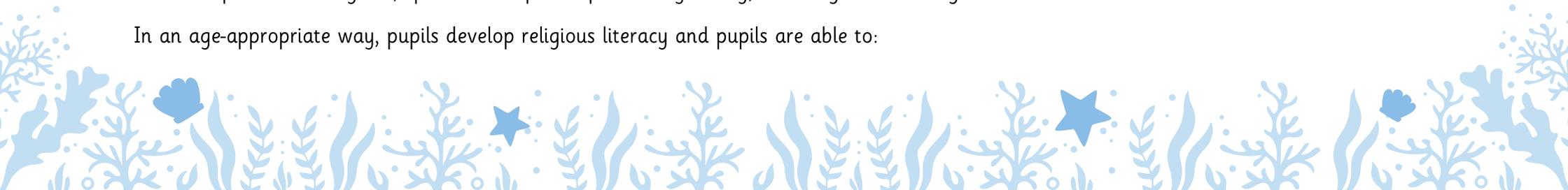
The worldviews, as listed above, are introduced in EYFS and then revisited in KS1 and KS2. The curriculum is designed to continually revisit concepts, deepen knowledge and make links to what this knowledge means for life in society today.

Our overall aim for RE at St. Martin's School is for all pupils to be able to hold balanced conversations about religion and world views.

The curriculum enables pupils to:

- Know about and understand Christianity as a diverse global living faith through the exploration of core beliefs, where pupils critically engage with Biblical texts.
- Gain a knowledge and understanding of a range of religions and worldviews, appreciating diversity, continuity and change within Christianity, Islam, Judaism, Hinduism, Sikhism.
- Engage with challenging questions of meaning and purpose raised by human existence and experience.
- Recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- Explore own religions, spiritual and philosophical ways living, believing and thinking.

In an age-appropriate way, pupils develop religious literacy and pupils are able to:



St. Martin's C of E (VA) Primary School
Religious Education Sequence of Learning

- Give theologically informed and thoughtful accounts of Christianity as a living and diverse faith.
- Show informed, respectful attitudes to religious and non religious worldviews in their search for God and meaning.
- Engage in meaningful, informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on own spiritual, philosophical and ethical convictions.

Skills in the St. Martin's RE curriculum

In all Key stages, pupils develop the following skills in an age appropriate way:

- **Investigate and Enquire:** asking relevant and increasingly deep questions using a range of sources and evidence in order to identify and talk about key concepts.
- **Think critically and reflect:** analysing information to form a judgement, reflecting on beliefs and practices, ultimate questions and experiences.
- **Empathy:** consider the thoughts and feelings, experiences, attitudes, beliefs and values of others, seeing the World through the eyes of others.
- **Interpretation:** interpreting religious language and the meaning of sacred texts, drawing meaning from artefacts, symbols etc.
- **Analyse:** distinguishing between opinion, belief and fact, distinguishing between features of different religions.
- **Evaluation:** enquiring into religious issues and drawing conclusions with reference to experience, reason, evidence and dialogue.

Our RE curriculum develops a range of knowledge		
Substantive Knowledge	Disciplinary Knowledge	Personal Knowledge
This is the subject content being studied, core concepts, truth claims and practices of traditions and the behaviour and responses of people within traditions.	Ways of knowing. This includes methods used to establish substantive knowledge. It explores how using different sources may lead to different ways of evaluating the knowledge gained. Consider theology, philosophy and social sciences.	Developing self awareness, better understanding of personal perspectives, position, assumptions and values. Using lenses to develop understanding on how the World is seen and experienced, reflection and developing responses in RE.



St. Martin's C of E (VA) Primary School
Religious Education Sequence of Learning

Implementation at St. Martin's School

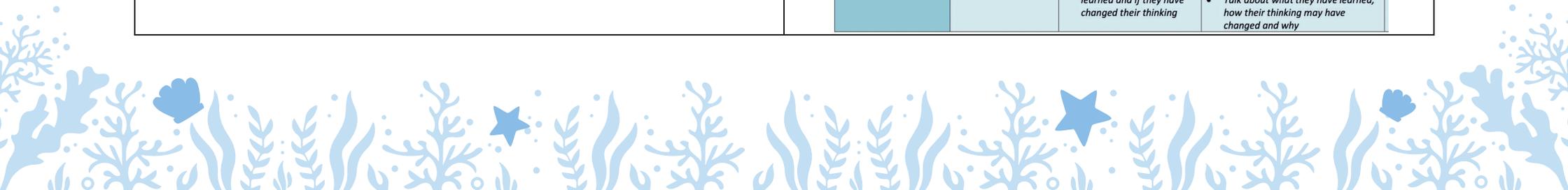
End of Key Stage Outcomes

Our curriculum builds towards pupils developing the skills and knowledge to achieve the end of Key Stage Outcomes. The curriculum is designed to ensure all pupils learn about a balance of world faiths. In KS1, pupils do this by working on a two year rolling programme. In KS2, pupils work in year groups to ensure equal pathways for all pupils.

Adaptations are made on an individual basis for pupils with specific SEND needs where necessary.

Teaching and learning approach	End KS1 Pupils can...	End lower KS2 Pupils can...	End KS2 Pupils can...
<p>Element 1: Making sense of beliefs</p> <p>Identifying and making sense of religious and non-religious concepts and beliefs understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</p>	<ul style="list-style-type: none"> Identify the core beliefs and concepts studied and give a simple description of what they mean Give examples of how stories show what people believe (e.g. the meaning behind a festival) Give clear, simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> Identify and describe the core beliefs and concepts studied Make clear links between texts/sources of authority and the key concepts studied Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts Taking account of the context(s), suggest meanings for texts/sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations

Teaching and learning approach	End KS1 Pupils can...	End lower KS2 Pupils can...	End KS2 Pupils can...
<p>Element 2: Understanding the impact</p> <p>Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.</p>	<ul style="list-style-type: none"> Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities Give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> Make simple links between stories, teachings and concepts studied and how people live, individually and in communities Describe how people show their beliefs in how they worship and in the way they live Identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> Make clear connections between what people believe and how they live, individually and in communities Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures
<p>Element 3: Making connections</p> <p>Reasoning about, reflecting on, evaluating and connecting the concepts, beliefs and practices studied; allowing pupils to challenge ideas, and the ideas to challenge pupils' thinking; discerning possible connections between these ideas and pupils' own lives and ways of understanding the world.</p>	<ul style="list-style-type: none"> Think, talk and ask questions about whether the ideas they have been studying have something to say to them Give a good reason for the views they have and the connections they make. Talk about what they have learned 	<ul style="list-style-type: none"> Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly Give good reasons for the views they have and the connections they make Talk about what they have learned and if they have changed their thinking 	<ul style="list-style-type: none"> Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. adherents and non-religious) Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently. Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make Talk about what they have learned, how their thinking may have changed and why



St. Martin's C of E (VA) Primary School
Religious Education Sequence of Learning

Long Term Plan

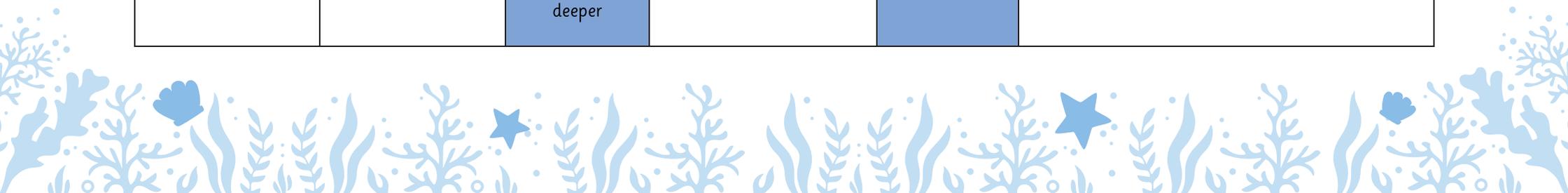
We are aspirational in regards to the time we allocate to the RE curriculum at St. Martin's School.

Each week, EYFS and KS1 have a dedicated hour for RE and KS2 have a dedicated hour and fifteen minutes.

Additionally, we prioritise one whole 'drop down day' each term for RE teaching.

We also utilise some whole class reading times and class story times to explore Bible stories and sacred texts further. These stories and texts are mapped out in advance and allow an opportunity for children to develop their understanding, questioning and reasoning further.

Year Group	Autumn Term	Spring Term	Summer 1	Summer 2
Reception	UC FS2 Unit F1 Creation Why is the word of God so important to Christians?	DS F4 Being Special: Where do we belong?	DS F5 Which places are special and why?	DS F6 Which stories are special and why?
R - Collapse Day Focus	UC FS2 Unit F2 Incarnation Why do Christians perform Nativity plays at Christmas?	UC FS2 Unit F3 Salvation Why Do Christians put a cross in an Easter garden?		
Y1 & Y2 Year A	DS L1.10 How should we care for the World and for others, and why does it matter?	UC KS1 Gospel Unit 1.4 What is the good news Christians believe Jesus brings?	DS L1.6 Who is Jewish and how do they live?	DS 1.9 What makes some places sacred to believers?
Y1/2 - Collapse Day Focus	UC KS1 Incarnation Unit 1.3 Why does Christmas matter to Christians? Y2 Digging deeper	UC KS1 Salvation Unit 1.5 Why does Easter matter to Christians?		



St. Martin's C of E (VA) Primary School
Religious Education Sequence of Learning

Y1 & Y2 Year B	UC KS1 God Unit 1.1 What do Christians believe God is like?	UC KS1 Creation Unit 1.2 Who do Christians say made the World?	DS 1.7 Who is a Muslim and what do they believe?	DS L1.8 Who am I? what does it mean to belong?
Y1/2 - Collapse Day Focus		UC KS1 Incarnation Unit 1.3 Why does Christmas matter to Christians? Y2 Digging deeper		UC KS1 Salvation Unit 1.5 Why does Easter matter to Christians?
Y3	UC LKS2 Creation/Fall Unit 2A.1 What do Christians learn from the creation story?		DS L2.9 What are the deeper meanings of festivals?	UC LKS2 People of God Unit 2A.2 What is it like to follow God? L2.8 What does it mean to be Sikh in Britain today?
Y3 - Collapse Day Focus		UC LKS2 Incarnation/God unit 2A.3 What is the Trinity?		UC LKS2 Salvation Unit 2A.5 Why do Christians call the day Jesus died 'Good Friday'?
Y4	DS L2.7 What does it mean to be Hindu in Britain today?		DS L2.10 How, why and where do believers show commitments during the journey of life?	UC LKS2 Gospel unit 2A.4 What kind of World did Jesus want? UC LKS2 Kingdom of God Unit 2A.6 When Jesus left, what was the impact of Pentecost?



St. Martin's C of E (VA) Primary School
Religious Education Sequence of Learning

Y4 - Collapse Day Focus		UC LKS2 Incarnation/God unit 2A.3 What is the Trinity? Digging Deeper		UC LKS2 Salvation Unit 2A.5 Why do Christians call the day Jesus died 'Good Friday?' Digging Deeper	
Y5	UC UKS2 God Unit 2B.1 What does it mean if God is loving and holy?		DS U2.9 What does it mean for Muslims to follow God?	DS U2.12 What will make our town/village/city a more respectful place?	UC UKS2 People of God Unit 2B.3 How can following God bring freedom and justice?
Y5 - Collapse Day Focus		UC UKS2 Incarnation Unit 2B.4 Was Jesus the Messiah?		UC UKS2 Salvation Unit 2B.6 What did Jesus do to save human beings?	
Y6	DS U2.10 What does it mean for a Jewish person to follow God?		DS U2.14 How does religion help people through good and bad times?	DS U2.13 Why is pilgrimage important to some religious believers?	UC UKS2 Creation/Fall Unit 2B.2 Creation and Science: conflicting or complementary?
Y6 - Collapse Day Focus		UC UKS2 Gospel Unit 2B.5 What would Jesus do?		UC UKS2 Salvation Unit 2B.7 What difference does the Resurrection make to Christians?	



St. Martin's C of E (VA) Primary School
Religious Education Sequence of Learning

Breakdown of Units

Class teachers use the Unit Guidance and alongside this, sequence of learning statements, to ensure the teaching and learning is of the highest quality.

These statements are also used for assessment purposes. Initial assessments are made at the beginning of units so that teachers can assess starting points and quickly fill any gaps in learning that might have come to light. Ongoing assessment then directs support where necessary and summative assessment takes place at the end of each unit.

Assessments are shared with the subject leader and assessment leader, and are tracked closely.

Teachers complete regular unit reflections which are shared with the subject leader to guide future teaching and training opportunities.

Reception	Note: In EYFS Making connections is woven throughout all activities.
Autumn Term	UC F2 Unit F1 Creation Why is the word of God so important to Christians?
	<ul style="list-style-type: none">• I know that Christians believe that God is the creator of the universe and everything in it.• I know that Christians learn about God from the Bible.• I can talk about how Christians praise and Worship God (Including Harvest).• I can talk about why Christians are taught to treat God's name with love, care and respect.• I can talk about how I take care of the world around me.
Autumn Term 2	UC F2 Unit F2 Incarnation Why do Christians perform Nativity plays at Christmas?
	<ul style="list-style-type: none">• I know that Christians believe that Jesus is God in the flesh, who is called God's Son.• I know that all grown ups were babies once.• I can recall the Nativity story when Jesus was a baby and young child and I know that Jesus is not a baby anymore.• I can talk about how Christians praise and Worship at Christmas.• I can talk about different people in the Nativity story.• I can talk about why the Kings and Shepherds gave Jesus gifts and I can talk about why Christians believe Jesus is a gift.• I can talk about how I, or people in my community, celebrate Christmas and make links to what I know.



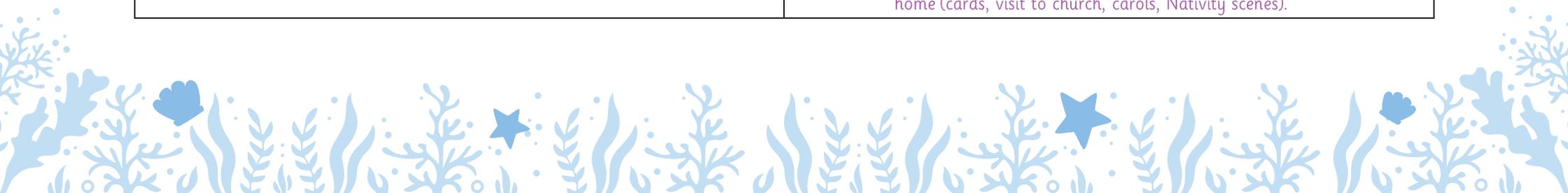
St. Martin's C of E (VA) Primary School
Religious Education Sequence of Learning

Spring Term	<p style="text-align: center;">DS F4 Being Special: Where do we belong?</p> <ul style="list-style-type: none"> • I can talk about how I am cared for and who loves me. • I can recall a time in my life that made me feel special. • I can talk about Christian and Jewish beliefs that God is a loving person (Isaiah 49v16). • I can describe what Baptism is and why it is important to some people. • I can identify some symbols that are important, making links to Baptism. • I can talk about welcoming children into other world faiths (Islam, Judaism and Humanist).
Spring Term 2	<p style="text-align: center;">UC FS2 Unit F3 Salvation Why do Christians put a cross in an Easter Garden?</p> <ul style="list-style-type: none"> • I know that Jesus' followers believed that Jesus was sent by God to save us all. • I know what the Palm Cross symbolises for Christians. • I can recall the Easter Story and know that Christians believe that Jesus rose from death to new life (Resurrection). • I can talk about the symbol of the cross for Christians. • I can talk about the feelings within the Easter story. • I can talk about forgiveness and new starts (Bridge). • I can talk about how I, or people in my community, celebrate Easter.
Summer Term 1	<p style="text-align: center;">DS F5 Which places are special and why?</p> <ul style="list-style-type: none"> • I can talk about a range of places and sort them by how I feel when I am there. • I can talk about places that make me feel safe, happy and settled. • I know that some people like to meet together and where they meet is special (Park, Church, Synagogue, Mosque). • I can ask others people about why places are special to them. • I know that a Church is a special place for Christians and a Mosque is special to Muslims and am beginning to understand why. • I can ask questions to further understand why a Church is important to Christians (Church visit).
Summer Term 2	<p style="text-align: center;">DS F6 Which stories are special and why?</p> <ul style="list-style-type: none"> • I can share my favourite story and say why I like it. • I know that the Bible is the Christian Holy book, which helps them to understand more about God and I can recall the Creation Story from a Children's Bible. • I can recall the story Noah's Ark from the Children's Bible. • I can suggest what the Noah's Ark story tells Christians about God and talk about promises. • I know that other world faiths also have special stories. Rama and Sita/Diwali – Hinduism.



St. Martin's C of E (VA) Primary School
Religious Education Sequence of Learning

Y1 & Y2 Year A	
Y1 & Y2 Year A Autumn Term	DS L1.10 How should we care for the World and for others, and why does it matter?
Year 1	Year 2
<ul style="list-style-type: none"> • I can say why I am unique and valuable (We are all Wonders book). • I know that Christians and Jews believe that God values everyone (Creation). • I can recall the Creation Story (Genesis 1). • I can suggest ways of looking after the natural World. • I can talk about how Christian and non Christian charities care for the natural world (Christian Aid/Children in Need/Red Nose Day). • I can talk about the different ways people treat each other and care for the World. • I can use what I have learnt and apply it to the Jewish idea of Tikkun Olam. 	<ul style="list-style-type: none"> • I can say why I am unique and valuable and talk about the impact of this (We are all Wonders book). • I know that Christians and Jews believe that God values everyone and can give some examples where the Bible tells us this (Creation). • I can recall the Creation story with greater detail (Genesis 1). • I can suggest ways of looking after the natural World, making links to Genesis 2:15. • I can talk about how Christian and non Christian charities care for the natural World (Christian Aid/Children in Need/Red Nose Day). • I can talk about what difference believing in God makes to how people treat each other and care for the world. • I can use what I have learnt and apply it to the Jewish idea of Tikkun Olam.
Y1 & Y2 Year A Autumn Term 2	
UC Incarnation Unit 1.3 Why does Christmas matter to Christians? Y2 Digging deeper	
Year 1	Year 2
<ul style="list-style-type: none"> • I can give a simple account of the story of Jesus' birth and talk about the main people in the story (Luke). • I can suggest why Jesus is important for Christians. • I can recognise that stories of Jesus came from the Gospels. • I can give examples of ways Christians use the Nativity story to guide their beliefs and actions at Christmas (cards, visit to church). 	<ul style="list-style-type: none"> • I can see that Incarnation is part of 'The Big Story' of the Bible. • I can give a clear account of the story of Jesus' birth (Luke). • I can recognise the link with Incarnation – Jesus is God on Earth. • I can give at least two examples of how Christians use the Nativity story to guide their beliefs and actions at Christmas in church and at home (cards, visit to church, carols, Nativity scenes).



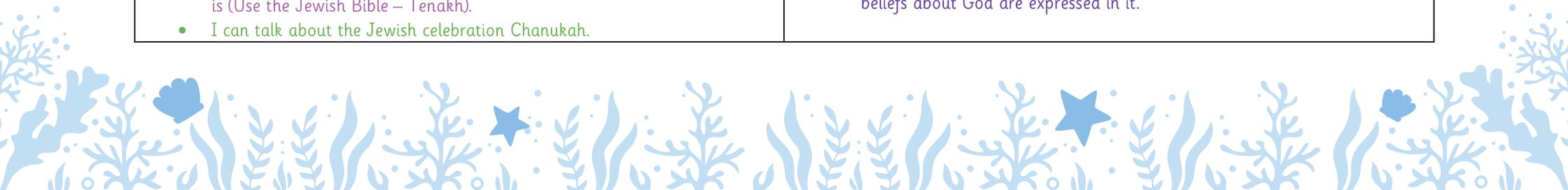
St. Martin's C of E (VA) Primary School
Religious Education Sequence of Learning

<ul style="list-style-type: none"> • I can talk about the word Advent and know that it means waiting for the arrival of someone or something (Advent wreath). • I can talk about why Christians might be thankful at Christmas and write thank you prayers and sentences. • I can say what I am personally thankful for at Christmas time. 	<ul style="list-style-type: none"> • I can give a clear definition of the word Advent and suggest a range of ways Christians and non Christians might celebrate Advent (Advent wreath etc). • I can think, talk and ask questions about the Christmas story and the lessons that might be taken from it (thankful, kind, generosity). • I can talk about why Christians and non Christians celebrate Christmas and know that it is only Christians who believe Jesus is God in the flesh – God Incarnate.
<p>Y1 & Y2 Year A Spring</p>	<p style="text-align: center;">UC Gospel Unit 1.4 What is the good news Christians believe Jesus brings?</p>
<p style="text-align: center;">Year 1</p>	<p style="text-align: center;">Year 2</p>
<ul style="list-style-type: none"> • I can retell the tax collector story (Matthew 9). • I know that forgiveness is important to Christians (Luke 6 37-38). • I know that Christians believe Jesus gives instructions to people about how to behave. • I can talk about the good news Jesus brings and give two examples about how Christians try to live now (Linked to foodbanks in the local area – forgiveness and peace). • I know that Christians believe that Jesus says God forgives people who are sorry, and I can suggest why this brings peace. • I know that sacred means set apart from God and I know that Churches are set up to promote being friendly, peaceful, helpful and forgiving. • I can talk about the good news Jesus brings and apply this in writing prayers. • I can think, talk and question whether Jesus' good news matters to anyone other than Christians. 	<ul style="list-style-type: none"> • I can retell the story of the tax collector and make links to the idea of good news. • I know that forgiveness is important to Christians and say why (Luke 6 37-38). • I can give clear simple accounts of what texts mean to Christians (The Lord's prayer). • I can make links to the good news Jesus brings and suggest why some Christians pray. (Types of prayers linking to at least two stories or texts). • I know that Christians believe God hears all prayers and I can match up which prayers Christians might pray, giving reasons for my answer. • I know that sacred means set apart from God and I can suggest what difference Church makes. • I can talk about the good news Jesus brings and apply this in writing prayers. • I can think, talk and question whether Jesus' good news matters to anyone other than Christians.



St. Martin's C of E (VA) Primary School
Religious Education Sequence of Learning

<p>Y1 & Y2 Year A Spring Term 2</p>	
<p>UC Salvation Unit 1.5 Why does Easter Matter to Christians?</p>	
<p>Year 1</p>	<p>Year 2</p>
<ul style="list-style-type: none"> • I can talk about why Easter is important to Christians. • I can order the key events in the Easter story. • I can use the Easter Labyrinth to discuss the Easter story and how it makes me feel. • I can talk about Easter symbolism and suggest what the symbols mean to Christians. (Palm leaf, cross, tomb). • I can talk about some Easter traditions. (palm crosses, hot cross buns, Easter services). • I can give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in Church worships at Easter. • I can explore the word Salvation. • I can talk about why people may find it helpful to believe in Heaven and make links to the idea of good news. • I know that Christians believe that God will forgive and we should forgive others. • I can recall everything I now know about why Easter is important to Christians. 	<ul style="list-style-type: none"> • I can recall what I know about Easter and order an Easter timeline. • I can add greater detail into the Easter story including cleansing of the Temple, the Last Supper and Jesus' trial. • I can say which parts of the Easter story are the most interesting, enjoyable, puzzling and upsetting. • I can recap Easter symbolism, now including foot washing from Maundy Thursday. I can suggest what example Jesus is setting here and make links to the work of churches today (Westway Arms/Rainbow Centre). • I can talk about the words 'Father Forgive them' and suggest why forgiveness is important to Christians. • I can give at least three examples of how Christians show their beliefs about Jesus as a saviour in Church worship. • I can say what Salvation means to Christians. • I can talk about forgiveness and make the link to the Christian ideas that Jesus came to build a bridge back to God. • I know that Christians believe that God will forgive and we should forgive others. • I can recall everything I now know about why Easter is important to Christians.
<p>Y1 & Y2 Year A Summer Term 1</p>	<p>DS L1.6 Who is Jewish and how do they live?</p>
<p>Year 1</p>	<p>Year 2</p>
<ul style="list-style-type: none"> • I can talk about special things in my home. • I can identify three special items Jewish people might have in their home. • I know that Shema is a Jewish prayer. • I know that Shabbat is a special time for Jewish people. • I can recall the story of David and Goliath and say what the key message is (Use the Jewish Bible – Tenakh). • I can talk about the Jewish celebration Chanukah. 	<ul style="list-style-type: none"> • I can identify special things in my home and talk about the things that really matter to me. • I can identify special items Jewish people might have in their home and ask questions to further my understanding about them. • I know that Shema is a Jewish prayer and I can talk about how Jewish beliefs about God are expressed in it.



St. Martin's C of E (VA) Primary School
Religious Education Sequence of Learning

<ul style="list-style-type: none"> I can talk about why it is good to celebrate. 	<ul style="list-style-type: none"> I can give examples of how Jewish people prepare for and celebrate Shabbat. I can recall the story of David and Goliath and say what it tells Jewish people about how God looks after them (Use the Jewish Bible – Tenakh). I can talk about Chanukah and ask questions to further my understanding about why Jewish people celebrate it. I can talk about why it is good to celebrate and I can suggest what is good about reflecting, thanking, remembering and praising for Jewish people.
<p>Y1 & Y2 Year A Summer Term 2</p>	<p style="text-align: center;">DS L1.9 What makes some places sacred to believers?</p>
<p style="text-align: center;">Year 1</p>	<p style="text-align: center;">Year 2</p>
<ul style="list-style-type: none"> I can give a simple definition for the words sacred and holy. I can talk about special places where people go to Worship and talk about what people do there. I can identify sacred objects found in a Church and say what they are used for and what they represent (Church visit). I can match three objects found in a Mosque and three objects found in a Synagogue and say what they might be used for. I can say why it is important to show respect for other peoples' sacred belongings. I can find out about how sacred and holy objects are used in Worship to show what people believe and talk about community (Christian, Jewish, Muslim visitor to school). I can talk about what I think is good about being part of a community. 	<ul style="list-style-type: none"> I can give a clear definition for the words sacred and holy and suggest some things/places that may be sacred and holy to myself and others. I can identify three holy buildings and say who Worships there (Mosque, Synagogue, Church). I can identify sacred objects found in a Church giving clear definitions of what they are used for and that they represent (Church visit). I can match three objects found in a Mosque and three objects found in a Synagogue, and say what they are used for and what they represent. I can give clear reasons why it is important to show respect for other peoples' sacred belongings. I can find out about how sacred and holy objects are used in Worship to show what people believe and talk about community (Christian, Jewish, Muslim visitor to school). I can talk about what I think is good about being part of a community and a faith community, giving good reasons for my answers.



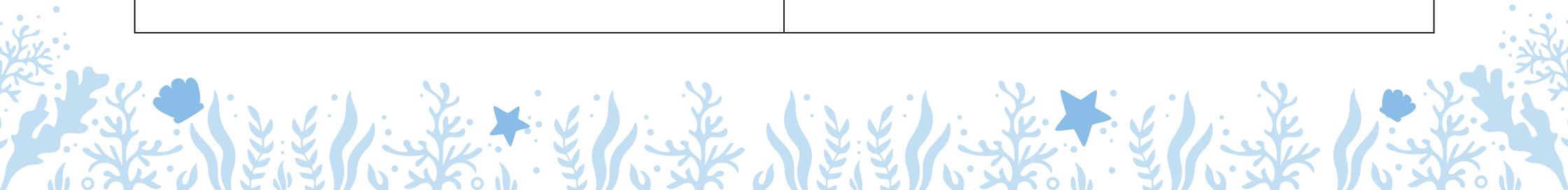
St. Martin's C of E (VA) Primary School
Religious Education Sequence of Learning

Y1 & Y2 Year B Autumn Term	UC KS1 God Unit 1.1 What do Christians believe God is like?
Year 1	Year 2
<ul style="list-style-type: none"> • I can recall the story of the Lost son (Luke 15:1-2, 11-32) and suggest how the father and sons may have felt. • I can draw out the forgiveness and love shown by the father in 'The Lost Son' story and suggest what this might teach Christians about God. • I can say what a parable is and give clear, simple accounts of what the story means to Christians. • I can give at least two examples of a way in which Christians show their belief in God as loving and forgiving (singing, praying, reading, worshipping). • I can suggest some hidden meanings in 'The Parable of The Lost Son' and reflect on these. • I can think of a time when I was forgiven or have forgiven someone and how it made me feel. 	<ul style="list-style-type: none"> • I can recall the story of the Lost son (Luke 15:1-2, 11-32) and suggest how the father and sons may have felt, giving reasons why. • I can draw out the forgiveness and love shown by the father in 'The Lost Son' story and suggest what this might teach Christians about God, giving clear reasons for my answers. • I can say what a parable is and suggest how Christians may use them to guide their beliefs about God. • I can give at least two examples of a way in which Christians show their belief in God as loving and forgiving, making links to how this is shown in Worship (church, art, song, prayer). • I can suggest some hidden meanings in 'The Parable of The Lost Son' and reflect on these, suggesting what they might mean to Christians. • I can think of a time when I was forgiven or have forgiven someone and how it made me feel. I can suggest why forgiveness is important for everyone.
Y1 & Y2 Year B Autumn Term 2	
UC Ks1 Incarnation Unit 1.3 Why does Christmas matter to Christians? Y2 Digging deeper	
Year 1	Year 2
<ul style="list-style-type: none"> • I can give a simple account of the story of Jesus' birth and talk about the main people in the story (Luke). • I can suggest why Jesus is important for Christians. • I can recognise that stories of Jesus came from the Gospels. • I can give examples of ways Christians use the Nativity story to guide their beliefs and actions at Christmas (cards, visit to church). • I can talk about the word Advent and know that it means waiting for the arrival of someone or something (Advent wreath). 	<ul style="list-style-type: none"> • I can see that Incarnation is part of 'The Big Story' of the Bible. • I can give a clear account of the story of Jesus' birth (Luke). • I can recognise the link with Incarnation – Jesus is God on Earth. • I can give at least two examples of how Christians use the Nativity story to guide their beliefs and actions at Christmas in church and at home (cards, visit to church, carols, Nativity scenes).



St. Martin's C of E (VA) Primary School
Religious Education Sequence of Learning

<ul style="list-style-type: none"> • I can talk about why Christians might be thankful at Christmas and write thank you prayers and sentences. • I can say what I am personally thankful for at Christmas time. 	<ul style="list-style-type: none"> • I can give a clear definition of the word Advent and suggest a range of ways Christians and non Christians might celebrate Advent (Advent wreath etc). • I can think, talk and ask questions about the Christmas story and the lessons that might be taken from it (thankful, kind, generosity). • I can talk about why Christians and non Christians celebrate Christmas and know that it is only Christians who believe Jesus is God in the flesh – God Incarnate.
<p>Y1 & Y2 Year B Spring</p>	<p style="text-align: center;">UC KS1 Creation Unit 1.2 Who do Christians say made the world?</p>
<p style="text-align: center;">Year 1</p>	<p style="text-align: center;">Year 2</p>
<ul style="list-style-type: none"> • I can say what a creator might be like. • I can recall the story of Genesis 1 and suggest what the creator might be like and how it makes me feel (Jewish and Christian belief). • I can represent the Creation story in a variety of ways. • I can say what the story tells Christians about God, creation and the world. • I can talk about what Matthew 10:8 might mean. • I can give at least one example of what Christians do to say thank you to God for Creation (Harvest, Grace, the work of Churches today). • I can think, talk and ask questions about living in an amazing world. • I can make links between Christian ideas of God as Creator and the importance for everyone. 	<ul style="list-style-type: none"> • I can say what a creator of a range of objects might be like, giving clear reasons for my answers. • I can recall the story of Genesis 1 and suggest what the creator might be like, giving clear reasons for my answer and talk about how it makes me feel (Jewish and Christian belief). • I can represent the Creation story in a variety of ways, paying particular attention to Genesis 1:28. • I can say what the story tells Christians about God, creation and the world. • I can talk about what Matthew 10:8 might mean and give examples. • I can give at least two examples of what Christians do to say thank you to God for Creation (Harvest, Grace, the work of Churches today). • I can think, talk and ask questions about living in an amazing world. <p>I can make links between Christian ideas of God as Creator and the importance for everyone.</p>



St. Martin's C of E (VA) Primary School
Religious Education Sequence of Learning

Y1 & Y2 Year B Spring Term 2	
UC KS1 Salvation Unit 1.5 Why does Easter matter to Christians? Y2 Digging deeper	
Year 1	Year 2
<ul style="list-style-type: none"> • I can talk about why Easter is important to Christians. • I can order the key events in the Easter story. • I can use the Easter Labrynth to discuss the Easter story and how it makes me feel. • I can talk about Easter symbolism and suggest what the symbols mean to christians (Palm leaf, cross, tomb). • I can talk about some Easter traditions (palm crosses, hot cross buns, Easter services). • I can give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church Worships at Easter. • I can explore the word Salvation. • I can talk about why people may find it helpful to believe in Heaven and make links to the idea of good news. • I know that Christians believe that God will forgive and we should forgive others. • I can recall everything I now know about why Easter is important to Christians. 	<ul style="list-style-type: none"> • I can recall what I know about Easter and order an Easter timeline. • I can add greater detail into the Easter story including cleansing of the Temple, the Last Supper and Jesus' trial. • I can say which parts of the Easter story are the most interesting, enjoyable, puzzling and upsetting. • I can recap Easter symbolism, now including foot washing from Maundy Thursday. I can suggest what example Jesus is setting here and makes links to the work of churches today (Westway Arms/Rainbow Centre). • I can talk about the words 'Father Forgive them' and suggest why forgiveness is important to Christians. • I can give at least three examples of how Christians show their beliefs about Jesus as a saviour in Church worship. • I can say what Salvation means to Christians. • I can talk about forgiveness and make the link to the Christian ideas that Jesus came to build a bridge back to God. • I know that Christians believe that God will forgive and we should forgive others. • I can recall everything I now know about why Easter is important to Christians.
Y1 & Y2 Year B Summer Term 1	DS L1.7 Who is a Muslim and what to they believe?
Year 1	Year 2
<ul style="list-style-type: none"> • I know that Muslims believe Allah as the one true God, and in Islam, the belief that there is only one true God is referred to as Tawhid. • I can recognise the words of the Shahadah and that it is very important for Muslims. 	<ul style="list-style-type: none"> • I know that Muslims believe Allah as the one true God and in Islam the belief that there is only one true God is referred to as Tawhid. • I can recognise the words of the Shahadah and that it is very important for Muslims.



St. Martin's C of E (VA) Primary School
Religious Education Sequence of Learning

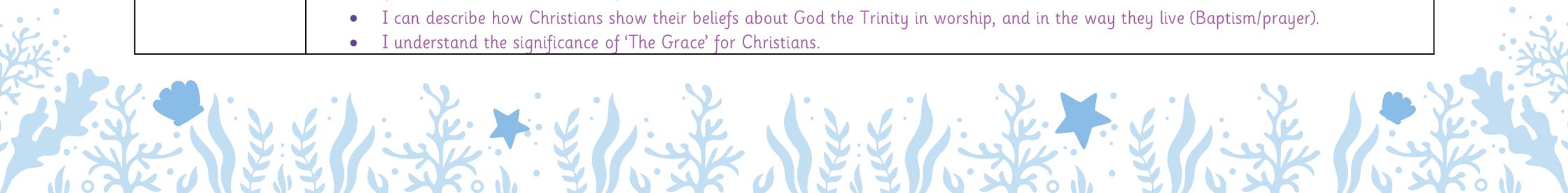
<ul style="list-style-type: none"> I can identify some of the key Muslim beliefs about God found in the Shahadah and know that the 99 names help Muslims to know Allah better. I can suggest why the Prophet Muhammad is so important to Muslims. I can give an example of how Muslims use the Shahadah to show what matters to them. I can talk about how and why Muslims pray. I can talk about Shahadah in the context of The Five Pillars of Islam. I can reflect on Muslim beliefs and ways of living and suggest why prayer, respect, celebration and self-control might be relevant to non Muslims too. 	<ul style="list-style-type: none"> I can identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, giving simple descriptions of what some of them mean. I can give examples of how stories about the Prophet show what Muslims believe about Muhammad (story of the tiny ants and the story of the black stone). I can give two examples of how Muslims use the Shahadah to show what matters to them. I can give an example of how Muslims put their beliefs about prayer into action. I can talk about Shahadah in the context of The Five Pillars of Islam. I can reflect on Muslim beliefs and ways of living and suggest why prayer, respect, celebration and self-control might be relevant to non Muslims too.
<p>Y1 & Y2 Year B Summer Term 2</p>	<p style="text-align: center;">DS L1.8 Who am I? what does it mean to belong?</p>
<p style="text-align: center;">Year 1</p>	<p style="text-align: center;">Year 2</p>
<ul style="list-style-type: none"> I can talk about groups I belong to, reflecting on how that makes me feel. I can talk about Christian and Jewish symbols of belonging (Baptism candle, Christening clothes, cross, bible). I can suggest what Christians and Jewish people are taught about loving other people (The Lost Sheep/ Loving one another John 13:34-35 and Jewish teaching Leviticus 19:18). I can recall what happens at a Christian Baptism and compare it to a Jewish naming ceremony for girls – Brit Bat or Zeved Habat. I can identify two ways people show they love each other and belong to each other when they get married (Christian and Jewish services - promises, rings, gifts, standing under the chuppah). I can compare religious wedding promises with non-religious wedding ceremonies. 	<ul style="list-style-type: none"> I can talk about groups I belong to, reflecting on belonging and depending on others. I can sort Christian and Jewish symbols of belonging (Baptism candle, Christening clothes, cross, bible/ mezuzah, menorah, Kiddush cup, challah bread, kippah). I can suggest what Christians and Jewish people are taught about loving other people using evidence from biblical teachings (The Lost Sheep/ Loving one another John 13:34-35 and Jewish teaching Leviticus 19:18). I can recall what happens at a Christian Baptism and compare it to a Jewish naming ceremony for girls – Brit Bat or Zeved Habat suggesting what the actions and symbols mean. I can identify at least two ways people show they love each other and belong to each other when they get married (Christian and



St. Martin's C of E (VA) Primary School
Religious Education Sequence of Learning

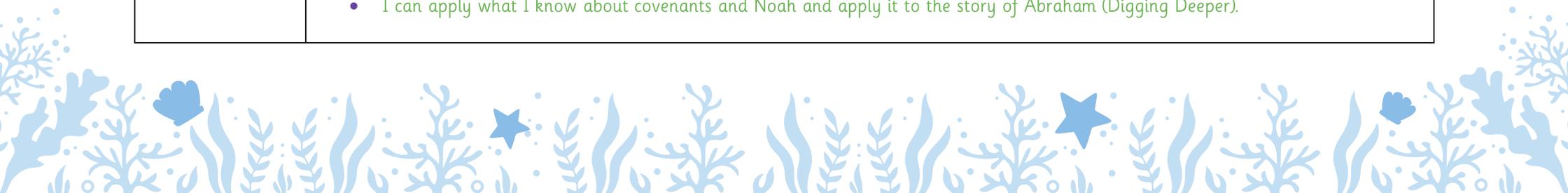
<ul style="list-style-type: none"> I can talk about ways people express their identity and belonging within faith and non-faith communities. 	<p style="text-align: center;">Jewish services - promises, rings, gifts, standing under the chuppah).</p> <ul style="list-style-type: none"> I can identify similarities and differences between religious wedding ceremonies and non-religious weddings. I can talk about ways people express their identity and belonging within faith and non-faith communities.
---	---

Year 3	
Autumn Term	<p>UC LKS2 Creation/ Fall unit 2A.1</p> <p>What do Christians learn from the creation story?</p>
	<ul style="list-style-type: none"> I can make clear links between Genesis 1 and what Christians believe about God and creation. I can order and represent the creation story. I can offer suggestions about what the story of Adam and Eve might show us about human nature and how to act. I can talk about something I am proud of and how I'd like others to care for it and make links to the Creation story and what Christians do because they believe God created the World. I can recall the Ten Commandments and discuss the meaning of each. I know that Christians believe that God can give forgiveness and I can discuss the importance of saying sorry and giving forgiveness for Christians and non Christians. I can ask questions and suggest answers about what might be important in the Creation story for Christians living today and for people who are non Christians. Make links between what stories in the Bible say about human beings, and pupils' own ideas about how people should behave. I can reflect on 'What do Christians learn from the Creation story?' and in light of what I now know, discuss what people can learn from the Creation story and Adam and Eve.
Autumn Term 2	<p>UC LKS2 Incarnation/God Unit 2A.3</p> <p>What is the Trinity?</p>
	<ul style="list-style-type: none"> I can identify the difference between a 'Gospel' and a letter, and I know that Christians believe God is the Trinity: Father, Son and Holy Spirit. I can offer suggestions about what texts about Baptism and Trinity might mean and relate this to Christians today (Matthew 3 11-17 and Corinthian 13:14). I can identify the elements of the Holy Trinity in artwork and discuss the similarities and differences of how the different artists show God (Verrocchio and Daniel Bonnell). I can describe how Christians show their beliefs about God the Trinity in worship, and in the way they live (Baptism/prayer). I understand the significance of 'The Grace' for Christians.



St. Martin's C of E (VA) Primary School
Religious Education Sequence of Learning

	<ul style="list-style-type: none"> I can make links between some Bible texts studied and the ideas of God in Christianity. I can express my own thoughts about what the God of Christianity is like.
Spring Term	DS L2.9 What are the deeper meanings of festivals?
	<ul style="list-style-type: none"> I can identify the main beliefs at the heart of Diwali and Valisajahi (Hindu and Sikh). I can identify the main beliefs at the heart of Hanukah and Eid (Judaism and Islam). I can make clear links between the beliefs at the heart of festivals and the stories recalled. I can make connections between stories, teachings, symbols and beliefs, and how believers celebrate these festivals. I can discuss how believers celebrate festivals in different ways. I can raise questions and suggest answers about what is worth celebrating and remembering in religious communities, and in my own life. I can ask questions about what matters to Sikhs and make links to what matters today. I can reflect on what I now know and consider if this has changed my thinking.
Spring Term 2	UC LKS2 Salvation unit 2A.5 Why do Christians call the day Jesus died 'Good Friday?'
	<ul style="list-style-type: none"> I can recall what happened to Jesus at Easter. I can write a diary entry for key days of the Easter story, suggesting what the texts might mean. I can suggest how Christians and non Christians might respond to the story. I can describe how Palm Sunday, Good Friday and Easter Sunday are worshipped. I can describe how Christians show their beliefs about Jesus in their everyday lives (Last Supper). I can make links between the Easter story and my own life today. I can raise questions and suggest answers about how serving, celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how we think and live for Christians and non Christians.
Summer Term 1	UC LKS2 People of God Unit 2A.2 What is it like to follow God?
	<ul style="list-style-type: none"> I can recall the story of Noah from Genesis 6:5 – 9:17. I can describe Noah giving suggestions for my answers. I can make links between the story of Noah and the idea of a covenant. I can make simple links between promises in life and recall promises made during a Christian Baptism service. I can make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. I can suggest what happens when promises are broken. I can make links between the story of Noah and how we live in school and the wider world. I can apply what I know about covenants and Noah and apply it to the story of Abraham (Digging Deeper).



St. Martin's C of E (VA) Primary School
Religious Education Sequence of Learning

Summer Term 2	<p>L2.8</p> <p>What does it mean to be Sikh in Britain today?</p>
	<ul style="list-style-type: none"> • I can identify some of the core beliefs of Sikhism (One God, Guru Nanak, equality and service). • I can make clear links between the Mool Mantar and Sikh beliefs and actions. • I can offer informed suggestions about what some of the teachings of the Guru means to Sikhs today. • I can make simple links between the life of Guru Nanak and the actions Sikhs take today. • I can give some examples that demonstrate that remembering God, working hard and serving others are important to Sikhs today. • I can make links between key Sikh values and life in the world today, identifying which values would make most difference in pupils' own lives and the world today. • I can talk about what I now know and consider if it has changed my thinking.

Year 4	
	<p>DS L2.7</p> <p>What does it mean to be Hindu in Britain today?</p>
Autumn Term	<ul style="list-style-type: none"> • I can identify some Hindu deities and describe Hindu beliefs about God (Rama, Sita plus Brahma, Vishnu and Shiva). • I can offer informed suggestions about what Hindu murtis expresses about God (Brahman). • I can explain the Hindu beliefs of Karma. • I can explain the four aims of life Hindus believe in (Punusharthas). • I can describe how Hindus show their faith within their family in Britain today (Puja). • I can describe how Hindus show their faith within their communities in Britain today and I know that there are some differences. • I can make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas. • I can make links between the stories and beliefs about deities. (Rama and Sita, Diwalli). • I can consider and weigh up the value of taking part in community and family rituals in Hindu communities, and express whether it is a good thing for everyone, giving good reasons. • I can reflect on my learning about Hinduism and talk about whether this has changed my thinking.



St. Martin's C of E (VA) Primary School
Religious Education Sequence of Learning

Spring Term 2	UC LKS2 Salvation Unit 2A.5 Why do Christians call the day Jesus died 'Good Friday?' Digging Deeper
	<ul style="list-style-type: none"> • I can act out 'The Last Supper'. • I can recap the story of the Last Supper (Matthew 26 17:30) and offer suggestions about what the narrative might mean (including Judas' betrayal and Peter's denial). • I can give examples of what the texts studied mean to some Christians (Matthew 26 17:30 and John 13 4:17). • I can make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion. • I can describe how Christians show their beliefs about Jesus in their everyday lives (Prayer, serving, sharing the message and example of Jesus). • I can raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live. • I can represent 'Why do Christians call the day Jesus died Good Friday?' in a creative way (Poetry, artwork, interview).
Summer Term 1	UC LKS2 Gospel Unit 2A.4 What kind of World did Jesus want?
	<ul style="list-style-type: none"> • I can suggest what Matthew 4 18:22 might tell Christians about what kind of world Jesus wanted and know that Christians believe the Gospel is good news (Andrew and Peter). • I can suggest why Matthew included the 'Fishers of men' story in the Gospel and make clear links between the calling of the first disciples and how Christians today try to follow Jesus, being 'fishers of people'. • I can make suggestions about what Jesus' actions towards the leper might mean for Christians. (Mark 1 40:44 and www.leprosymission.org.uk) • I can make simple links between Bible texts and the concept of Gospel – good news (local Church leader visit to school to talk about the work of the church locally in our community today and also further afield). • I can give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching (Digging deeper – links to Christian charities) • I can make links between the Bible stories studied and suggest a type of world Jesus would have wanted. I can also suggest scenarios that Jesus wouldn't have wanted (Homeless, bullying, not forgiving). • I can make links between the Bible stories studied and the importance of love and life in the world today, expressing some ideas of my own clearly.



St. Martin's C of E (VA) Primary School
Religious Education Sequence of Learning

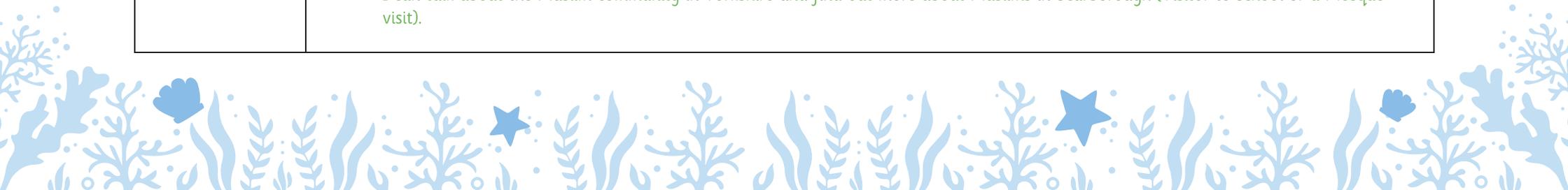
Summer Term 2	<p>UC LKS2 Kingdom of God Unit 2A.6 When Jesus left, what was the impact of Pentecost?</p>
	<ul style="list-style-type: none"> • I can make clear links between the story of the Day of Pentecost and Christian beliefs about the Kingdom of God on Earth (Acts 2 1:5, 22, 37:41). • I can offer suggestions about what the description of Pentecost in Acts 2 might mean. • I can give examples of what Pentecost means to some Christians now (artwork, symbols). • I can make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God (Trinity, Lord's Prayer, celebrating/worship clues). • I can make links to what I now know and suggest how this guides how Christians live their whole lives and in their Church communities. • I can make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing my own views too (John 14 16:17).

Year 5	
Autumn Term	<p>UC UKs2 God Unit 2B.1 What does it mean if God is loving and holy?</p>
	<ul style="list-style-type: none"> • I can describe the positive qualities of a chosen celebrity. • I can describe God using subject specific vocabulary and say why I have chosen these descriptions (Omnipotent, omniscient, eternal). • I can identify different types of Biblical texts using technical terms accurately (Psalm 103, Isaiah 6: 1-6, Psalm 103, 1 John 4:7-12 – including holy and loving). • I can explain connections between Biblical texts and God using theological terms (why?) • I can recap features of a Church and talk about their significance. • I can say what Cathedrals show us about what Christians believe about God (Stained glass, altar, cross, scale). • I can use what I know about the features of a Cathedral and link it to St. Martin's Church (Church visit). • I can show how Christians put their beliefs into practice in Worship (Christian songs). • I can discuss the qualities of God and talk about why each is important for Christians (Holy and loving). • I can consider how non Christians might reflect on the qualities of holy and loving and compare them to justice and mercy in everyday life. • I can use what I now know to write my own version of 'The Ten Commandments' that I would choose to live by (Balance).



St. Martin's C of E (VA) Primary School
Religious Education Sequence of Learning

<p>Autumn Term 2</p>	<p style="text-align: center;">UC UKS2 Incarnation Unit 2B.4 Was Jesus the Messiah?</p> <ul style="list-style-type: none"> • I can recap 'The Big Story' of the Bible and explain the place of incarnation and Messiah within The Big Story. • I can identify Gospel and prophecy texts using technical and theological terms (Isaiah 7:14, Micah 5:2, Isaiah 9: 6-7 and Isaiah 11 1-5). • I can create a wanted poster based on the expectations of the Messiah. • I can create a written report using evidence from Matthew 1:18-24 and 2 1-12, to highlight why Christians thought Jesus was the Messiah. • I can show how Christians put their beliefs about Jesus' incarnation into practice in different ways in celebrating Christmas. • I can suggest what the true meaning of Christmas is for Christians (websites - presentaid, urbanoutreach, christmasdinneronjesus and locally Rainbow Centre and Westway Arms). • I know that Christian believe that Jesus was God in the flesh and I can give three reasons why Christians want to make Christmas about Jesus Christ. • I can give clear examples of why Christian's believe Jesus was the Messiah. • I can make connections to say why Christian's believe the world needed a Saviour. • I can weigh up how far the idea that Jesus is the Messiah – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives.
<p>Spring Term</p>	<p style="text-align: center;">DS U2.9 What does it mean for Muslims to follow God?</p> <ul style="list-style-type: none"> • I can recall what I know about Islam. • I can identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (Tawhid, Muhammad as the Messenger, Qur'an as the message). • I can describe and explain ways in which Muslim sources of authority guide Muslim living. • I can talk about the Five Pillars of Islam and how it guides Muslim life, its challenges and values. • I can talk about Hajj practices and following the importance of the Prophet. • I can consider the signficance of the Holy Qur'an for Muslims as the final revealed word of God, how it was revealed by Angel Jibril, examples of key stories of the Phrophets eg Ibrahim, Musa, Isa and Prophet Muhammad, noting how some of theses stories are shared with Christian and Jewish people. • I can make clear connections between Muslim beliefs and Worship (Mosques and art). • I can give evidence and examples to show how Muslims put their beliefs into practice (Sunnah and Hadith guidance). • I can make connections between Muslim beliefs studied and Muslim ways of Britain today. • I can talk about the Muslim community in Yorkshire and find out more about Muslims in Scarborough (Visitor to school or a Mosque visit).



St. Martin's C of E (VA) Primary School
Religious Education Sequence of Learning

Spring Term 2	UC UKS2 Salvation Unit 2B.6 What did Jesus do to save human beings?
	<ul style="list-style-type: none"> • I can recall The Last Supper and the Stations of the Cross by ordering Biblical texts (resource sheet 1A). • I can suggest who was responsible for Jesus' death and give reasons why. • I can explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. • I can suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts (resource sheet 4). • I know that Christians remember Jesus' death and resurrection throughout the year and I can talk about why Holy communion is symbolic of this. • Focussing on a Catholic Mass, I can identify the different emotions that may be felt at different times during the service (BBC education clip). • I know the belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. • I can devise a new way for Christians to remember the Salvation brought by Jesus. • I can weigh up the value and impact of ideas of sacrifice in the world today, both globally and in my own life (Martin Luther King, martyr).
Summer Term 1	DS U2.12 What will make our town/village/city a more respectful place?
	<ul style="list-style-type: none"> • I can identify the religions and beliefs represented locally and regionally, and explain some of their key beliefs (census data). • Look at the diversity of Scarborough as a multifaith community and compare it to the local city of Leeds. • Make clear connections between what different people believe and the way they live (community projects including the refuge Rainbow Centre project – visitor to school). • Explain how and why people respond differently to diversity and interfaith issues (inclusivity, exclusivism). • I can make connections between religious and non religious beliefs and practices related to living with difference in the community. • I can speculate on the impact on communities if religion was banned. • I can reflect on and articulate lessons people might gain from the experience of living in communities of diverse beliefs and practices in my local area and further afield (Faith in Scarborough Schools, Interfaith projects, York City of Festivals). • I can talk about how and why people think differently about diversity and interfaith, giving good reasons for their own views. • I can talk about examples of conflict in my own life and others and identify how people deal with that conflict differently (conflict, acceptance, hostility, tolerance).



St. Martin's C of E (VA) Primary School
Religious Education Sequence of Learning

Summer Term 2	<p style="text-align: center;">UC UKS2 People of God Unit 2B.3 How can following God bring freedom and justice?</p> <ul style="list-style-type: none">• I can use evidence from Exodus 1:8-14 and Exodus 1:22 to think about what life was like as a slave in ancient Egypt.• I can recall the first four events from Moses' life and suggest how Moses might have been feeling about going back to Egypt.• I know that Moses and the children of Israel were part of the People of God. (Exodus 3:6) and can recall the fifth even in Moses' life.• I can recall the last three events from Moses' life and identify some main themes (Freedom, God, suffering, leadership, vulnerability, obedience and evil).• I know that God rescued his people by delivering them from Egypt and making the covenant with them – not demanding that they obey first, only rescued if they manage it and can talk about the difference this makes.• I can talk about how following God brings freedom and justice in the story of Exodus.• I know that many Christians believe that Jesus came to bring a new covenant – a new relationship with God and His actions showed people how to live and I can make links between the two greatest commandments in Matthew 22:37-40 and The Ten Commandments.• I can suggest how following the commandments can influence behaviour in a range of situations.• I can explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others (Christian Aid).• I can give at least three reasons why the story of Exodus has inspired Jewish and Christian people for centuries and I can say which parts are inspiring and why.• I can say what lessons about resisting injustice and tyranny can be taken from the story of Exodus.• I can use evidence to say how following God can bring justice and freedom and say why this is so important in the world today.• I can write my lessons for life and say why I have chosen them.
---------------	--



St. Martin's C of E (VA) Primary School
Religious Education Sequence of Learning

Year 6	
Autumn Term	DS U2.10 What does it mean for a Jewish person to follow God?
	<ul style="list-style-type: none"> • I can recall everything I already know about Judaism. • I can talk about the Jewish beliefs about God in the Shema, know where it is found and say how it links to beliefs about God and its use in the Mezuzah (Deuteronomy 6:4-9) • I can give examples of some texts that say what God is like and explain how Jewish people interpret them (Shema, Ein Keloheinu and Avinu Malkeinu). • I can make clear connections between Jewish beliefs about the Torah and how they use it. • I can make connections between Jewish Commandments and how Jewish people live (Kosher laws). • I can give evidence and examples to show how Jewish people put their beliefs into practice in different ways (Orthodox and Progressive Jewish practice – Kosher and Shabbat). • I can compare an Orthodox and Progressive Synagogue, finding out about similarities and differences. (Ark, Ner Tamid, bimah, layout and services). • I can consider the value of tradition, ritual, community, study and worship in the lives of Jews today and articulate why these ideas are valuable to non Jewish people. • I can talk about how ideas of tradition, ritual, community and study relate to my own life and give evidence based reasons.
Autumn Term 2	UC UKS2 Gospel Unit 2B.5 What would Jesus do?
	<ul style="list-style-type: none"> • I can recall the two greatest Commandments (Matthew 22:36-40) and consider them in the context of the story of the Wise and Foolish Builders (Matthew 7:24-27 and The Sermon on the Mount (Matthew 5-7). • I can identify the features of Gospels texts (teachings, parable, narrative). • Taking account of the context, I can suggest meanings of Gospels texts studied, and compare their ideas with ways in which Christians interpret Biblical texts, showing awareness of different interpretations. • I can make clear connections between Gospel tests, Jesus' good news and how Christians live in the Christian community and in their individual lives. (WWJD) • I can relate Biblical ideas, teachings or beliefs to the issues, problems and opportunities in my own life (peace, forgiveness, healing). • I can relate Biblical ideas, teachings or beliefs to the issues, problems and opportunities in my community and the wider world, offering insights of my own.



St. Martin's C of E (VA) Primary School
Religious Education Sequence of Learning

<p>Spring Term</p>	<p style="text-align: center;">DS U2.14 How does religion help people through good and bad times?</p> <ul style="list-style-type: none"> • I can describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life (symbolism, celebrations, festivals, death etc). • I can identify beliefs about life after death in Christianity and Hinduism and compare them, explaining similarities and differences. • I can make clear connections between what people believe about God and how they respond to challenges in life (suffering, bereavement etc). • I can use evidence and examples to show how beliefs about resurrection, judgement, heaven, karma, reincarnation, make a difference to how someone lives. • I can reflect on a range of artistic expressions of afterlife, articulating and explaining ways of understanding these (prayers, songs, meditations, art of heaven). • I can consider and weigh up how religion might help people in good and bad times, giving good reasons for my ideas and insights. • I can talk about what I have learned and how my way of thinking may have changed or developed and why.
<p>Spring Term 2</p>	<p style="text-align: center;">UC UKS2 Salvation Unit 2B.7 What difference does the Ressurrection make to Christians?</p> <ul style="list-style-type: none"> • I can outline the timeline of 'The Big Story' with specific focus on the ideas of Incarnation and Salvation. • I can suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian beliefs in Resurrection. (Luke 1:49). • I can explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. • Using a range of evidence, I can make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. • I can show how Christians put their beliefs into practice in different ways. • I can suggest what Salvation means to Christians, recalling what I already know. • I can explain why some people find belief in the Resurrection makes sense and inspires them (Appendix 4 in handbook, Ghandhi, CS Lewis, Richard Dawkins, Paul in Corinthians 15:17).



St. Martin's C of E (VA) Primary School
Religious Education Sequence of Learning

<p>Summer Term 1</p>	<p style="text-align: center;">DS U2.13 Why is pilgrimage important to some religious believers?</p> <ul style="list-style-type: none"> • I can identify some of the beliefs that lie behind places and times of pilgrimage (Judaism and Islam). • I can explain ways in which stories that lie behind sites of pilgrimage connect with beliefs (Jerusalem and Hajj). • I can explain the spiritual significance and impact of pilgrimage on pilgrims in Judaism and Islam. • I can compare the similarities and differences between ways in which people undertake pilgrimage and how they affect the ways they live. • I can evaluate the importance of pilgrimage in the world today, giving good reasons for my views for people of faith and no faith. • I can reflect on and articulate lessons that people might gain from the ideas and practice of pilgrimage, including my own responses. • I can consider and weigh up the value or reflection, repentance and remembrance in the world today, including in my own life. • I can talk about how and why my thinking has developed throughout this unit.
<p>Summer Term 2</p>	<p style="text-align: center;">UC UKS2 Creation/Fall Unit 2B.2 Creation and Science: conflicting or complementary?</p> <ul style="list-style-type: none"> • I can outline the timeline of The Big Story with specific focus on the Creation. • I can identify what sort of text some Christians say Genesis 1 is and its purpose. (Genesis 1:1-2:3). • Taking into account of the context I can suggest what Genesis 1 might mean, and compare ideas with ways in which Christians interpret it, showing awareness of different interpretations (Resource sheet 2, scientific cosmology). • I can make clear connections between Genesis 1 and Christian belief about God as Creator. • I can show how Christians put their beliefs into practice in different ways. • I can show understanding of why many Christians find science and faith go together (Christian scientists eg Dr Jennifer Wiseman). • I can identify key ideas arising from Genesis 1 and comment on how far these are helpful or inspiring, justifying my own responses. • I can weigh up how far the Genesis 1 creation narrative is in conflict, or is complimentary, with a scientific account.

