

Oakham Primary School

RE Policy and Curriculum



Approved by Governors on:

18/09/24

Signature of Chair of Governors:

A handwritten signature in black ink, appearing to read "N Skett".

Lead Personnel:

N Skett

Date to be reviewed:

18/09/27

Aims and Objectives

Religious Education (RE) enables children to investigate and reflect on some of the most fundamental questions asked by people. At Oakham Primary School, we develop the children's knowledge and understanding of the major world faiths, and we address the fundamental questions in life.

We enable children to develop a sound knowledge of world religions, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions.

The aims of Religious Education are to help children:

- Develop an awareness of spiritual and moral issues in life experiences.
- Develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain.
- Develop an understanding of what it means to be committed to a religious tradition.
- Be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life.
- Develop an understanding of religious traditions and to appreciate the cultural differences in Britain today.
- Develop investigative and research skills and to enable them to make reasoned judgements about religious issues.
- Have respect for other peoples' views and to celebrate the diversity in our school community and in wider society.

The Legal Position of Religious Education (RE)

Our school curriculum for RE meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old.

The ERA allows parents to withdraw their child from RE classes if they so wish, although this should only be done once the parents have given written notice to the school governors.

The ERA also allows teachers to refuse to teach RE, but only after they have given due notice of their intention to the school governors. The RE curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship.

Our school RE curriculum is based on the 'PlanIt RE' scheme of work as the ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions. (Oakham Primary RE Curriculum Coverage Y1-6 – Appendix 1)

Teaching & Learning

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Eid and Diwali (amongst many others) to develop their religious thinking.

Oakham staff are encouraged to organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

Oakham holds special festival assemblies to celebrate the religions in the school. Children are asked to share their experiences of religion with the rest of the school during such assemblies. Each year, a calendar is produced detailing the key major religious festivals and special days with the main religions. These form the basis of our **RE Focus Weeks** (Appendix 2), which enable all children to develop their understanding and knowledge about these events through age appropriate learning activities.

Throughout the school year, Year groups are responsible for producing and leading whole school celebrations: *EYFS – Nativity, KS1 – Christmas Carol Service, Y3 Spring Music Performance, Y4 – Harvest Festival, Y5 – Easter Celebrations & Y6 Leavers Performance.*

These additional assemblies and performances allow children to perform to the school and families from our local community. Learning from RE lessons will be shared alongside prayers, moments of reflection and the performance of a range of traditional and more modern songs/hymns.

The PlanIt RE Scheme of Work

Through our use of the 'PlanIt' RE scheme of work, children carry out research into religious topics. They study religious faiths and also compare the religious views of these different groups on topics such as rites of passage or festivals.

'PlanIt' RE is a set of detailed medium-term plans for RE from Years 1 to Year 6. – see appendix 3a to 3f. It adopts an enquiry based approach to teaching and learning. Christianity is taught in every year group, with Christmas and Easter given new treatment each year, developing the learning in a progressive way. Buddhism, Hinduism, Islam, Judaism and Sikhism are also covered.

Our belief is that, using an enquiry-based model well, children's critical thinking skills can be developed, their motivation to learn increased, and their knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced.

This approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place.

Assemblies

Weekly assemblies (Monday PM) will cover a wide range of topics/areas, often with a moral message or subject; children will also be invited to participate in our school prayer or choose to take a few moments to reflect on their own beliefs.

Singing Practice Assemblies (Wednesdays PM) offer opportunities to participate in a range of traditional and modern songs and hymns. These assemblies may also be used to introduce new songs/hymns for forthcoming whole school celebrations as well as already established ones.

Periods of reflection & prayers

Where appropriate, assemblies may end with a short period of time for reflection or prayer. When offering a reflection, leave a moment of silence for the pupils to think on the ideas presented. When offering a prayer it should be introduced by inviting assembled children to join in, if they so wish, with an 'Amen' at the end if they would like to make it their own prayer. No child is made to participate with any prayer and if they choose not to, are asked to quietly respect this period. At times, the Oakham School Prayer (Appendix 4) may be used - again, participation in reciting this is optional.

Curriculum Planning in Religious Education (RE)

We plan our religious education curriculum in accordance with the 'PlanIt' RE KS1&2 Scheme of Work. We ensure that the topics studied in religious education build upon prior learning and offer opportunities for children of all abilities to develop their skills and knowledge in each unit. Planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

All aspects of the RE curriculum at Oakham have been tracked against the current Sandwell SACRE model. Coverage, outcomes and progression documents are included as appendices 5 and 6 to this policy.

Foundation Stage – EYFS

RE is taught to all children in Years One to Six. In our Foundation Stage, children are taught through festivals that are relevant to the specific cohort as they take place throughout the year.

As the Reception Team work under the 2021 Early Years Foundation Stage Curriculum, we relate the RE aspects of the children's work to the objectives set out under the Personal, Social and Emotional Development (PSED) and Understanding of the World (UW) areas, which are crucial to the development and progress of all pupils at this stage - see Appendix 7

Children in our EYFS have many opportunities to celebrate and value cultural, religious and community events and experiences. They learn to recognise that people have many different beliefs and celebrate special times in different ways.

Personal, Social and Health Education (PSHE) and Citizenship/Personal Development

Through our RE lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility.

In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

Spiritual, Moral, Social and Cultural Development

Through teaching religious education in our school, we provide frequent opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society.

Children explore issues of religious faith and values and by doing so they develop their knowledge and understanding of the cultural context of their own lives. Oakham has been involved in charity projects that offer the children the opportunity to learn about and support others in need. e.g. Harvest Festivals (giving food to the Black Country & Smethwick Food Banks, Black Country Women's Aid & MIND), and giving to charities (Comic Relief, Children in Need, Macmillan Cancer Support amongst others).

Teaching RE to children with SEND

At our school we teach RE to all children, whatever their ability. RE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our religious education teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Assessment & Recording

We assess children's work in RE by making informal judgements as we observe them during lessons and marking the work after the lesson. We mark a piece of work once it has been completed and we comment as necessary and by applying the agreed colour coded mark scheme (see Teaching & Learning Policy).

Evidence of whole class or group discussions may be recorded using images with a brief narrative to support these – setting the context with a clear learning objective displayed.

Staff will use the 'Plant' year group planning overviews to ensure appropriate content coverage in partnership with the Oakham RE Focus Week overview guidance, published each September.

Monitoring & Review

Class teachers are responsible for informally assessing and monitoring pupil's progress in this subject area. The appropriate phase leader (AHT) is responsible for monitoring the standards of the pupil's work and the quality of the teaching in RE through regular work scrutinies, pupil interviews and lesson observations.

They are also responsible for supporting colleagues in the teaching of RE on request and through staff meetings/Curriculum Checkpoint sessions where samples of work are shared with colleagues across the school.

Withdrawal from RE lessons, trips and/or visitors

Parents have the legal right to withdraw pupils from RE but this must be discussed with the class teacher, member of the School Leadership Team and/or Head teacher. A class teacher cannot make the decision to allow a child/parent to withdraw from RE lessons.


If the parent chooses to go ahead and withdraw, their child from RE this must be given to the school in writing by the parent. Staff should refer to the Sandwell LA guidance for further information about speaking to parents and withdrawing pupils from RE and the issues surrounding this, including the negative implications, must be highlighted to the parent/carer lessons, which may have an impact on the pupil's progress and learning, as well as issues of discrimination.

The withdrawal of a child from RE lessons or experience should be the last resort as RE is an important part of learning and understanding about the world and community.

Appendix 1: Oakham Primary School Plan-It RE Unit Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Belonging <ul style="list-style-type: none"> Christianity Judaism Islam 	Caring for Others <ul style="list-style-type: none"> Hinduism Christianity Sikhism Islam Buddhism 	Friendship <ul style="list-style-type: none"> Christianity Hinduism Buddhism 	Easter and Surprises <ul style="list-style-type: none"> Christianity 	Gifts and Giving <ul style="list-style-type: none"> Islam Christianity 	Places of Worship <ul style="list-style-type: none"> Christianity Hinduism Judaism
2	Nature and God <ul style="list-style-type: none"> Christianity Islam Buddhism Judaism 	Light and Dark <ul style="list-style-type: none"> Christianity Hinduism Judaism 	Rules and Routines <ul style="list-style-type: none"> Christianity Humanism Judaism Islam Sikhism 	Beginnings and Endings <ul style="list-style-type: none"> Sikhism Christianity 	Ceremonies <ul style="list-style-type: none"> Islam Judaism Hinduism Sikhism 	Places of Worship <ul style="list-style-type: none"> Islam Sikhism Buddhism
3	Hinduism <ul style="list-style-type: none"> Hinduism 	The Nativity Story <ul style="list-style-type: none"> Christianity 	Islam <ul style="list-style-type: none"> Islam 	Good Friday <ul style="list-style-type: none"> Christianity 	Sikhism <ul style="list-style-type: none"> Sikhism 	Judaism <ul style="list-style-type: none"> Judaism
4	Buddhism <ul style="list-style-type: none"> Buddhism 	Food and Fasting <ul style="list-style-type: none"> Islam Christianity 	Christianity <ul style="list-style-type: none"> Christianity 	People of Faith <ul style="list-style-type: none"> Islam Sikhism Judaism Christianity Buddhism 	Pilgrimages <ul style="list-style-type: none"> Buddhism Christianity Hinduism Islam Judaism 	The Bible <ul style="list-style-type: none"> Christianity
5	Worship Comparing music, art, symbols and acts of worship across religions.	The True Meaning of Christmas <ul style="list-style-type: none"> Christianity 	Peace Similarities and differences in how peace is shown across religions.	Easter (research and rehearsal for assembly) <ul style="list-style-type: none"> Christianity 	Forgiveness <ul style="list-style-type: none"> Judaism Buddhism 	Commitment <ul style="list-style-type: none"> Christianity Judaism Islam Hinduism
6	Humanism <ul style="list-style-type: none"> Humanism 	Christmas Story <ul style="list-style-type: none"> Christianity 	Justice and Freedom Exploration of varying religious concepts of justice and freedom.	Crucifixion <ul style="list-style-type: none"> Christianity 	Creation Stories <ul style="list-style-type: none"> Judaism Christianity Islam Hinduism Sikhism 	Eternity <ul style="list-style-type: none"> Christianity Humanism Hinduism

Appendix 2: RE Focus Weeks

Term	RE and Significant Events - Oakham Focus Weeks 2024-25					
Autumn 1	Black History Month October	Harvest October (Year 4 Assembly)				
Autumn 2	Diwali w/b 4 th November (Hinduism, Sikhism and Jainism)	Remembrance Sunday w/b 11 th November	Birthday of Guru Nanak w/b 11 th November (Sikhism)	Advent w/b 2 nd December (Christianity)		
Spring 1	Chinese New Year w/b 27 th January					
Spring 2	Shrove Tuesday and Ash Wednesday w/b 3 rd March (Christianity)	Holi w/b 10 th March (Hinduism)	Ramadan w/b 24 th March (Islam)	Easter w/b 7 th April (Christianity) (Year 5 Assembly)	Vaisakhi w/b 7 th April (Sikhism)	
Summer 1	Passover w/b 28 th April (Judaism)					
Summer 2	Eid al-Adha w/b 2 nd June (Islam)	Black Country Day w/b 14 th July				
EYFS – Nativity (Autumn 2) KS1 – Christmas Carol Concert (Autumn 2) Year 3 – Ukulele Concert (Summer 2)			Year 4 – Harvest Assembly (Autumn 1) Year 5 – Easter Assembly (Spring 2) Year 6 – Leavers Production (Summer 2)			

Highlighted focus weeks are to be delivered in place of Plan-It RE scheme during timetabled RE lessons, other focus weeks will be delivered through assemblies, PSHE lessons or whole school celebrations during Friday enrichment time.



Appendix 3a: Autumn 1 Links to SACRE Outcomes

Year	Unit	SACRE Statutory Outcomes	Unit Vocabulary.
1	Belonging	<p>Identify some core beliefs and concepts studied and give a simple description of what they mean</p> <p>Give examples of ways in which believers put their beliefs into practice</p> <p>Give a good reason for the views they have and the connections they make</p>	<p>belong, belonging, family, role, identity, Christian, Christianity, church, Easter, Christmas, Jewish, Judaism, Shabbat, synagogue, Aqiqah, Islamic, Islam, mosque, Muslim, Qur'an, cross, religion, Star and Crescent, Star of David, symbol, Brahman, Hindu, Hinduism, mandir, Trimurti.</p>
2	Nature and God	<p>Identify some core beliefs and concepts studied and give a simple description of what they mean</p> <p>Give examples of how stories show what people believe (e.g. the meaning behind a festival)</p> <p>Give clear, simple accounts of what stories and other texts mean to believers</p> <p>Give examples of how people use stories, texts and teachings to guide their beliefs and actions</p> <p>Think, talk and ask questions about whether the ideas they have been studying have something to say to them</p>	<p>God, nature, Christianity, Christians, creation, first, second, third, fourth, fifth, sixth, seventh, world, Earth, rest, relax, reflect, Sunday, Harvest, harvested, food, fruit, vegetables, produce, harvest festival, Church, Sukkot, Judaism, Jewish, Jews, sukkah, The Four Pieces, Israel, Egypt, Promised Land, Torah, Synagogue, Buddhism, Buddhists, Prince Siddhartha, Buddha, help, care, look after, swan, Islam, Muslims, Prophet Muhammad, Allah, care, look after, protect, dates</p>
3	Hinduism	<p>Identify and describe the core beliefs and concepts studied</p> <p>Make clear links between texts/sources of wisdom and authority and the core concepts studied</p> <p>Describe how people show their beliefs in how they worship and in the ways they live</p> <p>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</p> <p>Give good reasons for the views they have and the connections they make</p>	<p>Religion, Hinduism, Hindu, India, Indus River, founder, beliefs, fusion, Asia, traditions, gods, goddesses, Brahma, Monotheism, Vishnu, Shiva, Sarawati, Lakshmi, Shakti, Parvati, Kali, Durga, Ganesha, Indra, Agni, Surya, Vayu, Hanuman, deities, moksha, dharma, reincarnation, soul (atman) truth, mandir, statues, worship, beliefs, bell, offerings, pandit, priest, murti, aarti, flame, aarti plate, central hall, shoes, Aum, Vedas, Diwali, Holi, Navaratri, celebrations, festivals, Rama, Sita, Ravana, Hanuman, good, evil, Diva, diva lamps, Durga, Lakshmi, Krishna, stories, dancing, holy book, Baghavad Gita, Vedas, Smirti, Shrui, Om,</p>

			Padma. Swastika, pranama, hands together, conch shell, kalasha, trishul, cow, diva.
4	Buddhism	<p>Identify and describe the core beliefs and concepts studied</p> <p>Make clear links between texts/sources of wisdom and authority and the core concepts studied</p> <p>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</p> <p>Describe how people show their beliefs in how they worship and in the ways they live</p> <p>Give good reasons for the views they have and the connections they make</p>	<p>Buddhism, Buddhist, the Buddha, Siddhartha Gautama, India, Nepal, religion, palace, suffering, monk, meditation, nirvana, enlightenment, karma, morals, temple, puja, Stupa, Vesak, lantern, festival, Monks, Pali Canon, Pali Sanskrit, Tripiṭaka, Vinaya Pitaka, Sutta Pitaka, Abhidhamma Pitaka, Kalasha (The Treasure Vase), Padma (The Lotus Flower), Shankha (The Conch Shell), Chattra (The Parasol), Shrivasta (The Endless Knot), Dhvaja (The Banner of Victory), Dharmachakra (The Wheel of Life), Matsyayugma (The Golden Fish).</p>
5	Worship	<p>Make clear connections between what people believe and how they live, individually and in communities</p> <p>Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</p> <p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</p> <p>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently</p> <p>Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</p>	<p>worth, worthy, worship, value, adoration, reverence, loyalty, honour, music, faith, response, reflection, scriptures, chant, recite, rhythm, tone, Torah, Quran, sabbath, hymns, psalms, congregation, Kirtan, mantras, Bhajan, prayer, pray, Lord's Prayer, Shema, mezuzah, Amen, Puja tray, prayer beads, artefact, sacred, freedom, restricted, respect, diversity, unity.</p>

6	Humanism	<p>Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</p> <p>Make clear connections between what people believe and how they live, individually and in communities</p> <p>Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</p> <p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</p> <p>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently</p>	<p>worldview, religious, non-religious, atheist, agnostic, deist, pantheist, Sikh, Muslim, Christian, Buddhist, Jewish, Hindu, Humanism, humanist, non-religious worldview, thinkers, beliefs, rationality, reason, ethics, Happy Human, symbol, meaning, dilemma.</p>
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Element 1- Making Sense of Beliefs and Ideas.

Element 2- Understanding the Impact of Beliefs and Ideas.

Element 3- Making Connections.



Appendix 3b: Autumn 2 Links to SACRE Outcomes

Year	Unit	SACRE Statutory Outcomes	Unit Vocabulary.
1	Caring for Others	<p>Give examples of how stories show what people believe (e.g. the meaning behind a festival)</p> <p>Give clear, simple accounts of what stories and other texts mean to believers</p> <p>Give examples of how people use stories, texts and teachings to guide their beliefs and actions</p> <p>Give examples of ways in which believers put their beliefs into practice</p> <p>Give a good reason for the views they have and the connections they make</p>	<p>look after, care, each other, one another, kind, religions, symbol, Hindus, Hinduism, Raksha Bandhan, brother, sister, protection, evil, love, duty, Rakhi, bracelet, Aarti, talik, gifts, Bible, Christians, Christianity, Samaritan, Jesus, message, Jewish, priest, Levite, kindness, caring, generosity, Sikhs, Sikhi, Gurdwara, langar, vegetarian, equal, equality, free, Muslims, Islam, sacrifice, selfless, needs, Prophet Muhammad, Buddhists, Buddhism, sacrifice, consequences, point of view.</p>
2	Light and Dark	<p>Give examples of how stories show what people believe (e.g. the meaning behind a festival)</p> <p>Give clear, simple accounts of what stories and other texts mean to believers</p> <p>Give examples of how people use stories, texts and teachings to guide their beliefs and actions</p> <p>Give examples of ways in which believers put their beliefs into practice</p> <p>Give a good reason for the views they have and the connections they make</p>	<p>Diwali, Hindus, Hinduism, diva lamp, candle, tea light, light, burn, festival of light, Lakshmi, Rama, Sita, Diyas, darkness, ignorance, knowledge, good, evil, victory, fireworks, Jews, Judaism, Hanukkah, menorah, dreidel, sufganiyot, latkes, miracle, Maccabee brothers, temple, oil, Advent, Christianity, Christians, Christmas, wreath, candle, Jesus, dark, Christingles, fairy lights, represents, symbolises.</p>
3	The Nativity Story	<p>Identify and describe the core beliefs and concepts studied</p> <p>Offer informed suggestions about what texts/sources of wisdom and authority can mean, and give examples of what these sources mean to believers</p> <p>Describe how people show their beliefs in how they worship and in the ways they live</p> <p>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</p>	<p>Nazareth, angel, Mary, Joseph, Annunciation, Bethlehem, census, Inn, Stable, Inn Keeper, Manger, Jesus, Shepherd, King Herod.</p>

		Give good reasons for the views they have and the connections they make	
4	Food and Fasting	<p>Identify and describe the core beliefs and concepts studied</p> <p>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</p> <p>Describe how people show their beliefs in how they worship and in the ways they live</p> <p>Identify some differences in how people put their beliefs into practice</p> <p>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</p> <p>Give good reasons for the views they have and the connections they make</p>	Food, meals, meaning, celebrate, remember, community, Judaism, Jewish, kosher, food rules, preparation, rabbi, Talmud, parve, Lent, Christian, abstain, give up, sacrifice, focus, Jesus, Bible, forty days, temptation, Islam, Muslim, Ramadan, Eid, fasting, iftar, sawm, Pillars of Islam, sacrifice, Allah, Qur'an, Diwali, Hindu, Hinduism, festival of lights, celebration, celebratory, diya, rangoli, mithai, laddoo, barfi, halwa, religion, faith, community, rules, abstain, sacrifice, fast, feast, meal, celebrate, remember, invite.
5	The True Meaning of Christmas	<p>Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</p> <p>Give meanings for texts/sources of wisdom and authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority</p> <p>Make clear connections between what people believe and how they live, individually and in communities</p> <p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</p> <p>Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</p>	Traditions, festivals, love, Jesus, Holy Trinity, incarnation, power, vulnerability, Christmas, secular, traditions, carols, commercialisation, true meaning of Christmas.

6	The Christmas Story	<p>Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</p> <p>Describe examples of ways in which people use texts/sources of wisdom and authority to make sense of core beliefs and concepts</p> <p>Give meanings for texts/sources of wisdom and authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority</p> <p>Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</p> <p>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently</p>	<p>Inn, journey, census, Bethlehem, Herod, wise men, shepherds, interpretation, Evangelist, value, devalued, gospel, interpret, versions, literally, gospels, nativity, vulnerable, unimportant, metaphorically, advent, wreath, candle, calendar, symbol, symbolism, Christingle, preparation, celebration, customs, traditions, Saint Lucia, Babushka.</p>
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Element 1- Making Sense of Beliefs and Ideas.

Element 2- Understanding the Impact of Beliefs and Ideas.

Element 3- Making Connections.



Appendix 3c: Spring 1 Links to SACRE Outcomes

Year	Unit	SACRE Statutory Outcomes	Unit Vocabulary.
1	Friendship	<p>Give examples of how stories show what people believe (e.g. the meaning behind a festival)</p> <p>Give clear, simple accounts of what stories and other texts mean to believers</p> <p>Give examples of how people use stories, texts and teachings to guide their beliefs and actions</p> <p>Give a good reason for the views they have and the connections they make</p>	<p>friendship, friends, help, play, care, share, qualities, trust, give, love, kindness, laugh, funny, listen, respect, disagreement, argument, falling out, making up, wrong, right, solve, sort out, resolve, conflict, unity, united, character, sneaky, cunning, crafty, clever, kind, helpful, thoughtful, jealous, popular, angry, hero, brave, shepherd, Prince, King Saul, Jonathan, David, Goliath, consequence, actions, behaviour, special, disciples, followers, Jesus, kind, good.</p>
2	Rules and Routines	<p>Identify some core beliefs and concepts studied and give a simple description of what they mean</p> <p>Give examples of ways in which believers put their beliefs into practice</p> <p>Think, talk and ask questions about whether the ideas they have been studying have something to say to them</p> <p>Give a good reason for the views they have and the connections they make</p>	<p>Rules, rewards, consequences, routines, law, religions, Ten Commandments, Christians, Christianity, Judaism, Jews, Bible, tablets, God, Moses, Mount Sinai, version, important, prioritise, agree, disagree, opinion, Shabbat, Sabbath, holy, challah bread, wine, grape fruit, blessing, prayer, synagogue, Torah, The Five Pillars, Islam, Shahada, Salah, Zakat, Sawm, Hajj, Muslims, community, Ramadan, pilgrimage, prayer, Allah, The 5Ks, Sikhi, Sikhs, Khalsa, kesh, kangha, kara, kachera, kirpan, humanism, humanists, universe, afterlife, experience, reason, empathy, respect, decision.</p>
3	Islam	<p>Identify and describe the core beliefs and concepts studied</p> <p>Make clear links between texts/sources of wisdom and authority and the core concepts studied</p> <p>Offer informed suggestions about what texts/sources of wisdom and authority can mean, and give examples of what these sources mean to believers</p> <p>Make simple links between stories, teachings and concepts studied and how</p>	<p>Islam, Muslim, faith, founded, religion, prophets, Allah, Muhammad (PBUH), Pillars of Islam, calligraphy, predestination, fast, prayer, mosque, masjid, minaret, muezzin, Wudu, quibla wall, Mecca, Ramadan, Eid Al-Fitr, Eid Al-Adha, Dhu Al-Hijja, Al Hijra, Qur'an, Sunnah, Hadith, Crescent.</p>

		<p>people live, individually and in communities</p> <p>Describe how people show their beliefs in how they worship and in the ways they live</p> <p>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</p> <p>Give good reasons for the views they have and the connections they make</p>	
4	Christianity	<p>Identify and describe the core beliefs and concepts studied</p> <p>Make clear links between texts/sources of wisdom and authority and the core concepts studied</p> <p>Offer informed suggestions about what texts/sources of wisdom and authority can mean, and give examples of what these sources mean to believers</p> <p>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</p> <p>Describe how people show their beliefs in how they worship and in the ways they live</p> <p>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</p> <p>Give good reasons for the views they have and the connections they make</p>	<p>Jesus, Middle East, trinity, the Ten Commandments, Jerusalem, Bethlehem, Nazareth, Lourdes, Rome, Canterbury, Bernadette Soubirous, Catholic, denomination, Anglican, festival, Christmas, Easter, Lent, desert, temptation, Bible, Old Testament, New Testament, prophets, ancient, Israelites, foundations, cross, crucifix, dove, ichthus.</p>
5	Peace	<p>Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</p> <p>Make clear connections between what people believe and how they live, individually and in communities</p>	<p>Ahisma, shalom, enlightened, Jihad, as-salamu alaykum, Five Ks, kirpan, gurdwara, peace, East, West, inner peace, community cohesion, yoga, meditation, tai chi, prayer, mindfulness, community cohesion, actions, Fairtrade, packaging, importing, shipping, grower, banana</p>

		<p>Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</p> <p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</p> <p>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently</p> <p>Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</p>	<p>development company, wholesaler, retailer, promote, symbolise.</p>
6	Justice and Freedom	<p>Describe examples of ways in which people use texts/sources of wisdom and authority to make sense of core beliefs and concepts</p> <p>Make clear connections between what people believe and how they live, individually and in communities</p> <p>Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</p> <p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</p> <p>Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</p>	<p>Freedom, meaning, idea, definitions, religious, religions, justice, meaning, idea, definitions, religious, religions, Christianity, Buddhism, fairness, reasonable, concept, meaning, idea, definitions, Judeo-Christian, fairness, reasonable, Sikhi, Islam, Hinduism, Rama, human rights, UN Declaration of Human Rights, United Nations, UN Charter of the Rights of Children, non-violent protest, Gandhi, Ahimsa, Martin Luther King, Nelson Mandela, John Hume, conflict, examples, debate, support, point of view, counter point.</p>

Element 1- Making Sense of Beliefs and Ideas.

Element 2- Understanding the Impact of Beliefs and Ideas.

Element 3- Making Connections.



Appendix 3d: Spring 2 Links to SACRE Outcomes

Year	Unit	SACRE Statutory Outcomes	Unit Vocabulary.
1	Easter and Surprises	<p>Identify some core beliefs and concepts studied and give a simple description of what they mean</p> <p>Give examples of how stories show what people believe (e.g. the meaning behind a festival)</p> <p>Give clear, simple accounts of what stories and other texts mean to believers</p> <p>Give examples of how people use stories, texts and teachings to guide their beliefs and actions</p> <p>Think, talk and ask questions about whether the ideas they have been studying have something to say to them</p>	Easter, Christians, Christianity, festival, death, crucifixion, resurrection, Holy Week, Jesus, Palm Sunday, palm leaves, disciples, donkey, Maundy Thursday, the Last Supper, disciples, betray, Garden of Gethsemane, priests, jealous, Good Friday, Pontius Pilate, cross, crucified, died, dead, tomb, surprise, surprises, surprised, shocked, excited, happy, scared, nervous, worried, Mary Magdalene, heaven, shocked, surprised, confused, amazed, happy, sad, celebrated, traditions, Easter eggs, hot cross buns, church, Bible, Easter cards, Simnel cake, riddle, clue.
2	Beginnings and Endings	<p>Identify some core beliefs and concepts studied and give a simple description of what they mean</p> <p>Give examples of how stories show what people believe (e.g. the meaning behind a festival)</p> <p>Give examples of ways in which believers put their beliefs into practice</p> <p>Think, talk and ask questions about whether the ideas they have been studying have something to say to them</p> <p>Give a good reason for the views they have and the connections they make</p>	Beginning, ending, start, celebration, gifts, family, ceremonies, rituals, achievement, New Year, Sikh, Sikhism, Vaisakhi, religious festival, harvest, gurdwara, Guru, nagar kirtan, Guru Granth Sahib, Panj Pyare, Sikhism, Naam Karan, ceremony, naming, name meaning, Christianity, journey of faith, baptism, Jesus, Bible, God, wash away, sins, Easter, resurrection, Good Friday, crucifixion, new life, beginning, ending, ceremony, reflection.
3	Good Friday	<p>Identify and describe the core beliefs and concepts studied</p> <p>Offer informed suggestions about what texts/sources of wisdom and authority can mean, and give examples of what these sources mean to believers</p> <p>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</p>	Crucifixion, tomb, sacrifice, prayer, World War II, Maximilian Kolbe, concentration camp, cross, resurrection, life, forgiveness, sin, sorry, bunny, lamb, chick, daffodils.

		<p>Describe how people show their beliefs in how they worship and in the ways they live</p> <p>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</p> <p>Give good reasons for the views they have and the connections they make</p>	
4	People of Faith	<p>Describe how people show their beliefs in how they worship and in the ways they live</p> <p>Identify some differences in how people put their beliefs into practice.</p> <p>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</p> <p>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</p> <p>Give good reasons for the views they have and the connections they make</p>	Malala Yousafzai, Muslim, Qur'an, Islam, Taliban, education, girls, differences, United Nations, Dalai Lama, Tibet, Buddhism, Buddhist, monk, China, India, Rabbi Jonathan Sacks, Judaism, Jewish, Jew, beliefs, inter-faith dialogue, action, Fauja Singh, Sikhi, Sikh, challenges, depression, faith, marathon, charity, records, Bear Grylls, Christianity, Christian, survival, instructor, inspiration, beliefs, life, impact, examine.
5	Easter	<i>Easter Assembly Rehearsals</i>	<i>Easter Assembly Rehearsals</i>
6	Crucifixion	<p>Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</p> <p>Describe examples of ways in which people use texts/sources of wisdom and authority to make sense of core beliefs and concepts</p> <p>Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</p>	Crucifixion, Easter, tomb, stone, disciple, Last Supper, chronological order, free will, determinism, destiny, guilty, evidence, atonement, sacrifice, commitment, choices.

		<p>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently</p> <p>Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</p>	
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Element 1- Making Sense of Beliefs and Ideas.

Element 2- Understanding the Impact of Beliefs and Ideas.

Element 3- Making Connections.



Appendix 3e: Summer 1 Links to SACRE Outcomes

Year	Unit	SACRE Statutory Outcomes	Unit Vocabulary.
1	Gifts and Giving	<p>Identify some core beliefs and concepts studied and give a simple description of what they mean</p> <p>Give examples of how stories show what people believe (e.g. the meaning behind a festival)</p> <p>Give examples of how people use stories, texts and teachings to guide their beliefs and actions</p> <p>Give examples of ways in which believers put their beliefs into practice</p> <p>Think, talk and ask questions about whether the ideas they have been studying have something to say to them</p> <p>Give a good reason for the views they have and the connections they make</p>	<p>Eid Al-Fitr, Ramadan, Muslims, Islam, fasting, fast, daylight, darkness, sunrise, sunset, Fanoos, lunar, moon, prayer, prayer mat, Qur'an, mosque, mehndi, Eid Al-Fitr cards, Eid Al-Fitr presents, feast, receiving, charity, Zakat Al-Fitr, less fortunate, food, money, Christmas, Christians, Christianity, Nativity, birth, Jesus, Joseph, Mary, God, Angel Gabriel, Bethlehem, innkeeper, stable, manger, shepherds, star, donkey, taxes, Wise Men, gifts, King Herod, celebrate, traditions, Christmas tree, Nativity, wreath, church, Bible, Christmas cards, Christmas presents, candles, lights, Christmas dinner, carol singing, Advent wreath, giving, presents, Wise Men, gold, frankincense, myrrh, Melchior, Caspar, Balthazar, valuable, expensive.</p>
2	Ceremonies	<p>Identify some core beliefs and concepts studied and give a simple description of what they mean</p> <p>Give examples of how people use stories, texts and teachings to guide their beliefs and actions</p> <p>Give examples of ways in which believers put their beliefs into practice</p> <p>Give a good reason for the views they have and the connections they make</p>	<p>Ceremony, ceremonies, event, important, religious, nonreligious, celebrate, remember, recognise, official, Aqiqah, Muslim, Islam, baby, Allah, value, gift, charity, Bar Mitzvah, Bat Mitzvah, rite of passage, Torah, Hebrew, Synagogue, Sikh, Sikhism, celebration, Dastar Bandi, turban, patka, Gurdwara, Granthi, Guru Granth Sahib, langar, Hindu, Hinduism, wedding, couple, bride, groom, husband, wife, mehndi, henna, sangeet, sari, safa, the Baraat, garlands, mandap, mangala sutra, symbol, Sanskrit, sacred, Saptapadi, kum-kum powder, tradition, event, important, religious, non-religious, celebrate, remember, recognise, official, cooperation, speech, invitation, achievement.</p>

3	Sikhism	<p>Identify and describe the core beliefs and concepts studied</p> <p>Make clear links between texts/sources of wisdom and authority and the core concepts studied</p> <p>Offer informed suggestions about what texts/sources of wisdom and authority can mean, and give examples of what these sources mean to believers</p> <p>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</p> <p>Describe how people show their beliefs in how they worship and in the ways they live</p> <p>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</p>	<p>Religion, Sikhi, Sikh, India, Hindu, Muslim, Islam, Hinduism, Punjab, Punjabi, Guru Nanak Dev Ji, Guru Tegh Bahadur Sahib Ji, Guru Granth Sahib Ji, Kartarpur, Sultanpur, Talwandi, God, Ik Onkar, beliefs, main, Guru Granth Sahib Ji, Guru Nanak Dev Ji, Guru Tegh Bahadur Sahib Ji, Guru Angad Dev Ji, Guru Amar Das Sahib Ji, Guru Ram Das Sahib Ji, Guru Arjan Dev Ji, Guru Hargobind Sahib Ji, Guru Har Rai Sahib Ji, Guru Har Krishan Sahib Ji, Guru Gobind Singh Sahib Ji, Sikhism, Sikh. Gurdwara, Guru Granth Sahib, Takht, golak, Manji Sahib, Nishan Sahib, Chaur, rumala, Darbar Sahib, Chanani, Palki Sahib, langar, Diwali, Vaisakhi, Bandi Chhor Divas, divas, celebrations, procession, Panj Pyare, Guru Hargobind, Guru Gobind Singh, Holy Book, Guru Granth Sahib, Guru Nanak, Guru Ram Das, Guru Amar Das, Guru Tegh Bahadur, Guru Gobind Singh, Japji Sahib, Kirtan Solihar, Mool Mantar, Sukhmani Sahib, Sikh, Sikhi, 5 Ks, Kesh, Kara, Kachera, Kirpan, Kanga, Ek Onkar, Khanda, Nishan Sahib.</p>
4	Pilgrimages	<p>Identify and describe the core beliefs and concepts studied</p> <p>Describe how people show their beliefs in how they worship and in the ways they live</p> <p>Identify some differences in how people put their beliefs into practice</p> <p>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.</p> <p>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</p>	<p>Pilgrimage, Buddhism, Buddhists, Eight Great Places, Buddha, Nepal, India, Christianity, Holy Land, Saints, Miracles, Hinduism, Hindus, Ganges, Yamuna, Sangam, Kumbh Mela, Islam, Muslims, Hajj, Kabbah, Mecca, Judaism, Jews, Western Wall, Israel, Jerusalem, journey, special, ordinary, destination</p>

		Give good reasons for the views they have and the connections they make	
5	Forgiveness	<p>Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</p> <p>Give meanings for texts/sources of wisdom and authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority</p> <p>Make clear connections between what people believe and how they live, individually and in communities</p> <p>Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</p> <p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</p> <p>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently</p> <p>Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</p>	<p>Forgive, forgiveness, definition, condoning, forgetting, excusing, quotation, Judaism, Jew, Hebrew, Moses, sin, confess, confession, repent, repentance, atone, atonement, Ten Commandments, Torah, covenant relationship, teshuvah, Buddha, the Dhammapada, Eightfold Path, Dharma Wheel, Rosh Hashanah, repentance, atonement, teshuvah, apologise, synagogue, fasting, kittel, shofar, tallit, Days of Repentance, Days of Awe, Day of Atonement, confess, meditation, God, sin, symbol, image, universal, peace, reflect.</p>
6	Creation Stories	<p>Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</p> <p>Describe examples of ways in which people use texts/sources of wisdom and authority to make sense of core beliefs and concepts</p>	<p>God, seven days, Earth, heaven, sun, moon, stars, birds, sea creatures, animals, man, heaven, angels, Cobra, Vishnu, Nothingness, Om, lotus flower, navel, Brahma, world, sky, flora, fauna, Universe, Sun, Moon, Stars, Earth, humans, water, oceans, gas, life, light, mountains, trees, fruit, Creation stories,</p>

		<p>Give meanings for texts/sources of wisdom and authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority</p> <p>Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</p> <p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</p>	<p>creation myths, ex-nihilo, chaos, world parent, emergence, earth diver, creation myths, religious, cultural, similarities, differences, features, type.</p>
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Element 1- Making Sense of Beliefs and Ideas.

Element 2- Understanding the Impact of Beliefs and Ideas.

Element 3- Making Connections.



Appendix 3f: Summer 2 Links to SACRE Outcomes

Year	Unit	SACRE Statutory Outcomes	Unit Vocabulary.
1	Places of Worship	<p>Identify some core beliefs and concepts studied and give a simple description of what they mean</p> <p>Give examples of how believers put their beliefs into practice.</p> <p>Think, talk and ask questions about whether the ideas they have been studying have something to say to them.</p> <p>Give a good reason for the views they have and the connections they make</p>	<p>worship, special, sacred, religion, religious believer, church, synagogue, mandir, temple, building, parts, Jewish, Judaism, rabbi, kippah, tallit, Torah, ark, bimah, cantor, Eternal Light, Hindu, Hinduism, gods, murtis, yantra, Christian, Christianity, Bible, Jesus, God, altar, lectern, font, celebrate, symbol.</p>
2	Places of Worship	<p>Identify some core beliefs and concepts studied and give a simple description of what they mean</p> <p>Give examples of how believers put their beliefs into practice.</p> <p>Think, talk and ask questions about whether the ideas they have been studying have something to say to them.</p> <p>Give a good reason for the views they have and the connections they make.</p>	<p>Muslim, Islam, mosque, ablutions area, dome, minaret, imam Qur'an, prayer hall, musallah, prayer mat, Mecca, Allah, qiblah wall, mihrab, tasbih beads. Sikhi, Sikhism, gurdwara, Guru Granth Sahib, langar, Nishan Sahib, Khanda, Darbar Sahib, Chaur. compare, similarities, differences, mosque, gurdwara, Buddha. Buddhist temple, enlightenment, mantra, lotus flower, mala beads, prayer wheel, incense, the Three Jewels, monk, nun, meditation, Place of worship, holy, incense, meditate, respect, Buddha, Buddhist temple, enlightenment, spire, dome, pinnacle, crescent, square base, pagoda, stupa, community, celebrate, reflect, features, explain, design</p>
3	Judaism	<p>Make clear links between texts/sources of wisdom and authority and the core concepts studied.</p> <p>Identify and describe the core beliefs and concepts studied.</p> <p>Describe how people show their beliefs in how they worship and in the ways they live.</p> <p>Make links between some of the beliefs and practices studied and life in the</p>	<p>Judaism, faith, founded, covenant, Israel, Abraham, God, Jewish, Jew, religion, Torah, commandments, God, Jewish, Jew, religion, Moses, Mount Sina, Israel, Moses, God, Jewish, Jew, religion, Mount Sinai, Ten Commandments, Ark of the Covenant, pilgrimage, Jerusalem, Western Wall, temple, Tallit, Bimah, Rabbi, Ark, Torah, scrolls, Hebrew, Yad, Bar Mitzvah, Bat Mitzvah, synagogue, Shabbat/Sabbath, Passover, Rosh</p>

		<p>world today, expressing some ideas of their own clearly.</p> <p>Give good reasons for the views they have and the connections they make.</p>	<p>Hashanah, Yom Kippur, Hanukkah, Bar Mitzvah, Bat Mitzvah, shofar, fast, faith, Rabbi, Torah, God, religion, TaNaCH, Yad, Nevi'im, Ketuvim, Judaism, faith, Jew, Jewish, Rabbi, Torah, God, religion, Yad, Kabbalah, Chai, Kippah/ Yarmulke, Magen David (Star of David), Menorah, Mezuzah, Shofar, Tallit, Tefillin, Tzitzit, Yad, Hamsa.</p>
4	The Bible	<p>Identify and describe the core beliefs and concepts studied.</p> <p>Make clear links between texts/sources of wisdom and authority and the core concepts studied.</p> <p>Offer informed suggestions about what texts/sources of wisdom and authority can mean, and give examples of what these sources mean to believers.</p> <p>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.</p> <p>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.</p>	<p>Sacred, Bible, holy book, Christians, Christianity, important, faith, religion, God, revered, godly, Old Testament, New Testament, scripture, prophets, inspired, revelation, Psalm, Proverbs, chapter, verse, wise, law, purpose, Miracle, Jesus, parable, Samaritan, sower, moral, spiritual, Bible study, devotional, sermon, scripture, Sacred, respect.</p>
5	Commitment	<p>Make clear connections between what people believe and how they live, individually and in communities.</p> <p>Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures.</p> <p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists).</p> <p>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.</p>	<p>Commitment, committed, improvement, dedication, impact, success, perseverance, sacrifice, goal, progress, coming of age, voting, ritual, Bar Mitzvah, Bat Mitzvah, Judaism, Holy Communion, Catholicism, religious, non-religious, perspective, Sacrifice, religious, non-religious, benefits, infographic, Sacrifice, religious, non-religious, fasting, Sawm, Pillars of Islam, Muslims, Ramadan, Qur'an, Allah, Marriage, ceremony, religious, non-religious, legal, wedding, place of worship, Hindu(ism), jayamaala (garland), mandap, Purohit, Sanskrit, dharma,</p>

			prosperity, symbolic, Commitment ceremony, religious, non-religious, sacrifice, promise, celebrate
6	Eternity	<p>Make clear connections between what people believe and how they live, individually and in communities.</p> <p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists).</p> <p>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.</p> <p>Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.</p>	Eternity, meaning, definition, synonyms, Mortality, immortality, human, living things, life cycle, birth, life, death, Christianity, Judaism, Islam, Abrahamic religions, heaven, Eternity, Buddhism, Hinduism, Sikhism, soul, atman, emancipation, reincarnation, karma, moksha, mukti, nirvana, Eternity, humanism, evolution, science, death, atoms,

Element 1- Making Sense of Beliefs and Ideas.

Element 2- Understanding the Impact of Beliefs and Ideas.

Element 3- Making Connections.

~ Oakham Primary School Prayer ~

Dear God,

Friend of all children,

Bless our School at Oakham

*and all those who work and learn in
it.*

*Help us to be kind to one another
and be cheerful all day long.*

Amen



Appendix 5: Key Stage 1 and 2 Coverage

Key Stage 1	Beginning to learn about Christianity + Sikhi + Islam	
Sacre 2018 and 2024 Religions to be Covered	Year 1 Coverage	Year 2 Coverage
Christianity Focus Weeks <ul style="list-style-type: none"> • Advent • Shrove Tuesday and Ash Wednesday • Easter 	Curriculum Unit <ul style="list-style-type: none"> • Belonging • Caring for Others • Friendship • Easter and Surprises • Gifts and Giving • Places of Worship 	Curriculum Unit <ul style="list-style-type: none"> • Nature and God • Light and Dark • Rules and Routines • Beginnings and Endings
Sikhi Focus Weeks <ul style="list-style-type: none"> • Diwali • Birthday of Guru Nanak • Vaisakhi 	Curriculum Unit <ul style="list-style-type: none"> • Caring for Others 	Curriculum Unit <ul style="list-style-type: none"> • Rules and Routines • Beginnings and Endings • Ceremonies • Places of Worship
Islam Focus Weeks <ul style="list-style-type: none"> • Ramadan • Eid 	Curriculum Unit <ul style="list-style-type: none"> • Belonging • Caring for Others • Gifts and Giving 	Curriculum Unit <ul style="list-style-type: none"> • Nature and God • Rules and Routines • Ceremonies • Places of Worship
Hinduism (Where appropriate to pupil population) Focus Weeks <ul style="list-style-type: none"> • Diwali • Holi 	Curriculum Unit <ul style="list-style-type: none"> • Caring for Others • Friendship • Places of Worship 	Curriculum Unit <ul style="list-style-type: none"> • Light and Dark • Rules and Routines • Ceremonies
	Autumn Term	Spring Term
		Summer Term

Key Stage 2

Learning more about Christianity + Sikhi + Islam Beginning to learn about Hinduism + Judaism

Sacre 2018 and 2024 Religions to be covered	Year 3 Coverage	Year 4 Coverage	Year 5 Coverage	Year 6 Coverage
Christianity Focus Weeks <ul style="list-style-type: none"> • Advent • Shrove Tuesday and Ash Wednesday • Easter 	Curriculum Unit <ul style="list-style-type: none"> • The Nativity Story • Good Friday 	Curriculum Unit <ul style="list-style-type: none"> • Food and Fasting • Christianity • People of Faith • Pilgrimages • The Bible 	Curriculum Unit <ul style="list-style-type: none"> • The True Meaning of Christmas • Easter • Commitment 	Curriculum Unit <ul style="list-style-type: none"> • Christmas Story • Crucifixion • Creation Stories • Eternity
Sikhi Focus Weeks <ul style="list-style-type: none"> • Diwali • Birthday of Guru Nanak • Vaisakhi 	Curriculum Unit <ul style="list-style-type: none"> • Sikhism 	Curriculum Unit <ul style="list-style-type: none"> • People of Faith 	Curriculum Unit	Curriculum Unit <ul style="list-style-type: none"> • Creation Stories
Islam Focus Weeks <ul style="list-style-type: none"> • Ramadan and Eid 	Curriculum Unit <ul style="list-style-type: none"> • Islam 	Curriculum Unit <ul style="list-style-type: none"> • Food and Fasting • People of Faith • Pilgrimages 	Curriculum Unit <ul style="list-style-type: none"> • Commitment 	Curriculum Unit <ul style="list-style-type: none"> • Creation Stories
Hinduism Focus Weeks <ul style="list-style-type: none"> • Diwali • Holi 	Curriculum Unit <ul style="list-style-type: none"> • Hinduism 	Curriculum Unit <ul style="list-style-type: none"> • Pilgrimages 	Curriculum Unit <ul style="list-style-type: none"> • Commitment 	Curriculum Unit <ul style="list-style-type: none"> • Creation Stories • Eternity
Judaism Focus Weeks <ul style="list-style-type: none"> • Passover 	Curriculum Unit <ul style="list-style-type: none"> • Judaism 	Curriculum Unit <ul style="list-style-type: none"> • People of Faith • Pilgrimages 	Curriculum Unit <ul style="list-style-type: none"> • Forgiveness • Commitment 	Curriculum Unit <ul style="list-style-type: none"> • Creation Stories

Autumn Term

Spring Term

Summer Term

Appendix 6: Oakham Primary School Religious Education Progression Map using SACRE Outcomes

Key Stage 1

Element 1- Making Sense of Beliefs and Ideas.

Pupils can...

- a) identify some core beliefs and concepts studied and give a simple description of what they mean.
- b) give examples of how show what people believe (e.g. the meaning behind a festival).
- c) give clear, simple accounts of what stories and other texts mean to believers.

Element 2- Understanding the Impact of Beliefs and Ideas.

Pupils can...

- a) give examples of how people use stories, texts and teachings to guide their beliefs and actions.
- b) give examples of ways in which believers put their beliefs into practice.

Element 3- Making Connections.

Pupils can...

- a) think, talk and ask questions about whether the ideas they have been studying have something to say to them.
- b) give good reason for the views they have and the connections they make.

1	<u>Belonging</u>	<u>Caring for Others</u>	<u>Friendship</u>	<u>Easter and Surprises</u>	<u>Gifts and Giving</u>	<u>Places of Worship</u>
	1a	1b, 1c	1b, 1c	1a, 1b, 1c	1a, 1b	1a
	2b	2a, 2b	2a	2a	2a, 2b	2b
	3b	3b	3b	3a	3a, 3b	3a, 3b
2	<u>Nature and God</u>	<u>Light and Dark</u>	<u>Rules and Routines</u>	<u>Beginnings and Endings</u>	<u>Ceremonies</u>	<u>Places of Worship</u>
	1a, 1b, 1c	1b, 1c	1a	1a, 1b	1a	1a
	2a	2a, 2b	2b	2b	2a, 2b	2b
	3a	3b	3a, 3b	3a, 3b	3b	3a, 3b

Lower Key Stage 2

Element 1- Making Sense of Beliefs and Ideas.

Pupils can...

- a) identify and describe the core beliefs and concepts studied.
- b) make clear links between texts/sources of wisdom and authority and the core concepts studied.
- c) offer informed suggestions about what texts/sources of wisdom and authority can mean, and give examples of what these sources mean to believers.

Element 2- Understanding the Impact of Beliefs and Ideas.

Pupils can...

- a) make simple links between stories, teachings and concepts studied and how people live, individually and in communities
- b) describe how people show their beliefs in how they worship and in the ways they live.
- c) identify some differences in how people put their beliefs into practice.

Element 3- Making Connections.

Pupils can...

- a) raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.
- b) make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.
- c) give good reasons for the views they have and the connections they make.

3	<u>Hinduism</u>	<u>The Nativity Story</u>	<u>Islam</u>	<u>Good Friday</u>	<u>Sikhism</u>	<u>Judaism</u>
	1a, 1b	1a, 1c	1a, 1b, 1c	1a, 1c	1a, 1b, 1c	1a, 1b
	2b	2b	2a, 2b	2a, 2b	2a, 2b	2b
	3b, 3c	3b, 3c	3b, 3c	3b, 3c	3b	3b, 3c
4	<u>Buddhism</u>	<u>Food and Fasting</u>	<u>Christianity</u>	<u>People of Faith</u>	<u>Pilgrimages</u>	<u>The Bible</u>
	1a, 1b	1a	1a, 1b, 1c	-	1a	1a, 1b, 1c
	2a, 2b	2a, 2b, 2c	2a, 2b	2b, 2c	2b, 2c	2a
	3c	3b, 3c	3b, 3c	3a, 3b, 3c	3a, 3b, 3c	3b

Upper Key Stage 2

Element 1- Making Sense of Beliefs and Ideas.

Pupils can...

- a) identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions.
- b) describe example of ways in which people use texts/sources of wisdom and authority to make sense of core beliefs and concepts.
- c) give meaning for texts/sources of wisdom and authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority.

Element 2- Understanding the Impact of Beliefs and Ideas.

Pupils can...

- a) make clear connections between what people believe and how they live, individually and in communities.
- b) using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures.

Element 3- Making Connections.

Pupils can...

- a) make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists).
- b) reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.
- c) consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.

5	<u>Worship</u>	<u>The True Meaning of Christmas</u>	<u>Peace</u>	<u>Easter</u>	<u>Forgiveness</u>	<u>Commitment</u>
	-	1a, 1c	1a	-	1a, 1c	-
	2a, 2b	2a	2a, 2b	-	2a, 2b	2a, 2b
	3a, 3b, 3c	3a, 3c	3a, 3b, 3c	-	3a, 3b, 3c	3a, 3b
6	<u>Humanism</u>	<u>Christmas Story</u>	<u>Justice and Freedom</u>	<u>Crucifixion</u>	<u>Creation Stories</u>	<u>Eternity</u>
	1a	1a, 1b, 1c	1b	1a, 1b	1a, 1b, 1c	-
	2a, 2b	2b	2a, 2b	2b	2b	2a
	3a, 3b	3b	3a, 3c	3b, 3c	3a	3a, 3b, 3c

Appendix 7: Reception - RE Curriculum

Autumn Term

- Sharing each others religions and beliefs
- Diwali celebrations – Rama and Sita story
- Celebrating Christmas – Nativity story and EYFS production

Spring Term

- Celebrating Chinese Year – story of the zodiac
- St Valentines and St Patricks Days
- Easter story – celebrations and the Easter story

Summer Term

- Eid
- Black Country Day

In addition:

- Childrens birthdays will be celebrated in classes throughout the year
- Regular discussions of any religious events in children’s lives and WOW book events
- Daily reflections