

Religious Education Aims	As stated in the Church of England Statement of Entitlement for Religious Education, our school aims for all pupils: • 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 of living, believing and thinking.	
Curriculum links	Cycle A PSHE Science – Growing, materials, life-cycles History – WW2, Vikings, Tudors	Cycle B PSHE Science – Evolution, space, our environment History – Ancient Greeks
SMSC links	Compassion, Trust, Faith, Love, Respect, Justice, Hope, Courage	
Context	What has been learnt previously: Pupils in Years 3 & 4 will have learnt about: People of God - What is it like to follow God? Incarnation – What is the Trinity? (Core Learning) Sikhi – What is important to Sikh people? Sikhi - How do Sikh people worship and celebrate? Kingdom of God - When Jesus left, what was the impact of Pentecost? Humanism - What is Humanism? Creation/Fall - What do Christians learn from the creation story? Incarnation– What is the Trinity? (Digging Deeper) Gospel – What kind of world did Jesus want? Salvation - Why do Christians call the day Jesus died 'Good Friday'? Hindu Dharma - What do Hindu people believe about God? Hindu Dharma - How do Hindu people worship and celebrate?	Next steps for learning: In Key Stage 3 pupils may study: Year 7 - God, Creation, Who am I?, Who is God?, How should I treat others? Year 8 - How should I treat others?, Gospel, Salvation, Kingdom of God, Intro to virtues, How should we treat our world? Year 9 - Who was Jesus? What do I think about life? Virtues, Issues of good and evil, Islam (Bishop Justus)

Cycle A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit: God What does it mean if God is holy and loving?	Unit: Incarnation Was Jesus the Messiah?	Unit: People of God How can following God bring freedom and justice?	Unit: Salvation What did Jesus do to save human beings?	Unit: Islam What does it mean to be a Muslim in Britain today?	Unit: Islam What does it mean to be a Muslim in Britain today?
Objectives:	Objectives:	Objectives:	Objectives:	Objectives:	Objectives:
				To make connections	To make connections

I know Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping I know Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace I know Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching I know Christians believe getting to know God is like getting to know a person rather than learning information. I know Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love.	Explain the place of Incarnation and Messiah within the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms. Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. 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.	Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses	Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts. Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. Show how Christians put their beliefs into practice. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.	between Muslim practice of the Five Pillars and their beliefs about God and the prophet Muhamed. Explain how each Pillar might affect the life of a Muslim. Make connections between the key functions of the mosque and the beliefs of Muslims. Describe the forms of guidance a Muslim uses and compare them to experience. Commit thoughtfully on the value and purpose of religious practice and rituals in a Muslim's daily life.	between Muslim practice of the Five Pillars and their beliefs about God and the prophet Muhamed. Explain how each Pillar might affect the life of a Muslim. Make connections between the key functions of the mosque and the beliefs of Muslims. Describe the forms of guidance a Muslim uses and compare them to experience. Commit thoughtfully on the value and purpose of religious practice and rituals in a Muslim's daily life. Offer own views and ideas on the value and importance of Pilgrimage, fasting, charity and celebrations in the life of a Muslim. Describe and reflect on the significance of the Holy Qu'ran to Muslims. Explain what different people think it means to be a Muslim.
Vocabulary: omnipotent eternal omniscient holy loving forgiving spirit sin grace injustice confessional reconciliation psalms	Vocabulary: Messiah prophecy incarnation saviour anointed transformation transfiguration revolution	Vocabulary: freedom justice theological exodus slavery obedience salvation commandments covenant injustice mission nomads Christian church	Vocabulary: Pesach sacrifice eucharist mass victory restoration epitaph memorial	Vocabulary: Islam Muslim Shahadah Salah Zakat Sawm Hajj Ramadan ummah Makkah	Vocabulary: Eid ul Fitr Salah Zakat Pilgrimage Qur'an Sawm Hajj Ramadam Ummah Makkah

Cycle B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit: Creation/Fall Creation and science: conflicting or complementary?	Unit: Gospel What would Jesus do?	Unit: Humanism What is Humanism?	Unit: Judaism What does it mean to be Jewish in Britain today?	Unit: Universal What can be done to reduce racism? Can religion help?	Unit: Kingdom of God What kind of king is Jesus?
Objectives: There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? There are many scientists throughout history and now who are Christians. The discoveries of science make Christians wonder even more about the power and majesty of the Creation.	Objectives: Identify features of Gospel texts (for example, teachings, parable, narrative). Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.	Objectives: Explain what makes someone a humanist. know that most humanists believe human beings evolved over time. Understand that humanists believe science is the best method to understand the universe. Know that humanists adapt or change their beliefs when faced with new evidence. Know that humanists believe there is no persuasive evidence for the existence of a god or gods. Understand that atheism is no belief in a god or gods. Know that being agnostic means that you are unsure and cannot know whether there a god or gods exist. Explain that humanists believe that you can be good and live a happy life without the need for a god or gods. Understand that humanists can experience spiritual moments. Know that not all humanists would describe an experience as spiritual. Understand that for a humanist, spiritual moments are not connected to a god or gods or the supernatural.	Objectives: Make connections between Jewish practice, teachings from the Torah and their beliefs about God. Give examples of Jewish festivals and describe how they impact Jewish people today. Explain the meaning and significance of Jewish rituals and practices. Comment thoughtfully on how the role of women varies within the Jewish community.	Objectives: Explain how different religious leaders have responded to the challenges of racism in and beyond their own communities. Consider and evaluate the significance of at least three key ideas about racism they have studied, in relation to their own ideas. Express ideas about a religious question to do with reducing prejudice and racism, e.g. through the creative arts or in reasoned argument.	Objectives: Explain connections between biblical texts and the concept of the Kingdom of God. Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.

		Know that for humanists, nature and the world around them can be a source of excitement and beauty. Know that humanists believe science helps reveal and enhance nature’s hidden beauty.			
Vocabulary: contemporary scientific controversy conflict wonder majesty power interpretations cosmology evolution	Vocabulary: national global sermon commandments miracle transformation sacrament discipleship gospel	Vocabulary: Humanist philosophy atheism agnosticism empathy spirituality	Vocabulary: Pesach sacrifice eucharist mass victory restoration epitaph memorial	Vocabulary: racism prejudice equality discrimination justice reconciliation	Vocabulary: interpretation Holy Spirit kingdom forgiveness inclusivity parable