

Religious Education



Behind every belief is a story, a question, and a way of seeing the world! Through the Hartlepool Agreed Syllabus for Religious Education, children explore the Big Ideas of Belief, Authority, Impact of Belief, and Expressions of Belief to develop their understanding of how faith and worldview shape the lives of individuals and communities.

Our curriculum encourages curiosity, respect, and reflection. Children learn about Christianity and a range of other principal religions and worldviews represented in Great Britain. They discover how beliefs are formed and expressed, how sacred texts and teachings hold authority, and how these influence the ways people live, make decisions, and celebrate together



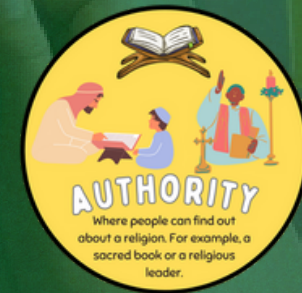
Through our Big Ideas approach, pupils will discuss:

Belief: Explore what people believe about God, truth, and the world around them.

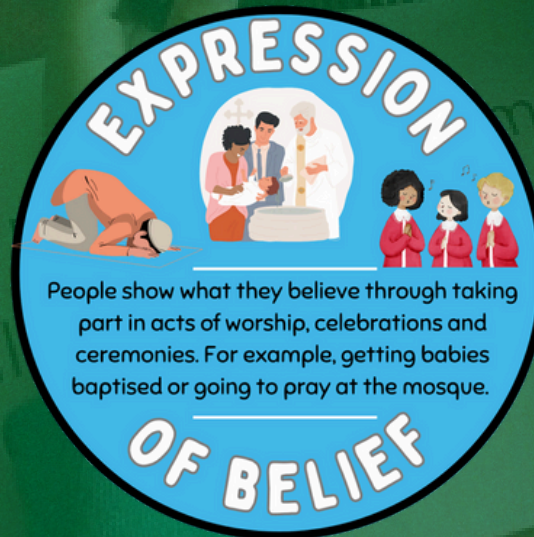
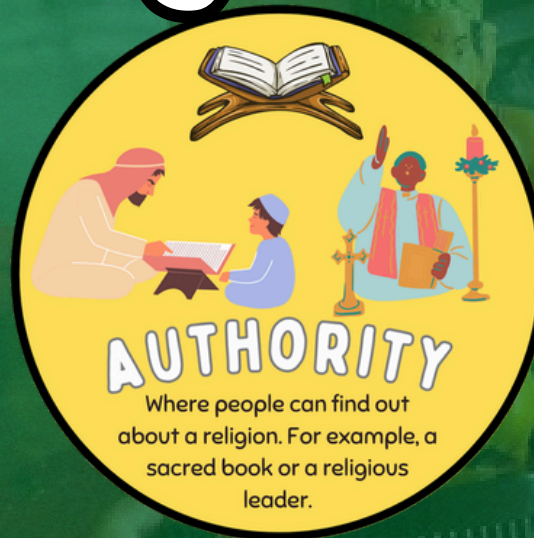
Authority: Understand where people find guidance and wisdom, including sacred texts, leaders, and community traditions.

Impact of Belief: Investigate how beliefs shape behaviour, values, and choices in everyday life.

Expressions of Belief: Discover how people show their faith through worship, symbols, art, music, and actions.



RE: The Big Ideas



Clavering Curriculum for Religious Education Programme of Study

What are the legal requirements for Religious Education (RE)?

Religious Education must be provided for all registered pupils in maintained schools, including those in Reception classes and sixth form.

Religious Education is a component of the basic curriculum to be taught alongside the National Curriculum in all maintained schools. In all maintained schools, other than voluntary aided schools with a religious character, it must be taught according to a locally Agreed Syllabus, which is the statutory order.

Each Local Authority (LA) must have a SACRE (Standing Advisory Council on Religious Education) to advise the LA on matters connected with RE. The SACRE may require a review of the Agreed Syllabus at any time. This is in addition to the requirement on LAs to convene an Agreed Syllabus Conference (ASC) to reconsider the Agreed Syllabus every five years.

The Education Act 1996 states that an Agreed Syllabus must reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teachings and practices of the other principal religions represented in Great Britain. It must be non-denominational and must not be designed to convert pupils or to urge a particular religion or religious belief on pupils. Teaching about denominations is not prohibited.

The Agreed Syllabus sets out what pupils should be taught. The benchmark expectations set out the expected standards of pupils' performance at different ages.

The headteacher must ensure the provision of Religious Education in accordance with this Agreed Syllabus. The school must ensure that sufficient time and resources are given to Religious Education to meet statutory requirements. For LA maintained schools, the governing body and the LA must also exercise their functions in securing this provision.

Why study RE?

Clavering Primary School appreciates that RE is not designed to proselytize children, but rather engage children about questions related to religion and, therefore, is an extremely important curriculum area for a wide range of reasons, including the following:

RE is an academically rigorous subject which makes a distinctive contribution to pupils' overall knowledge.

RE contributes dynamically to pupils' education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

In RE, pupils learn about religious and non-religious worldviews in order to discover, explore and consider different answers to these questions.

In RE, pupils learn to interpret, analyse, evaluate and critically respond to the claims that religious and non-religious worldviews make.

In RE, pupils learn to express their insights and to agree or disagree respectfully.

RE offers opportunities for personal reflection and pupils' spiritual, moral, social and cultural development as it encourages pupils to examine the significance of their learning in relation to themselves and others.

RE enables pupils to explore their own beliefs (whether they are religious or not), ideas, feelings, experiences and values in the light of what they learn.

RE encourages empathy and respect.

RE enables pupils to develop their own sense of identity and belonging.

RE promotes respect for the right of others to hold different beliefs, values and ideas.

RE should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religious and non-religious worldviews.

RE enables pupils to have a nuanced and informed understanding of political, social and moral issues that they will need to face as they grow up in an increasingly globalised world.

RE helps pupils deal positively with controversial issues, to manage strongly held differences of belief and to challenge stereotypes and prejudice.

RE is central to good local, national and global citizenship, making a significant contribution to the active promotion of mutual respect and tolerance of others' faiths and beliefs (a fundamental British value).

RE prepares pupils for life in modern Britain.

What are the aims of the Clavering Curriculum for RE?

The Clavering Curriculum for RE (in line with the Hartlepool Agreed Syllabus) aims to ensure that all pupils:

Develop deepening **knowledge and understanding** about a range of religious and non-religious worldviews so that they can:

- o describe and explain beliefs and theological concepts;
- o describe and explain some sources of authority and teachings within and across religious and non-religious traditions;
- o describe and explain ways in which beliefs are expressed;
- o know and understand the significance and impact of beliefs and practices on individuals, communities and societies;
- o connect these together into a coherent framework of beliefs and practices.

Gain and deploy deepening **knowledge and understanding** of specialist vocabulary and terms.

Develop deepening **knowledge and understanding** about religious diversity within the region, as well as nationally and globally.

Develop deepening **knowledge and understanding** about how religion can be defined and what is meant by the term 'religious and non-religious worldviews' and with increasing clarity know that these worldviews are complex, diverse and plural.

Gain and deploy skills that enable **critical thinking** and enquiry in relation to the material they study.

Have opportunities for **personal reflection** about their own thoughts, feelings, experiences, ideas, values and beliefs with increasing discernment.

What is the breadth of study in the Clavering Curriculum for RE?

Within the Hartlepool Agreed Syllabus, pupils study Christianity at each of the key stages (KS1 to KS4). At least one of the other five principal religions is also be taught at one of these key stages. This is a requirement of this Agreed Syllabus and ensures that each of the principal religions are studied in a systematic way at least once during a child's education.

The required 'core' religions to be studied at each key stage are:

Key Stage 1:	Christianity, Hinduism	At Clavering, we also teach about Islam in Key Stage 1
Key Stage 2:	Christianity, Islam, Sikhism	At Clavering, we also teach about Hinduism and Judaism in Key Stage 2
Key Stage 3:	Christianity, Buddhism, Judaism	
Key Stage 4:	Christianity plus at least one other principal religion	

The Clavering Curriculum for RE (in line with the Hartlepool Agreed Syllabus) is designed to ensure that pupils learn about a range of religious and non-religious worldviews throughout their school life.

The word 'worldview' refers to the philosophy of life or approach to life that structures how an individual understands truth and the nature of reality, the meaning and purpose of life and their own place in the world. A person's worldview is likely to influence and be influenced by their beliefs, values, behaviours, experiences, identities and commitments.

The Clavering Curriculum for RE (in line with the Hartlepool Agreed Syllabus) uses the word 'worldview' to explore:

Institutional systems of making meaning and structuring how one sees the world and themselves in it. These include religions such as Christianity, Islam as well as non-religious worldviews such as Humanism. These systems are usually made up of doctrines and beliefs, forms of expression (practices and rituals including cultural expressions), experiences and interactions. These systems are complex, diverse and dynamic.

The individual process of making sense of life and making meaning of one's own feelings, values and experiences. These personal worldviews may be more or less consciously constructed and coherent and may draw upon a variety of influences and sources, including new ways of understanding the world and responses to current events (locally, nationally and globally). They may or may not draw from one or many institutional worldviews, whether this is consciously done or not.

The term 'religious and non-religious worldview' is intended to be inclusive and is used in the broadest sense to cover traditional and non-traditional religions and belief systems, secular and atheistic movements and perspectives and non-standard forms of religious and spiritual life which enable people to make sense of their lives and their experiences. This includes the principal religions represented in Great Britain (Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism), smaller religious communities, perspectives and movements, for example, Bahá'í, Jehovah's Witnesses, Church of Jesus Christ of the Latter Days Saints (Mormons), Zoroastrianism, Society of Friends (Quakers), new religious movements and non-religious perspectives and movements, for example, Humanism. This list is not intended to be exhaustive or comprehensive but rather an illustration of the range of living religious and non-religious worldviews which teachers can draw on.

The term 'religion' will still be used in the programme of study as appropriate to refer to institutional religious worldviews.

What is the study content in the Clavering Curriculum for RE?

The requirement of the Hartlepool Agreed Syllabus is that a school's RE curriculum should be coherent and progressive, enabling pupils to deepen their **knowledge and understanding** of religious and non-religious worldviews and their understanding of the complex, diverse and plural nature of belief systems.

Enquiry questions are at the heart of RE at all key stages from Early Years Foundation Stage to post-16 study. They enable pupils to build on previous learning and deepen and broaden their understanding through increasingly sophisticated and complex systematic and thematic enquiries. They should be used for units of work at all key stages.

The content below outlines what must be taught for each key stage in line with the Hartlepool Agreed Syllabus and additional content in the Clavering Curriculum for RE:

Key Stage 1

Pupils must be taught about:

Christianity: introduction to beliefs and practices and their impact.

Hinduism: introduction to some beliefs and practices and their impact.

Religious diversity: introduction to the diverse religious and non-religious landscape in the local area (including differing denominations).

Plus at Clavering:

Islam (within the religious diversity unit): introduction to some beliefs and practices and their impact.

Key Stage 2

Pupils must be taught about:

Christianity: beliefs and practices across the denominations and the impact of these for individuals and communities.

Islam: some beliefs and practices and the impact of these for individuals and communities.

Sikhism: some beliefs and practices and the impact of these for individuals and communities.

religious diversity: the diverse religious and non-religious landscape across the region.

Plus at Clavering:

Hinduism (within the thematic units in Year 4 and Year 6): some beliefs and practices and the impact of these for individuals and communities.

Judaism (within the thematic units in Year 4 and 6): some beliefs and practices and the impact of these for individuals and communities.

What are the Clavering Learning Foci for RE?

The Hartlepool Agreed Syllabus sets out the **Fundamentals of RE**.
Three elements:

Knowledge and understanding of religion

Critical thinking

Personal reflection

Four concepts:

Belief

Authority

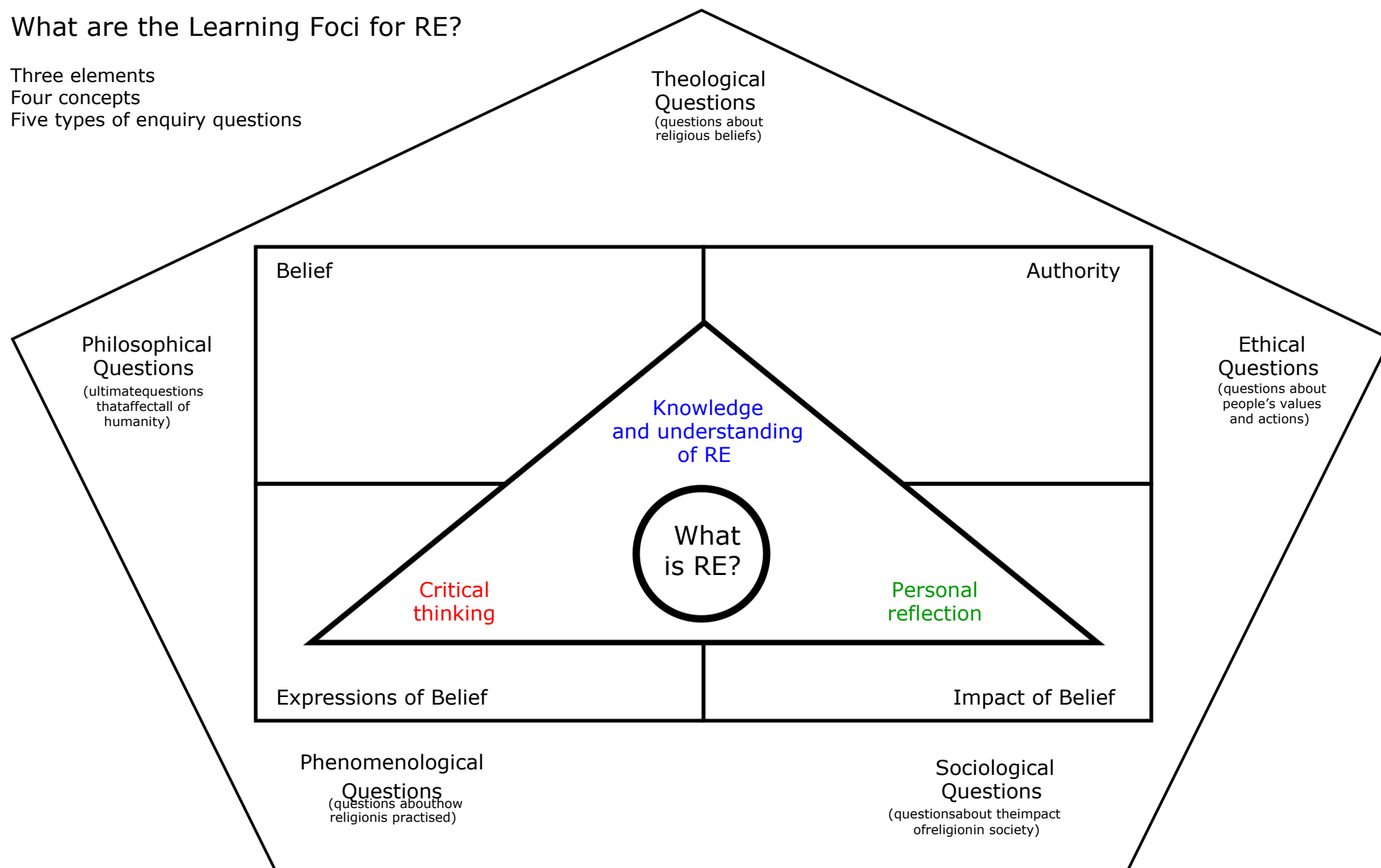
Expressions of belief

Impact of belief

- Five types of enquiry questions: Theological Questions (questions about religious beliefs)
(Key Stage 3 and 4)
 - Phenomenological Questions (questions about how religion is practised)
 - Philosophical Questions (ultimate questions that affect all of humanity)
 - Ethical Questions (questions about people's values and actions)
 - Sociological Questions (questions about the impact of religion in society)

What are the Learning Foci for RE?

Three elements
Four concepts
Five types of enquiry questions



What are the three elements of RE?

Pupils will build religious literacy by:

developing **knowledge and understanding** of religious and non-religious worldviews;
becoming increasingly able to respond to religious and non-religious worldviews in an informed and insightful way;
reflecting on their own ideas and the ideas of others.

In the Clavering Programme of Study for RE (in line with the Hartlepool Agreed Syllabus), these are called the three elements of RE and cover the aims of RE:

Knowledge and understanding of religion;

Critical thinking;

Personal reflection.

These elements are interlinked and enable pupils to make good progress in RE.

Knowledge and understanding of religion

Pupils will develop **knowledge and understanding** of what is meant by religion and the term 'religious and non-religious world views' and the impact these have for individuals and communities. It involves investigation of and enquiry into the nature of religion and differing belief systems. Pupils will develop their **knowledge and understanding** of individual religions and some non-religious worldviews. They will apply this to considering ways in which these are similar to and different from each other. Older students will be able to connect significant features of religion together in a coherent pattern. All pupils will enquire into ultimate questions and ethical issues through their study of religious and non-religious worldviews.

Critical thinking

Critical thinking (impersonal evaluation) requires pupils to use reason to analyse and evaluate the claims that religious and non-religious worldviews make. Through learning in this way pupils have the opportunity to give opinions, support their ideas with reason, consider alternative arguments, weigh up evidence and listen to and respond to the views of others, so developing the ability to articulate their own views and form their own opinions.

Critical thinking requires pupils to be open minded and to value the varied reasons and ideas people use when exploring an issue and giving their views. These views can be based on a variety of resources and can include personal experience and intuition.

Critical thinking in RE is accessible to pupils of all ages and can be formally assessed. Pupils can demonstrate progress through the quality of their ability to analyse various viewpoints, explain or justify their opinion and evaluate the opinions of others. It is not the opinion itself which is assessable (e.g. some pupils may state opinions which affirm or deny religious faith; both are acceptable in the RE classroom) but the process of developing and justifying opinions.

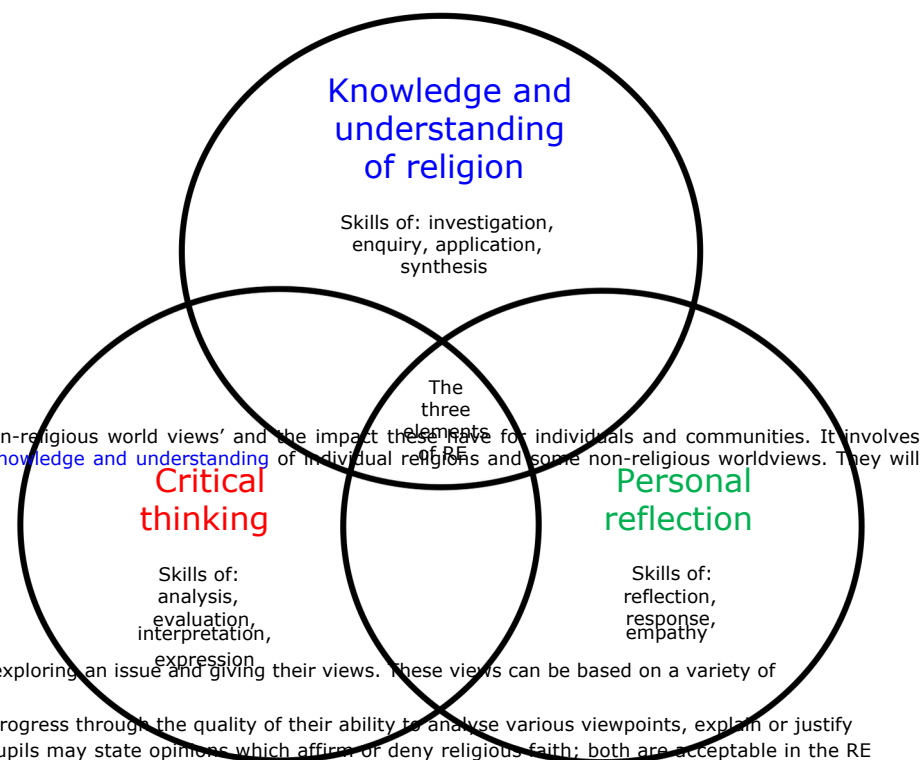
Personal reflection

Personal reflection (personal evaluation) develops pupils' ability to reflect on religious and non-religious worldviews in relation to their own beliefs, values and experiences and the influence of these on their daily life, attitudes and actions.

Personal evaluation is introspective, subjective and private. Pupils can make personal progress through reflection, empathy, developing respect and appreciation of others but this should not be assessed by teachers. Pupils could partake in some private self assessment if they wished, but this would not be included in reporting their progress in RE. **Personal reflection** in RE makes a significant contribution to pupils' spiritual, moral, social and cultural development.

Note:

Knowledge and understanding of religion and **Critical thinking** are assessable for all pupils. **Personal reflection** is not formally assessed.



What are the four concepts in RE?

The following four concepts are one way in which a religion can be defined.

Non-religious worldviews could also be classified in this way.

Each concept conveys a fundamental idea for understanding what religion is and how religion works.

As well as each concept being distinctive, each relates to the other concepts.

Each concept is capable of exploration at different levels and depth depending on the age and ability of pupils.

Pupils can learn about each concept separately but can also analyse how they link and connect to develop a coherent understanding of how religious and non-religious worldviews can be defined.

Belief	Authority	Expressions of belief	Impact of belief
<p>What people believe, e.g. about God, meaning of life, the natural world, life after death.</p> <p>Questions of meaning, purpose and truth, e.g. in relation to God, human life, reality.</p> <p>Key beliefs of particular religions, e.g. love, forgiveness, equality, justice, salvation.</p>	<p>How people from different traditions know what to believe and how to act.</p> <p>Different sources of authority, e.g. holy books, founders, leaders, teachings, tradition, spiritual encounters and experiences.</p> <p>How sources of authority may be understood differently by groups within a religion or belief system.</p>	<p>How people express beliefs, feelings, identity, belonging and commitment through worship, ceremonies, rituals and symbols.</p> <p>Private and public expressions of belief including worship in religious buildings (or other places where people meet to share and express beliefs).</p> <p>Differing forms of expression, e.g. creeds, prayer, ritual, ceremony, use of music, objects, art, drama, story, poetry.</p> <p>What beliefs and feelings such as love, devotion, awe, gratitude, salvation can be expressed.</p>	<p>How beliefs and worship affect what people feel and think and how they act and behave.</p> <p>How rituals, ceremonies and symbols (e.g. religious dress) can make a difference to individuals and communities.</p> <p>How values, attitudes and actions are affected by beliefs.</p> <p>Differing views on the impact of faith within and across religious and non-religious traditions.</p> <p>Controversial issues affecting individuals, local and global communities e.g. diversity, living together, media portrayal of religion, religious extremism, religious dress, religious prejudice.</p>

What are the key skills in RE?

Throughout the keystage, pupils should increasingly have opportunities to develop a range of skills. Some of the skills are more appropriate to **knowledge and understanding** (e.g. investigation), **critical thinking** (e.g. evaluation) or **personal reflection** (e.g. empathy), but all are necessary for good balanced RE learning and progress.

Skills that are essential for pupils to learn and make progress in Religious Education are:

Skills	Examples
Investigation and enquiry	asking relevant questions knowing how to use different types of sources as a way of gathering information knowing what may constitute evidence for understanding religion(s) ascertaining facts
Interpretation	drawing meaning from artefacts, art, poetry and symbolism interpreting religious language suggesting meanings of religious texts explaining why people belong to faith communities
Application	making the association between religions and individual, community, national and international life identifying key religious values and their interplay with secular ones
Expression (learning to communicate)	pursuing a line of enquiry or argument identifying and giving expression to matters of deep concern and responding to religious and moral issues through a variety of media giving an informed opinion and expressing a personal viewpoint
Analysis	exercising critical and appreciative judgement in order to distinguish between belief, prejudice, superstition, viewpoint, opinion and fact in connection with issues of conviction and faith distinguishing between the features of different religions
Evaluation	debating issues of religious significance, with reference to evidence, factual information and argument
Reflection and response	weighing the respective claims of self interest, consideration for others, religious teaching and individual conscience thinking reflectively about feelings, relationships, experience, ultimate questions, moral issues, beliefs and practices
Empathy	developing a personal interest and curiosity in puzzling, searching and challenging questions considering the thoughts, feelings, experiences, beliefs, attitudes and values of others
	developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow seeing the world through the eyes of others and issues arising from their point of view

What are the key attitudes in RE?

RE encourages pupils to develop positive attitudes to their own and others' beliefs, ideas, experiences, feelings and values, in a classroom climate that recognises and respects difference.

The following attitudes can be developed and should be planned for in units of work at every key stage:

Self-awareness

RE can give the opportunity for pupils to:

- recognise their own sense of self-worth and value
- develop the capacity to consider their own beliefs, values and attitudes, and feel confident to communicate these to others without fear of embarrassment or ridicule
- develop personal, intellectual and moral integrity as they consider their own religious, moral and spiritual ideas
- acknowledge bias and prejudice in themselves
- become increasingly sensitive to the impact of their ideas, attitudes and behaviour on others.

Respect

RE can give the opportunity for pupils to:

- recognise that others have a right to have different beliefs and practices to their own;
- recognise that people's convictions are often deeply held;
- be sensitive to the feelings, ideas, needs and concerns of others;
- listen to and learn from others, even when views are different from their own;
- value difference and diversity;
- discern what is worthy of respect and what is not;
- appreciate that some beliefs are not inclusive and consider the issues that this raises for individuals and society.

Open-mindedness

RE can give pupils the opportunity to:

- learn and gain new understanding;
- look beyond surface impressions;
- recognise that people hold a wide range of opinions;
- listen to the views of others without prejudging their response;
- consider evidence and argument, disagreeing reasonably and respectfully, about religious, moral and spiritual questions;
- develop the ability to live with uncertainty and ambiguity.

Appreciation and wonder

RE can give the opportunity for pupils to:

- appreciate the wonder of the world in which we live – its beauty, order, shape, pattern, mystery;
- value insight, imagination, curiosity and intuition as ways of perceiving reality;
- recognise that knowledge is bounded by mystery;
- develop their capacity to respond to questions of meaning and purpose;
- develop their imagination and curiosity.

RE: Long Term Plan

	1A	1B	2A	2B	3A	3B
Y6	How and why do people pray? Expressions of belief, Impact of belief	Why do people travel to sacred places? Expressions of belief	What do the gospels tell us about the birth of Jesus? Impact of belief	How do people's beliefs impact their moral codes? Impact of belief	Why are Good Friday and Easter Sunday the most important days for Christians?	So, what do we now know about Christianity? [bridging unit] Belief, Authority, Expressions of belief, Impact of belief
Y5	What do Christians believe about God? Belief, Impact of belief	What are the themes of Christmas?	What do Muslims believe? Belief	Why is Muhammad and the Qur'an important to Muslims? Authority	Why is the Last Supper so important to Christians?	How do Muslims express their beliefs and values and show their faith through actions? Authority, Expressions of belief, Impact of belief
						Religious diversity in Hartlepool: How are the concepts of belief, authority, expressions of belief and impact of belief similar and different in Christianity and Islam? Belief, Authority, Expressions of belief, Impact of belief
Y4	What do Christians believe about Jesus? Belief, Authority	Why do Christians call Jesus the light of the world?	What is the impact of local Christian places of significance and what can we learn from the lives of the northern saints? Authority, Expressions of belief, Impact of belief	Why is Lent such an important period for Christians?	What do we know about the Bible and why is it important to Christians? Authority, Impact of belief	How do people's beliefs impact how they care for the environment? Impact of belief
Y3	What can we learn about Christian worship and belief by visiting churches? Authority, Expressions of belief	How and why is Advent important to Christians?	What do Sikhs believe? Belief	Why are the Gurus important to Sikhs? Authority	What do Christians remember on Palm Sunday?	How do Sikhs express their beliefs and values and show their faith through actions? Expressions of belief, Impact of belief
Y2	What can we learn from the story of St Hild? Impact of belief	What can we learn from the Hindu stories of Diwali and Raksha Bandhan? Authority, Expressions of belief	How and why is light important at Christmas?	Why is the Bible special to Christians? Authority, Impact of belief	What does it mean to belong to Christianity and what is the impact of this belief? Expressions of belief, Impact of belief	How do Christians celebrate Easter?
						Religious diversity in Hartlepool: How are the concepts of belief, authority, expressions of belief and impact of belief similar and different in Christianity and Islam? Belief, Authority, Expressions of belief, Impact of belief
Y1	What is harvest and why is it celebrated by Christians? Expressions of belief, Impact of belief	What can we learn about Christianity from visiting a church? Authority, Expressions of belief	Why are gifts given at Christmas?	What do Christians believe about God? Belief	Why is Jesus special to Christians? Belief, Authority	What is the Easter story?
						What do Hindus believe about God? Belief
						How do Hindus worship? Expressions of belief
						How do Hindus show belonging? Expressions of belief, Impact of belief

The three elements of Religious Education:

Knowledge and understanding of religion, Critical thinking, Personal reflection.

The four concepts in Religious Education:

Belief, Authority, Expressions of belief, Impact of belief.

Topic areas:

Christianity, whole school approach to Christmas, whole school approach to Easter, Islam, Hinduism, Sikhism, diversity units, thematic units.

Religions studied:

Christianity (Y1-6), Islam (Y2, 4, 5 & 6), Hinduism (Y1, 2, 4 & 6), Sikhism (Y3, 4 & 6), Judaism (Y6).

Learning scrutinies are indicated by the thicker lines.

RE: Building Religious Literacy

Pupils build religious literacy through:

- developing **knowledge and understanding** about religious and non-religious worldviews;
- developing **critical thinking** through the skills of analysis and evaluation in relation to questions raised by their learning in RE.

Specifically, getting better at RE means:

- increasing **knowledge and understanding** of specific religious and non-religious worldviews, knowledge becomes deeper, more complex and more comprehensive;
- increasing **knowledge and understanding** of how religion can be defined and understood in a coherent way, how concepts can connect to form a framework of understanding religion, what is meant by the term 'worldview';
- increasing **knowledge and understanding** of religious diversity and similarities and differences within and across religious and non-religious traditions;
- extending use of specialist vocabulary in a way that becomes increasingly technical, unfamiliar, theological, conceptual and abstract;
- extending **knowledge and understanding** of the significance and influence of religious and non-religious worldviews on individuals, communities and societies, including recognising divergences of opinion about the controversial nature of religious and non-religious worldviews;
- increasing the ability to ask sophisticated questions, analyse and evaluate a range of ideas, practices and opinions in relation to material studied.

RE also gives opportunities for pupils to reflect on their own experiences, feelings, beliefs, values and ideas in response to the material covered. This opportunity for **personal reflection** can be developed and deepened throughout the key stages but is not part of assessment or benchmark expectations.

RE: Assessment

In RE it is important that pupils:

- make progress in knowing about and evaluating the beliefs and practices of a range of religious and non-religious worldviews
- know and understand the progress they are making in RE
- know and understand what they need to do to make further progress
- are challenged by the enquiries, activities and tasks in which they are engaged
- achieve standards which match their expected capabilities (attainment and achievement).

Good assessment will also help teachers to evaluate the effectiveness of their curriculum, planning and teaching.

The benchmark expectations in this Programme of Study (taken from the Hartlepool Agreed Syllabus) should be used as the basis of planning and assessment.

Further points to note:

Assessment goes hand in hand with curriculum design. An effective curriculum design enables continuity and progression and sets out the knowledge and skills that pupils will gain across and throughout key stages and year groups. Curriculum planning should include assessment opportunities that will demonstrate this progression.

Assessment opportunities should be based on the benchmark expectations in this Programme of Study (taken from the Hartlepool Agreed Syllabus).

Assessment in RE is based on **knowledge and understanding** and/or **critical thinking**. Assessments should ensure both these elements are covered over the course of a year.

Whilst RE gives opportunities for **personal reflection** this cannot be assessed. **Personal reflection** is essentially private and subjective. Pupils may choose to share these thoughts and ideas within the RE classroom but these reflections should not be assessed by teachers to show progress in RE.

Assessment is not the same as tracking or the collection of data.

A range of methods can be used to assess pupils progress e.g. vocabulary / knowledge tests, prepared speeches and presentations, extended writing, recording of discussions, teacher observations, practical activities such as object/picture sort and sequencing, pupil evaluations of class discussions and differing ideas presented, exam questions.

RE: Assessment Milestones

The following benchmark expectations help us gain a clear picture of how pupils are making progress in RE, how they are developing religious literacy and how they are getting better at RE.

They will help teachers to plan appropriate learning opportunities, develop assessment activities, map pupil progress and make judgements about pupils' attainment and achievement.

Learning Foci	Lower School Assessment Milestones	Middle School Assessment Milestones	Upper School Assessment Milestones
1. Knowledge and understanding of religion	Knowledge and understanding of specific religious and non-religious worldviews will become deeper, more complex and more comprehensive across the year groups and key stages. This will include the use of specialised vocabulary and making connection between concepts. Knowledge and understanding of similarities and differences between and within religious and non-religious worldviews will become increasingly sophisticated.		
	Pupils will have simple knowledge of some of the beliefs, teaching/stories and practices of specific religions studied, using simple technical vocabulary. Pupils will have simple knowledge of why these beliefs and practices may be important to people. Pupils will have simple knowledge of some of the similarities and differences between and within the religious and non-religious worldviews they learn about.	Pupils will be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities. Pupils will begin to form a framework of connections between these concepts by making some links between them. Pupils will identify some patterns between or within religions (a range of religious and non-religious worldviews) by comparing similarities and differences.	Pupils will have more detailed knowledge and understanding of the concepts (beliefs, teachings, sources of authority, expressions of belief and the impact of beliefs on the lives of individuals and communities) across several religious and non-religious worldviews, using wide-ranging technical vocabulary. Pupils will have more detailed knowledge and understanding of how these concepts connect to form a framework for understanding religious and non-religious worldviews. Pupils will have knowledge of the diversity of religious and non-religious worldviews within the local, national and global context, and show understanding of similarities and differences between them.
2. Critical thinking	Critical thinking requires pupils to become increasingly sophisticated in analysing and evaluating questions raised by religious and non-religious worldviews, their beliefs, practices and their significance and influence. This involves working with increasingly complex information and types of evidence. It includes understanding that there are differing perspectives about the complex questions and issues, which relate to beliefs and ways of living in our world today. Critical thinking involves grappling with the controversial nature of religious and non-religious worldviews.		
	In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons.	In response to the material they learn about, pupils can raise questions, express their opinions and support these with plausible* reasons. They recognise that others may think differently and have different opinions. * plausible = reasonable or probable without necessarily being so, persuasive	In response to the material they learn about, pupils can raise controversial questions, express their opinions and use sound* reasons to back these up. Pupils show appreciation of different perspectives, recognising the reasons given to support these viewpoints (see both sides of an argument). * sound = reliable, competent

RE: Programmes of study

Key Stage One

Christianity

Christianity: BELIEF

God C-B-1a C-B-1b

Jesus
C-B-1c God as One, creator, loving, caring, having authority. Descriptions of God as Father, Loving Parent, King.
C-B-1d God as Creator and responsible for Creation as shown in Genesis 1 and 2, human responsibility to care for God's Creation [Creation].

Introduction to the special nature of Jesus shown through his special birth [Incarnation], life and ministry, death and resurrection [Salvation].
Jesus as the Son of God [Incarnation].

Christianity: AUTHORITY

The Bible

C-A-1a The Bible as the holy book of Christians which tells them about God.
C-A-1b How the Bible is treated with respect, e.g. read from the lectern in some churches, special Bibles.
C-A-1c Some stories from the Bible: Old and New Testament.

Jesus
C-A-1d Jesus as important as shown through his birth, death and resurrection: Christmas and Easter [Incarnation and Salvation].
C-A-1e Stories about the life and ministry of Jesus: as healer, miracle worker, teacher (e.g. through parables), one who helped and cared for others. Key teaching of Jesus: love God, love your neighbour as yourself.

Leaders
C-A-1f Introduction to a local church leader, e.g. priest/minister/vicar.

Christianity: EXPRESSIONS OF BELIEF

C-E- 1a How Christians celebrate Christmas, Easter, Harvest.
C-E- 1b The church building as a place for worship, community and belonging: introduction to some features of churches (depending on the tradition visited), e.g. cross, pulpit, lectern, altar, candles, icons, font, statues.
C-E- 1c Sunday worship in church: words and actions, prayers, reading from the Bible, sermon, hymns, music, Eucharist (in some traditions), role of the vicar.
C-E- 1d How religious identity and belonging are expressed through baptism, services of dedication (symbols, words, actions, vows and promises).
C-E- 1e Introduction to Durham Cathedral as a place of worship.

Christianity: IMPACT OF BELIEF

C-I-1a Christian values and ways of living based on the teaching of Jesus, "love God and love your neighbour as yourself", e.g. how Christians (as individuals and church communities) show love, care and forgiveness, how they help others and follow the example of Jesus.
C-I-1b How Christians care for God's creation (link to Harvest and God as Creator).
C-I-1c Stories about St Hilda: how her Christian faith affected her values, practices and actions, how her life has had an impact on others then and now (link to St Hilda).
C-I-1d How the Bible has an impact on the lives of individuals.

Hinduism

Hinduism: BELIEF

H-B-1a Belief in Brahman, the Supreme, represented in many forms/deities, e.g. Ganesh as remover of obstacles.

Hinduism: AUTHORITY

H-A-1a The story of Divali and how this is from the Ramayana, part of the Hindu sacred writings.
H-A-1b The story behind Raksha Bandhan.

Hinduism: EXPRESSIONS OF BELIEF

H-E-1a Worship in the home: the family shrine, puja.
H-E-1b Introduction to worship in the mandir; the arti/arati ceremony.
H-E-1c How Hindus celebrate Divali.
H-E-1d How Hindus celebrate Raksha Bandhan.
H-E-1e How religious belonging and identity are expressed in the baby naming ceremony.

Hinduism: IMPACT OF BELIEF

H-I-1a The importance of the home, family and Hindu community in developing Hindu beliefs and values, e.g. care for all living things, honesty, truthfulness, love, respect, loyalty between family members.

Islam

Islam: BELIEF

I-B-1a God is known as Allah.
I-B-1b The nature of Allah: One God, no partners, creator who provides all things.
I-B-1c Brief introduction to some of the main beliefs in Islam: one God, prophets, holy books (see Authority).

Islam: AUTHORITY

I-A-1a The Qur'an as the sacred book in Islam, the last divine book containing guidance from Allah.
I-A-1b How the Qur'an is treated with respect.
I-A-1c Introduction to Muhammad as the final prophet of Allah; some stories from his life.

Islam: EXPRESSIONS OF BELIEF

I-E-1a Introduction to Id-ul-Fitr, how this is celebrated in the home.
I-E-1b Introduction to Salah in the home, including preparation for prayer.
I-E-1c How religious identity and belonging are expressed through welcoming babies: whisper adhan in baby's ear, honey on lips, aqiqah (cutting baby's hair, naming).

Islam: IMPACT OF BELIEF

I-I-1a The importance of the home and family in bringing children up in the Muslim faith; developing Muslim values and showing commitment to the Muslim way of life, for example: respect for parents, elders, guests; honesty and good manners; obedience; watching parents perform ritual prayer (Salah), fasting (Sawm).

Key Stage Two

Christianity (across the denominations)

Christianity: BELIEF

God C-B-2a

- C-B-2b The nature of God as Creator, Just, Ruler, Loving, Holy, Powerful, God who provides and forgives. Shown through metaphors for God (e.g. God as Potter, Father, Rock, Shepherd, Shield) and
- C-B-2c through stories, symbols, art, icons.
- Jesus The otherness of God (transcendent) who inspires awe, wonder, devotion.
- C-B-2d Introduction to God as Trinity (Father, Son, Holy Spirit): creator God, saving God, powerful God.

Christianity: AUTHORITY

The Bible Jesus as the Son of God: the significance of the incarnation, ministry, death and resurrection, showing the special nature of Jesus and what this means for Christians today [Incarnation and Salvation].

- C-A-2a The Bible as the sacred book, the 'Big Picture' story of the Bible in showing God's relationship with humanity: Creation and Fall, Incarnation, Salvation; its importance and impact for Christians
- C-A-2b today.
- C-A-2c How the Bible is used in private and communal worship and everyday living.
- Jesus Different types of writing (Old Testament and New Testament); introduction to literal and non-literal interpretations of the Bible today.
- C-A-2d
- C-A-2e The significance of Jesus as the Son of God in Christian belief shown through key events in his life: birth, baptism, temptation, ministry, entry into Jerusalem, arrest, trial, crucifixion, resurrection. The ministry of Jesus and Christian beliefs about Jesus: Jesus as teacher, including selected parables; Jesus as miracle worker, healing miracles, nature miracles; Jesus having power to change lives, e.g. disciples.
- Leaders
- C-A-2f The role of clergy in local and national churches, e.g. vicar/minister/pastor/priest/bishop/Archbishop/Pope.

Christianity: EXPRESSIONS OF BELIEF

- C-E-2a The significance of rituals/objects/symbols associated with Christian worship, Christmas (including Advent and Epiphany), Easter (including Lent, Holy Week), Pentecost.
- C-E-2b How church buildings, symbolic objects and actions are used to express beliefs and feelings, e.g. liturgical colours, special clothes, cross, candle, the rosary, praying hands, kneeling, raising hands, statues, banners, windows, altar and pulpit cloths.
- C-E-2c Introduction to diversity of practice in worship in different churches.
- C-E-2d Prayer and its importance for Christians, including different types of prayer (adoration, confession, thanksgiving, supplication), The Lord's Prayer, individual prayer, aids to prayer.
- C-E-2e How commitment, belonging and religious identity are expressed through rituals and ceremonies, e.g. first communion, confirmation, membership ceremony.
- C-E-2f The significance of Durham Cathedral (and other important Christian places in the North East) as a place for worship, pilgrimage and understanding of Christian heritage.
- C-E-2g How beliefs are expressed through pilgrimage, e.g. to Lourdes, Lindisfarne, Durham Cathedral, Holy Land.

Christianity: IMPACT OF BELIEF

- C-I-2a How belief in God will affect Christians, e.g. their belief in life after death, going to church, praying.
- C-I-2b How Christians today live by a moral code based on the teaching of Jesus (love God and love your neighbour as yourself) and how this is demonstrated through their actions and attitudes (e.g. showing love, forgiveness, charity), e.g. work of local churches, Christian charities (e.g. CAFOD, Christian Aid, Salvation Army) and individuals.
- C-I-2c How Christians show commitment and belonging to the Christian community, e.g. going to worship, voluntary work within the church, giving money.
- C-I-2d Commitment shown through life in a monastic community/religious order, becoming a priest/vicar/minister.
- C-I-2e Introduction to how Christian values will affect views on moral issues, e.g. the environment, care for others.
- C-I-2f The impact of local Christian places of significance (e.g. Durham Cathedral, Lindisfarne, Jarrow, Monkwearmouth) for people today.
- C-I-2g How Christian faith impacted on the lives of the northern saints (e.g. St Aidan, St Hild(a), St Cuthbert, Venerable Bede) and the significance of their lives then and now.
- C-I-2h How the Bible has an impact on the lives of individuals and communities.

Sikhism

Sikhism: BELIEF

- S-B-2a One God: Creator, Sustainer, Truth, without image, without fear, timeless.
- S-B-2b Description of God in the Mool Mantar/Mool Mantra, symbolised in Ik Onkar.
- S-B-2c Equality: all humans being equal in the sight of God.
- S-B-2d Service to others.

Sikhism: AUTHORITY

- S-A-2a Introduction to the ten human Gurus with special reference to Guru Nanak and Guru Gobind Singh and the formation of the Khalsa.
- S-A-2b The Guru Granth Sahib: the importance of the holy book as a living Guru, how the Guru Granth Sahib is treated with reverence and respect (through ritual, ceremony, artefacts).

Sikhism: EXPRESSIONS OF BELIEF

- S-E-2a The Gurdwara as a place of worship, community and service to others (e.g. through the shared langar meal).
- S-E-2b How beliefs and feelings are expressed through Baisakhi.
- S-E-2c The five Ks and their significance.
- S-E-2d The amrit ceremony as an expression of commitment, belonging and identity.

Sikhism: IMPACT OF BELIEF

- S-I-2a How Sikhs follow and live by Sikh moral codes and the impact these have for individuals and the community, e.g. sharing with others (vand chhakna), service (sewa), equality shown through the langar meal.
- S-I-2b Introduction to how Sikh values will affect views on moral issues, e.g. the environment, care for others.

Islam

Islam: BELIEF

- I-B-2a The nature of Allah revealed in the Qur'an: oneness of God, 99 names of Allah, belief that Allah gives guidance through messengers and books.
- I-B-2b Concept of shirk (not associating anything or anyone with Allah).
- I-B-2c Beliefs expressed in Shahadah (One God, Muhammad as prophet of Allah).
- I-B-2d Islam means submission; submission to the will of God is a central belief.
- I-B-2e Introduction to the six beliefs in Islam: one God, prophets, angels, holy books, predestination and Judgement, life after death.

Islam: AUTHORITY

The Qur'an

- I-A-2a Beliefs about the Qur'an as the final revelation of Allah.
- I-A-2b Beliefs about how the Qur'an was revealed to Muhammad.
- I-A-2c How the Qur'an is treated and used by Muslims today, some passages from the Qur'an.

Muhammad

- I-A-2d Belief in Muhammad as the final prophet.
- I-A-2e Use of pbuh (peace be upon him).
- I-A-2f Stories about Muhammad.

Imam

- I-A-2g The role of the Imam as spiritual leader and teacher.

Islam: EXPRESSIONS OF BELIEF

- I-E-2a Worship in the mosque: salah prayer including call to prayer, wudu (washing), meanings of positions of prayer; Friday prayer (Jummah).
- I-E-2b How beliefs are expressed through individual and communal commitment to and celebration of Id-ul-Adha (following Hajj) and Id-ul-Fitr (following Ramadan).
- I-E-2c Introduction to five pillars as expression of faith and commitment for individuals and communities: Shahadah (declaration of faith), Salah (ritual prayer), Sawm (fasting), Zakah (giving), Hajj (pilgrimage).
- I-E-2d How beliefs are expressed through Hajj.

Islam: IMPACT OF BELIEF

- I-I-2a How Muslim children show commitment to Islam through the mosque school (learning the Qur'an).
- I-I-2b How Muslims follow and live by moral codes and how these are shown by individuals and the community (ummah), e.g. honesty, good manners, giving alms (Zakah), voluntary payments/good actions (Sadaqah).
- I-I-2c Introduction to how Muslim values will affect views and actions on moral issues, e.g. the environment, care for others.

Hinduism

Hinduism: BELIEF

- H-B-2a Belief in One God, One Supreme Being (Brahman), represented and worshipped in many forms: the Trimurti (Brahma, Vishnu, Shiva); male, female and animal deities as representations of God; the concept of avatars, e.g. Rama, Krishna.
- H-B-2b The nature of God as expressed in murtis (images), pictures, symbols, Aum.
- H-B-2c Introduction to belief in atman, karma, ahimsa, reincarnation.

Hinduism: AUTHORITY

- H-A-2a Introduction to sacred texts, e.g. Vedas, Bhagavad Gita, Ramayana and how they are used by Hindus.
- H-A-2b Traditional Hindu stories with a moral and their significance for Hindus, e.g. the story of Rama and Sita in the Ramayana (good wins over evil, the value of loyalty, sacrifice and love).

Hinduism: EXPRESSIONS OF BELIEF

- H-E-2a Worship at home and in the mandir to include puja, arti/arati, the role of the murtis, imagery and symbolism, the importance of individual, family and communal worship.
- H-E-2b How beliefs and feelings are expressed through the communal celebrations of Divali, Holi.
- H-E-2c The importance of music, dance, drama, artefacts, mantras, food, stories, customs in celebrations and worship.
- H-E-2d The role of pilgrimage, how beliefs are expressed through visits to sacred sites, e.g. Varanasi on the River Ganges.
- H-E-2e The sacred thread initiation ceremony as an expression of commitment, religious identity, belonging.

Hinduism: IMPACT OF BELIEF

- H-I-2a How belief in karma has impact on behaviour and actions, e.g. seva (service for others).
- H-I-2b How belief in ahimsa has an impact on behaviour and actions, e.g. non-violence, vegetarianism/food laws.
- H-I-2c Introduction to how Hindu beliefs and values will affect views on moral issues, e.g. the environment, care for others.

Judaism

Judaism: BELIEF

- J-B-2a Jewish beliefs about God: God is One, God as Creator, Lawgiver, Judge, God as the provider in this life and in the afterlife.
- J-B-2b Beliefs about God expressed through the Shema, the first four of the Ten Commandments, Psalms, songs and prayers, stories from the Torah.
- J-B-2c Beliefs about creation and the natural world; responsibility to be thankful for and care for the created world.

Judaism: AUTHORITY

- J-A-2a The significance of Moses in Judaism: chosen by God (Burning Bush), leading Israelites out of Egypt, the giving of the Torah to Moses on Mount Sinai, the beginnings of Judaism.
- J-A-2b The importance of the Torah; its place, use and significance in the synagogue, importance for Jewish people today.
- J-A-2c Sefer Torah and the work of the scribe.
- J-A-2d The Ten Commandments, 613 commandments.
- J-A-2e The role of the rabbi as teacher.

Judaism: EXPRESSIONS OF BELIEF

- J-E-2a The synagogue as a place of worship and prayer, education, community. The main features of the synagogue and their significance. Synagogue worship at Shabbat and key festivals.
- J-E-2b The importance of the home for demonstrating Jewish beliefs and practices, e.g. daily prayer, Shabbat, key festivals and celebrations, kosher kitchen.
- J-E-2c Beliefs and practices associated with daily prayer, including significance of kippah, tallit, tzitzit.
- J-E-2d How beliefs are expressed through practices of Pesach, Sukkot, Shavuot.
- J-E-2e How commitment, belonging, religious identity are expressed through ceremonies, e.g. Brit Milah (circumcision), girls' naming, Bar and Bat Mitzvah.
- J-E-2f How some expressions of belief may vary between Orthodox and Reform traditions, e.g. Shabbat practices, synagogue worship, food laws.

Judaism: IMPACT OF BELIEF

- J-I-2a How Jewish people today follow Jewish laws (including the Ten Commandments) and scripture and the impact this has on individual and community life.
- J-I-2b How Jewish people show commitment and belonging to the faith community, e.g. contributing to work of the synagogue, helping others (e.g. Jewish charities, caring for those in the community), Mitzvah Day, tzedaka, gemilut hassadim, pushkes.
- J-I-2c Introduction to how Jewish values will affect views and actions on moral issues, for example: environment, e.g. Tu B'Shevat (tree planting); care for others.

RE: Subject Content: Key stage 1

Year 1

Year 1	What is harvest and why is it celebrated by Christians?	What can we learn about Christianity from visiting a church?	Why are gifts given at Christmas?	What do Christians believe about God?	Why is Jesus special to Christians?	What is the Easter story?	What do Hindus believe about God?	How do Hindus worship?	How do Hindus show belonging?
	Expressions of belief, Impact of belief	Authority, Expression of belief		Belief	Belief, Authority		Belief	Expressions of belief	Expressions of belief, Impact of belief

What is harvest and why is it celebrated by Christians?

C-E-1a How Christians celebrate Harvest.

C-I-1b How Christians care for God's creation (link to Harvest and God as Creator).

What can we learn about Christianity from visiting a church?

C-A-1a The Bible as the holy book of Christians which tells them about God.

C-A-1b How the Bible is treated with respect, e.g. read from the lectern in some churches, special Bibles.

C-A-1f Introduction to a local church leader, e.g. priest/minister/vicar.

C-E-1b The church building as a place for worship, community and belonging: introduction to some features of churches (depending on the tradition visited), e.g. cross, pulpit, lectern, altar, candles, icons, font, statues.

C-E-1c Sunday worship in church: words and actions, prayers, reading from the Bible, sermon, hymns, music, Eucharist (in some traditions), role of the vicar.

C-E-1e Introduction to Durham Cathedral as a place of worship.

What do Christians believe about God?

C-B-1a God as One, creator, loving, caring, having authority. Descriptions of God as Father, Loving Parent, King.

C-B-1b God as Creator and responsible for Creation as shown in Genesis 1 and 2, human responsibility to care for God's Creation [Creation].

Why is Jesus special to Christians?

C-B-1c Introduction to the special nature of Jesus shown through his special birth [Incarnation], life and ministry, death and resurrection [Salvation].

C-B-1d Jesus as the Son of God [Incarnation].

C-A-1d Jesus as important as shown through his birth, death and resurrection: Christmas and Easter. [Incarnation and Salvation].

C-A-1e Stories about the life and ministry of Jesus: as healer, miracle worker, teacher (e.g. through parables), one who helped and cared for others. Key teaching of Jesus: love God, love your neighbour as yourself.

What do Hindus believe about God?

H-B-1a Belief in Brahman, the Supreme, represented in many forms/deities, e.g. Ganesh as remover of obstacles.

How do Hindus worship?

H-E-1a Worship in the home: the family shrine, puja.

H-E-1b Introduction to worship in the mandir; the arti/arati ceremony.

How do Hindus show belonging?

H-E-1e How religious belonging and identity are expressed in the baby naming ceremony.

H-I-1a The importance of the home, family and Hindu community in developing Hindu beliefs and values, e.g. care for all living things, honesty, truthfulness, love, respect, loyalty between family members.

Year 2

Year 2	What can we learn from the story of St Hild?	What can we learn from the Hindu stories of Divali and Raksha Bandhan?	How and why is light important at Christmas?	Why is the Bible special to Christians?	What does it mean to belong to Christianity and what is the impact of this belief?	How do Christians celebrate Easter?	Religious diversity in Hartlepool: How are the concepts of belief, authority, expressions of belief and impact of belief similar and different in Christianity and Islam? Belief, Authority, Expressions of belief, Impact of belief
	Impact of belief	Authority, Expressions of belief		Authority, Impact of belief	Expressions of belief, Impact of belief		

What can we learn from the story of St Hild?

C-I-1c Stories about St Hilda: how her Christian faith affected her values, practices and actions, how her life has had an impact on other then and now (link to St Hilda).

What can we learn from the Hindu stories of Divali and Raksha Bandhan?

H-A-1a The story of Divali and how this is from the Ramayana, part of the Hindu sacred writings.
 H-A-1b The story behind Raksha Bandhan.
 H-E-1c How Hindus celebrate Divali.
 H-E-1d How Hindus celebrate Raksha Bandhan.

Why is the Bible special to Christians?

C-A-1a The Bible as the holy book of Christians which tells them about God.
 C-A-1b How the Bible is treated with respect, e.g. read from the lectern in some churches, special Bibles.
 C-A-1c Some stories from the Bible: Old and New Testament.
 C-I-1d How the Bible has an impact on the lives of individuals.

What does it mean to belong to Christianity and what is the impact of this belief?

C-E-1b The church building as a place for worship, community and belonging: introduction to some features of churches (depending on the tradition visited), e.g. cross, pulpit, lectern, altar, candles, icons, font, statues.
 C-E-1c Sunday worship in church: words and actions, prayers, reading from the Bible, sermon, hymns, music, Eucharist (in some traditions), role of the vicar.
 C-E-1d How religious identity and belonging are expressed through baptism, services of dedication (symbols, words, actions, vows and promises).
 C-I-1a Christian values and ways of living based on the teaching of Jesus, "love God and love your neighbour as yourself", e.g. how Christians (as individuals and church communities) show love, care and forgiveness, how they help others and follow the example of Jesus.
 C-I-1b How Christians care for God's creation (link to Harvest and God as Creator).

Religious diversity in Hartlepool unit: How are the concepts of belief, authority, expressions of belief and impact of belief similar and different in Christianity and Islam?

Children learn about each of the following from the ASPoS for Islam in KS1, identifying similarities and differences between Christianity and Islam:

Belief	Authority	Expressions of belief	Impact of belief
<ul style="list-style-type: none"> God is known as Allah. The nature of Allah: One God, no partners, creator who provides all things. Brief introduction to some of the main beliefs in Islam: one God, prophets, holy books (see Authority). 	<ul style="list-style-type: none"> The Qur'an as the sacred book in Islam, the last divine book containing guidance from Allah. How the Qur'an is treated with respect. Introduction to Muhammad as the final prophet of Allah; some stories from his life. 	<ul style="list-style-type: none"> Introduction to Id-ul-Fitr, how this is celebrated in the home. Introduction to Salah in the home, including preparation for prayer. How religious identity and belonging are expressed through welcoming babies: whisper adhan in baby's ear, honey on lips, aqiqah (cutting baby's hair, naming). 	<ul style="list-style-type: none"> The importance of the home and family in bringing children up in the Muslim faith; developing Muslim values and showing commitment to the Muslim way of life, for example: respect for parents, elders, guests; honesty and good manners; obedience; watching parents perform ritual prayer (Salah), fasting (Sawm).

Year 3

Year 3	What can we learn about Christian worship and belief by visiting churches?	How and why is Advent important to Christians?	What do Sikhs believe?	Why are the Gurus important to Sikhs?	What do Christians remember on Palm Sunday?	How do Sikhs express their beliefs and values and show their faith through actions?
	Authority, Expressions of belief		Belief	Authority		Expressions of belief, Impact of belief

What can we learn about Christian worship and belief by visiting churches?

- C-A-2b How the Bible is used in private and communal worship and everyday living.
 C-A-2f The role of clergy in local and national churches, e.g. vicar/minister/pastor/priest/bishop/Archbishop/Pope.
 C-E-2a The significance of rituals/objects/symbols associated with Christian worship, Christmas (including Advent and Epiphany), Easter (including Lent, Holy Week), Pentecost.
 C-E-2b How church buildings, symbolic objects and actions are used to express beliefs and feelings, e.g. liturgical colours, special clothes, cross, candle, the rosary, praying hands, kneeling, raising hands, statues, banners, windows, altar and pulpit cloths.
 C-E-2c Introduction to diversity of practice in worship in different churches.
 C-E-2d Prayer and its importance for Christians, including different types of prayer (adoration, confession, thanksgiving, supplication), The Lord's Prayer, individual prayer, aids to prayer.
 C-E-2e How commitment, belonging and religious identity are expressed through rituals and ceremonies, e.g. first communion, confirmation, membership ceremony.

What do Sikhs believe?

- S-B-2a One God: Creator, Sustainer, Truth, without image, without fear, timeless.
 S-B-2b Description of God in the Mool Mantar/Mool Mantra, symbolised in Ik Onkar.
 S-B-2c Equality: all humans being equal in the sight of God.
 S-B-2d Service to others.

Why are the Gurus important to Sikhs?

- S-A-2a Introduction to the ten human Gurus with special reference to Guru Nanak and Guru Gobind Singh and the formation of the Khalsa.
 S-A-2b The Guru Granth Sahib: the importance of the holy book as a living Guru, how the Guru Granth Sahib is treated with reverence and respect (through ritual, ceremony, artefacts).

How do Sikhs express their beliefs and values and show their faith through actions?

- S-E-2a The Gurdwara as a place of worship, community and service to others (e.g. through the shared langar meal).
 S-E-2b How beliefs and feelings are expressed through Baisakhi.
 S-E-2c The five Ks and their significance.
 S-E-2d The amrit ceremony as an expression of commitment, belonging and identity.
 S-I-2a How Sikhs follow and live by Sikh moral codes and the impact these have for individuals and the community, e.g. sharing with others (vand chhakna), service (sewa), equality shown through the langar meal.
 S-I-2b Introduction to how Sikh values will affect views on moral issues, e.g. the environment, care for others.

Year 4

Year 4	What do Christians believe about Jesus?	Why do Christians call Jesus the light of the world?	What is the impact of local Christian places of significance and what can we learn from the lives of the northern saints? <small>Authority, Expressions of belief, Impact of belief</small>	Why is Lent such an important period for Christians?	What do we know about the Bible and why is it important to Christians? <small>Authority, Impact of belief</small>	How do people's beliefs impact how they care for the environment? <small>Impact of belief</small>
	Belief, Authority					

What do Christians believe about Jesus?

- C-B-2d Jesus as the Son of God: the significance of the incarnation, ministry, death and resurrection, showing the special nature of Jesus and what this means for Christians today [Incarnation and Salvation].
- C-A-2d The significance of Jesus as the Son of God in Christian belief shown through key events in his life: birth, baptism, temptation, ministry, entry into Jerusalem, arrest, trial, crucifixion, resurrection.
- C-A-2e The ministry of Jesus and Christian beliefs about Jesus: Jesus as teacher, including selected parables; Jesus as miracle worker, healing miracles, nature miracles; Jesus having power to change lives, e.g. disciples.
- C-A-2e The ministry of Jesus and Christian beliefs about Jesus: Jesus as teacher, including selected parables; Jesus as miracle worker, healing miracles, nature miracles; Jesus having power to change lives, e.g. disciples.

What is the impact of local Christian places of significance and what can we learn from the lives of the northern saints?

- C-A-2f The role of clergy in local and national churches, e.g. vicar/minister/pastor/priest/bishop/Archbishop/Pope.
- C-E-2a The significance of rituals/objects/symbols associated with Christian worship, Christmas (including Advent and Epiphany), Easter (including Lent, Holy Week), Pentecost.
- C-E-2b How church buildings, symbolic objects and actions are used to express beliefs and feelings, e.g. liturgical colours, special clothes, cross, candle, the rosary, praying hands, kneeling, raising hands, statues, banners, windows, altar and pulpit cloths.
- C-E-2f The significance of Durham Cathedral (and other important Christian places in the North East) as a place for worship, pilgrimage and understanding of Christian heritage.
- C-I-2f The impact of local Christian places of significance (e.g. Durham Cathedral, Lindisfarne, Jarrow, Monkwearmouth) for people today.
- C-I-2g How Christian faith impacted on the lives of the northern saints (e.g. St Aidan, St Hild(a), St Cuthbert, Venerable Bede) and the significance of their lives then and now.

What do we know about the Bible and why is it important to Christians?

- C-A-2a The Bible as the sacred book, the 'Big Picture' story of the Bible in showing God's relationship with humanity: Creation and Fall, Incarnation, Salvation; its importance and impact for Christians today.
- C-A-2b How the Bible is used in private and communal worship and everyday living.
- C-A-2c Different types of writing (Old Testament and New Testament); introduction to literal and non-literal interpretations of the Bible today.
- C-I-2h How the Bible has an impact on the lives of individuals and communities.

How do people's beliefs impact how they care for the environment?

Unit must cover: Christianity, Islam, Hinduism, Sikhism and non-religious world views.

- C-I-2e Introduction to how Christian values will affect views on moral issues, e.g. the environment.
- I-I-2c Introduction to how Muslim values will affect views and actions on moral issues, e.g. the environment.
- H-I-2c Introduction to how Hindu beliefs and values will affect views on moral issues, e.g. the environment.
- S-I-2b Introduction to how Sikh values will affect views on moral issues, e.g. the environment.

Year 5

Year 5	What do Christians believe about God?	What are the themes of Christmas?	What do Muslims believe?	Why is Muhammad and the Qur'an important to Muslims?	Why is the Last Supper so important to Christians?	How do Muslims express their beliefs and values and show their faith through actions?	Religious diversity in Hartlepool: How are the concepts of belief, authority, expressions of belief and impact of belief similar and different in Christianity and Islam?
	Belief, Impact of belief		Belief	Authority		Authority, Expressions of belief, Impact of belief	

What do Christians believe about God?

- C-B-2a The nature of God as Creator, Just, Ruler, Loving, Holy, Powerful, God who provides and forgives. Shown through metaphors for God (e.g. God as Potter, Father, Rock, Shepherd, Shield) and through stories, symbols, art, icons.
- C-B-2b The otherness of God (transcendent) who inspires awe, wonder, devotion.
- C-B-2c Introduction to God as Trinity (Father, Son, Holy Spirit): creator God, saving God, powerful God.
- C-I-2a How belief in God will affect Christians, e.g. their belief in life after death, going to church, praying.

What do Muslims believe?

- I-B-2a The nature of Allah revealed in the Qur'an: oneness of God, 99 names of Allah, belief that Allah gives guidance through messengers and books.
- I-B-2b Concept of shirk (not associating anything or anyone with Allah).
- I-B-2c Beliefs expressed in Shahadah (One God, Muhammad as prophet of Allah).
- I-B-2d Islam means submission; submission to the will of God is a central belief.
- I-B-2e Introduction to the six beliefs in Islam: one God, prophets, angels, holy books, predestination and Judgement, life after death.

Why is Muhammad and the Qur'an important to Muslims?

- I-A-2d Belief in Muhammad as the final prophet.
- I-A-2e Use of pbuh (peace be upon him).
- I-A-2f Stories about Muhammad.
- I-A-2a Beliefs about the Qur'an as the final revelation of Allah.
- I-A-2b Beliefs about how the Qur'an was revealed to Muhammad.
- I-A-2c How the Qur'an is treated and used by Muslims today, some passages from the Qur'an.

How do Muslims express their beliefs and values and show their faith through actions?

- I-A-2g The role of the Imam as spiritual leader and teacher.
- I-E-2a Worship in the mosque: salah prayer including call to prayer, wudu (washing), meanings of positions of prayer; Friday prayer (Jummah).
- I-E-2b How beliefs are expressed through individual and communal commitment to and celebration of Id-ul-Adha (following Hajj) and Id-ul-Fitr (following Ramadan).
- I-E-2c Introduction to five pillars as expression of faith and commitment for individuals and communities: Shahadah (declaration of faith), Salah (ritual prayer), Sawm (fasting), Zakah (giving), Hajj (pilgrimage).
- I-E-2d How beliefs are expressed through Hajj.
- I-I-2a How Muslim children show commitment to Islam through the mosque school (learning the Qur'an).
- I-I-2b How Muslims follow and live by moral codes and how these are shown by individuals and the community (ummah), e.g. honesty, good manners, giving alms (Zakah), voluntary payments/good actions (Sadaqah).
- I-I-2c Introduction to how Muslim values will affect views and actions on moral issues, e.g. the environment, care for others.

Religious diversity in Hartlepool unit: How are the concepts of belief, authority, expressions of belief and impact of belief similar and different in Christianity and Islam?

Children revise each of the following from the ASPoS for Islam in KS2, identifying similarities and differences between Christianity and Islam:

Belief	Authority	Expressions of belief	Impact of belief
<ul style="list-style-type: none"> • Beliefs about the Qur'an as the final revelation of Allah. • Beliefs about how the Qur'an was revealed to Muhammad. • How the Qur'an is treated and used by Muslims today, some passages from the Qur'an. • Belief in Muhammad as the final prophet. • Use of pbuh (peace be upon him). • Stories about Muhammad. • The role of the Imam as spiritual leader and teacher. 	<ul style="list-style-type: none"> • The nature of Allah revealed in the Qur'an: oneness of God, 99 names of Allah, belief that Allah gives guidance through messengers and books. • Concept of shirk (not associating anything or anyone with Allah). • Beliefs expressed in Shahadah (One God, Muhammad as prophet of Allah). • Islam means submission; submission to the will of God is a central belief. • Introduction to the six beliefs in Islam: one God, prophets, angels, holy books, predestination and Judgement, life after death. 	<ul style="list-style-type: none"> • Worship in the mosque: salah prayer including call to prayer, wudu (washing), meanings of positions of prayer; Friday prayer (Jummah). • How beliefs are expressed through individual and communal commitment to and celebration of Id-ul-Adha (following Hajj) and Id-ul-Fitr (following Ramadan). • Introduction to five pillars as expression of faith and commitment for individuals and communities: Shahadah (declaration of faith), Salah (ritual prayer), Sawm (fasting), Zakah (giving), Hajj (pilgrimage). • How beliefs are expressed through Hajj. 	<ul style="list-style-type: none"> • How Muslim children show commitment to Islam through the mosque school (learning the Qur'an). • How Muslims follow and live by moral codes and how these are shown by individuals and the community (ummah), e.g. honesty, good manners, giving alms (Zakah), voluntary payments/good actions (Sadaqah). • Introduction to how Muslim values will affect views and actions on moral issues, e.g. the environment, care for others.

Year 6

Year 6	How and why do people pray?	Why do people travel to sacred places?	What do the gospels tell us about the birth of Jesus?	How do people's beliefs impact their moral codes?	Why are Good Friday and Easter Sunday the most important days for Christians?	So, what do we now know about Christianity? [bridging unit]
	Expressions of belief, Impact of belief	Expressions of belief		Impact of belief		Belief, Authority, Expressions of belief, Impact of belief

How and why do people pray?

Unit must cover: Christianity, Islam, Hinduism, Sikhism, Judaism and non-religious world views.

Include:

C-E-2d Prayer and its importance for Christians, including different types of prayer (adoration, confession, thanksgiving, supplication), The Lord's Prayer, individual prayer, aids to prayer.
C-I-2a How belief in God will affect Christians, e.g. their belief in life after death, going to church, praying.

I-E-2a Worship in the mosque: salah prayer including call to prayer, wudu (washing), meanings of positions of prayer; Friday prayer (Jummah).

I-E-2c Introduction to five pillars as expression of faith and commitment for individuals and communities: Shahadah (declaration of faith), Salah (ritual prayer), Sawm (fasting), Zakah (giving), Hajj (pilgrimage).

J-E-2a The synagogue as a place of worship and prayer, education, community.

J-E-2b The importance of the home for demonstrating Jewish beliefs and practices, e.g. daily prayer.

J-E-2c Beliefs and practices associated with daily prayer, including significance of kippah, tallit, tzitzit.

Why do people travel to sacred places?

Unit must cover: Christianity, Islam, Hinduism, Sikhism, Judaism and non-religious world views.

Include:

C-E-2g How beliefs are expressed through pilgrimage, e.g. to Lourdes, Lindisfarne, Durham Cathedral, Holy Land.

I-E-2c Introduction to five pillars as expression of faith and commitment for individuals and communities: Hajj (pilgrimage).

H-E-2d The role of pilgrimage, how beliefs are expressed through visits to sacred sites, e.g. Varanasi on the River Ganges.

How do people's beliefs impact their moral codes?

Unit must cover: Christianity, Islam, Hinduism, Sikhism, Judaism and non-religious world views.

Include:

- C-I-2b How Christians today live by a moral code based on the teaching of Jesus (love God and love your neighbour as yourself) and how this is demonstrated through their actions and attitudes (e.g. showing love, forgiveness, charity), e.g. work of local churches, Christian charities (e.g. CAFOD, Christian Aid, Salvation Army) and individuals.
 - C-I-2c How Christians show commitment and belonging to the Christian community, e.g. going to worship, voluntary work within the church, giving money.
 - C-I-2d Commitment shown through life in a monastic community/religious order, becoming a priest/vicar/minister.
 - C-I-2e Introduction to how Christian values will affect views on moral issues, e.g. the environment, care for others.
 - I-I-2b How Muslims follow and live by moral codes and how these are shown by individuals and the community (ummah), e.g. honesty, good manners, giving alms (Zakah), voluntary payments/good actions (Sadaqah).
 - I-I-2c Introduction to how Muslim values will affect views and actions on moral issues, e.g. the environment, care for others.
 - H-I-2a How belief in karma has impact on behaviour and actions, e.g. seva (service for others).
 - H-I-2b How belief in ahimsa has an impact on behaviour and actions, e.g. non-violence, vegetarianism/food laws.
 - H-I-2c Introduction to how Hindu beliefs and values will affect views on moral issues, e.g. the environment, care for others.
 - S-I-2a How Sikhs follow and live by Sikh moral codes and the impact these have for individuals and the community, e.g. sharing with others (vand chhakna), service (sewa), equality shown through the langar meal.
 - S-I-2b Introduction to how Sikh values will affect views on moral issues, e.g. the environment, care for others.
 - J-I-2a How Jewish people today follow Jewish laws (including the Ten Commandments) and scripture and the impact this has on individual and community life.
 - J-I-2b How Jewish people show commitment and belonging to the faith community, e.g. contributing to work of the synagogue, helping others (e.g. Jewish charities, caring for those in the community), Mitzvah Day, tzedaka, gemilut hassadim, pushkes.
 - J-I-2c Introduction to how Jewish values will affect views and actions on moral issues, for example: environment, e.g. Tu B'Shevat (tree planting); care for others.
- Beliefs and practices across the denominations and the impact of these for individuals and communities.

So, what do we now know about Christianity? [bridging unit]

This unit will consolidate learning from Key Stage 1 and Key Stage 2 Christianity. It will pull this learning together by using the RE Concepts (Belief, Authority, Expressions of Belief, Impact of Belief). Content should be drawn from the Christianity Programme of Study for Key Stage 2 (all concepts).

How and why is Christmas celebrated by Christians?

Year 1: Why are gifts given at Christmas?

- C-B -1 Introduction to the special nature of Jesus shown through his special birth [Incarnation].
- c C-B Jesus as the Son of God [Incarnation].
- 1 d C- Jesus as important as shown through his birth: Christmas [Incarnation].
- A-1d How Christians celebrate Christmas.
- C-E-

Year 2: How and why is light important at Christmas?

- C-B -1 Introduction to the special nature of Jesus shown through his special birth [Incarnation].
- c C-B Jesus as the Son of God [Incarnation].
- 1 d C- Jesus as important as shown through his birth: Christmas [Incarnation].
- A-1d How Christians celebrate Christmas.
- C-E-

Year 3: How and why is Advent important to Christians?

- C-B-2d Jesus as the Son of God: the significance of the incarnation.
- C-A-2a The Bible as the sacred book, the 'Big Picture' story of the Bible in showing God's relationship with humanity: Incarnation; its importance and impact for Christians today.
- C-A-2d The significance of Jesus as the Son of God in Christian belief shown through key events in his life: birth.
- C-E-2a The significance of rituals/objects/symbols associated with Christmas (including Advent and Epiphany).

Year 4: Why do Christians call Jesus the light of the world?

- C-B-2d Jesus as the Son of God: the significance of the incarnation.
- C-A-2a The Bible as the sacred book, the 'Big Picture' story of the Bible in showing God's relationship with humanity: Incarnation; its importance and impact for Christians today.
- C-A-2d The significance of Jesus as the Son of God in Christian belief shown through key events in his life: birth.
- C-E-2a The significance of rituals/objects/symbols associated with Christmas (including Advent and Epiphany).

Year 5: What are the themes of Christmas?

- C-B-2d Jesus as the Son of God: the significance of the incarnation.
- C-A-2a The Bible as the sacred book, the 'Big Picture' story of the Bible in showing God's relationship with humanity: Incarnation; its importance and impact for Christians today.
- C-A-2d The significance of Jesus as the Son of God in Christian belief shown through key events in his life: birth.
- C-E-2a The significance of rituals/objects/symbols associated with Christmas (including Advent and Epiphany).

Year 6: What do the gospels tell us about the birth of Jesus?

- C-B-2d Jesus as the Son of God: the significance of the incarnation.
- C-A-2a The Bible as the sacred book, the 'Big Picture' story of the Bible in showing God's relationship with humanity: Incarnation; its importance and impact for Christians today.
- C-A-2c Different types of writing (Old Testament and New Testament); introduction to literal and non-literal interpretations of the Bible today.
- C-A-2d The significance of Jesus as the Son of God in Christian belief shown through key events in his life: birth.
- C-E-2a The significance of rituals/objects/symbols associated with Christmas (including Advent and Epiphany).

How and why is Easter celebrated by Christians?

Year 1: What is the Easter story?

- C-B -1 Introduction to the special nature of Jesus shown through his death and resurrection [Salvation].
- c C-A- Jesus as important as shown through his death and resurrection: Easter [Salvation].
- 1d C- How Christians celebrate Easter.
- E- 1a

Year 2: How do Christians celebrate Easter?

- C-B -1 Introduction to the special nature of Jesus shown through his death and resurrection [Salvation].
- c C-A- Jesus as important as shown through his death and resurrection: Easter [Salvation].
- 1d C- How Christians celebrate Easter.
- E- 1a

Year 3: What do Christians remember on Palm Sunday?

- C-B-2d Jesus as the Son of God: death and resurrection.
- C-A-2a The Bible as the sacred book, the 'Big Picture' story of the Bible in showing God's relationship with humanity: Salvation; its importance and impact for Christians today.
- C-A-2d The significance of Jesus as the Son of God in Christian belief shown through key events in his life: entry into Jerusalem.
- C-E-2a The significance of rituals/objects/symbols associated with Easter (including Lent, Holy Week).

Year 4: Why is Lent such an important period for Christians?

- C-B-2d Jesus as the Son of God: death and resurrection.
- C-A-2a The Bible as the sacred book, the 'Big Picture' story of the Bible in showing God's relationship with humanity: Salvation; its importance and impact for Christians today.
- C-A-2d The significance of Jesus as the Son of God in Christian belief shown through key events in his life: temptation
- C-E-2a The significance of rituals/objects/symbols associated with Easter (including Lent, Holy Week).

Year 5: Why is the Last Supper so important to Christians?

- C-B-2d Jesus as the Son of God: death and resurrection.
- C-A-2a The Bible as the sacred book, the 'Big Picture' story of the Bible in showing God's relationship with humanity: Salvation; its importance and impact for Christians today.
- C-A-2d The significance of Jesus as the Son of God in Christian belief shown through key events in his life: arrest.
- C-E-2a The significance of rituals/objects/symbols associated with Easter (including Lent, Holy Week).

Year 6: Why are Good Friday and Easter Sunday the most important days for Christians?

- C-B-2d Jesus as the Son of God: death and resurrection.
- C-A-2a The Bible as the sacred book, the 'Big Picture' story of the Bible in showing God's relationship with humanity: Salvation; its importance and impact for Christians today.
- C-A-2d The significance of Jesus as the Son of God in Christian belief shown through key events in his life: trial, crucifixion, resurrection.
- C-E-2a The significance of rituals/objects/symbols associated with Easter (including Lent, Holy Week).