

Religious Education

Our academy values are enhanced and at the centre of our teaching of Religious Education. We teach with the following as the main intent:

- All children to have a strong understanding of principal religions, the beliefs, cultures and rituals of families in their community, local area, country and around the world.
- Reduce misunderstandings, eliminate discrimination and racism.
- Develop the spiritual, moral, cultural education with links to their own feelings and that of a culturally diverse society.
- Encourage all children/families to feel welcome and valued.
- Enhance and develop community cohesion

We teach RE as specific and dedicated days – one per half term alongside other areas of the curriculum. We ensure that children build a clear and strong knowledge of key religious principles but the delivery of the subject has a clear enquiry focus that the children will enjoy and use to feel apart of a community and understand other cultures and beliefs around them in relation to their own. We do this with:

- First-hand experiences – cooking, visitors, trips out, debate, the arts and exploration with music and drama.
- Children sharing their beliefs and celebrations in their home – bringing in artefacts, showing prayer alongside other opportunities for children to ask and answer questions.
- Christianity as the main religion and theme throughout the year with church visits and teachings about Christian celebrations and festivals.
- Making strong links between the content, developing knowledge skills and understanding underpinned by key values to develop capacity for making moral judgments and positive citizens.
- Develop a real sense of belonging with society and nature, understanding right and wrong through debate, questioning and use of developing opinions.

Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these.

RE also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education

(PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.

Spiritual, moral, social and cultural development

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which ‘promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life’. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

Personal development and well-being

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

Community cohesion

RE makes an important contribution to a school’s duty to promote community cohesion. It provides a key context to develop young people’s understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination. Effective RE will promote community cohesion at 7 each of the four levels outlined in DCSF guidance.

- The school community – RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.
- The community within which the school is located – RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area.
- The UK community – a major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.
- The global community – RE involves the study of matters of global significance recognising the diversity of religion and belief and impact on world issues.

RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights. In summary, religious education for children and young people:

- provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils’ knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development

- encourages pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives
- enables pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society
- teaches pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice
- prompts pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion

As a Partnership we use the Barnsley SACRE as a basis for all our Religious Education curriculum alongside other key documents such as Focus RE Curriculum and the DFE non-statutory guidance for teaching RE. We take note of the communities we serve and plan meaningful and appropriate lessons based around the beliefs of cultures in and around the community. The curriculum works in close partnership with the PSE curriculum to ensure personal reflections are made throughout.

Our RE lessons are delivered around a 'Principal' religion for a Theme day each half term. We believe that a full day of RE enables all of our children to engage and be fully immersed in each 'Principal' religion. Allowing our children, a full day of RE, empowers them to build a solid understand of each religion and its elements but also gives them time to reflect on what they have learnt and compare it to their life and values, as well as school life/values. We also have additional learning opportunities at Church, assemblies and as a part of other areas of our broad and balanced curriculum.

Excursions and visits

Our children are given a wealth of experiences to not only learn about the major religions of the world but they are given a first-hand experience of each religion through educational visits to religious settings.

Year 1: Visit to Church

Year 2: Visit to Jewish Syngagoue

Year 3: Visit to Sikh Gurdwara

Year 4: Visit to Buddhist centre

Year 5: Visit to Islamic Mosque

Year 6: Visit to Hindu temple

Requirements from the Curriculum Framework

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary.

Know About and Understand

Pupils should be taught to:

A1	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
A2	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
A3	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.
B1	Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
B2	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
B3	Notice and respond sensitively to some similarities between different religions and worldviews.
C1	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
C2	Find out about and respond with ideas to examples of co-operation between people who are different.
C3	Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Throughout the RE Day the children in KS1 will experience and explore the following concepts:

Key Stage 1:

Breadth of study

During Key Stage 1 pupils should be taught the knowledge, skills and understanding through the following religions and beliefs, themes, experiences and opportunities:

Religions and beliefs

- a Christian faith
- b at least one other principal religion
- c a religious community with a significant local presence, where appropriate
- d a secular point of view, where appropriate

Themes

- e **Believing:** what people believe about God, humanity and the natural world
- f **Story:** how and why some stories are sacred and important in religion
- g **Celebrations:** how and why celebrations are important in religion
- h **Symbols:** how and why symbols express religious meaning
- i **Leaders and teachers:** figures who have an influence on others locally, nationally and globally in religion
- j **Belonging:** where and how people belong and why belonging is important
- k **Myself:** who I am and my uniqueness as a person in a family and community

Experiences and opportunities

- l Visiting places of worship with a focus on symbols and feelings, and listening to and responding to visitors from local faith communities
- m Using all their senses in developing their knowledge, skills and understanding, and developing their creative talents and imagination through art, music, dance, drama and times of quiet reflection
- n Sharing their own beliefs, ideas and values and talking about their feelings and experiences
- o Beginning to use ICT to explore religious beliefs and practices in the local and wider community

RE KS1 Cycle 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sikhism	Christianity	Islam	Christianity	Judaism	Multi-faith
I wonder what is important to a Sikh?	Why does Christmas begin with the word 'Christ'?	What does it mean to be a Muslim?	Why are some words special?	What would it be like to spend a day in the life of a Jew?	What does it mean to belong?
NC: A2 Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	NC: A1 Pupils should be taught to name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	NC: A1 Pupils should be taught to name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	NC: B1 Pupils should be taught to ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	NC: A3 Pupils should be taught to recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	NC: A1 Pupils should be taught to name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
<ul style="list-style-type: none"> The word Sikh means 'disciple' in Punjabi. Sikhs are the disciples of God who follow the writings and teachings of the Ten Sikh Gurus. To know that Guru Nanak founded Sikhism. The significance of Guru Nanak's birthday and Diwali (freedom of Guru Har Gobind and 52 princes) for Sikhs and how these festivals are celebrated Symbolisms of the Ik Onkar (showing belief in one G-d) and khanda God has many names however, the most commonly used is Waheguru, which means 'wonderful lord'. Recognise that the Guru Granth Sahib is a special book for Sikhs It is not just seen as a holy book, as it is treated like a living Guru. Recognise that: <ul style="list-style-type: none"> The Gurdwara is a special place for Sikhs The Gurdwara is a place of worship 	<ul style="list-style-type: none"> How important the Bible is for Christians, including: <ul style="list-style-type: none"> How the Bible is sacred for Christians and what this means ☞ Stories about God ☞ Stories about Jesus ☞ Stories that Jesus told about how to live e.g The Good Samaritan 	<ul style="list-style-type: none"> Muslim belief in Allah as the one true God <ul style="list-style-type: none"> Allah as the creator The Shahadah Be aware that Muhammad (pbuh) is a special person for Muslims The importance of regular prayer for Muslims (Salah). Muslims try to pray five times per day. The importance of cleanliness (Wudu) before prayer. The use of a prayer mat and the direction of prayer. The role of the Mosque Begin to understand that the home is a special place for Muslim worship Discuss any routines and why they are special. Relate these to the importance of the daily prayers (salāh) for Muslims 	<ul style="list-style-type: none"> Christian belief in God as Father and Creator Christian belief in Jesus as the Son of God Ask questions about the wonder of the natural world and about what makes living things – including themselves – special Show an awareness that some places are special including some places that are special to them Recognise that some places are special for Christians including church, chapel Show an awareness that a church/Christian place of worship is used for gathering, worshipping and celebrating together including during festivals Show an awareness of some special items, furniture used in churches/other Christian places of worship 	<ul style="list-style-type: none"> Understand that the Torah explains the laws according to God. Begin to recognise that Jewish children learn from older members of the faith, including their family - how to keep a Kashrut (Kosher) home Recognise that the Torah is a special book for Jews Begin to recognise some key stories from the Torah and suggest what they might mean E.G. Noah's Ark (Genesis 6-8) Moses in the Bulrushes (Exodus 2) Suggest meanings for some stories which have a special significance The menorah and Magen David (star of David) as recognised symbols of Judaism <p>Identify times which are special to Jewish people and celebrated in a special way eg:</p> <ul style="list-style-type: none"> Pesach (Passover) Hanukkah Tu B'Shevat <p>Show awareness that:</p> <ul style="list-style-type: none"> the synagogue is a special place for Jewish people Show awareness that Jerusalem is a special place for Jews 	<ul style="list-style-type: none"> Christianity – How Christians show that they are part of one family, including welcoming in new members (baptism). Islam - The importance of the birth of a child and the ceremonies that accompany this- aqiqah That the birth of a child is a blessing Judaism - Meaning and significance of bar mitzvah and bat mitzvah/chayil as coming of age ceremonies and the significance and meaning of marriage ceremonies

RE KS1 Cycle 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Islam	Christianity	Hinduism	Christianity	Sikhism	Buddhism:
Do I celebrate in the same way as a Muslim?	What can we learn from important people in Christianity?	What is sacred to Hindus? Are the same things sacred to me?	How can faith contribute to community cohesion?	Do I hold the same values as a Sikh?	I wonder if Buddhist believe the same as me?
NC: C3 Find out about questions of right and wrong and begin to express their ideas and opinions in response.	NC: C2 Pupils should be taught to find out about and respond with ideas to examples of co-operation between people who are different.	NC: C1 Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.	NC: B2 Pupils should be taught to observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	NC: B3 Notice and respond sensitively to some similarities between different religions and worldviews.	NC: C3 Find out about and respond with ideas to examples of co-operation between people who are different.
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
<p>Muslim belief in Allah as the one true God</p> <p>Allah as the creator</p> <p>Muslim belief in Allah as the one true God, Allah as the creator, The Shahadah, Be aware that Muhammad (pbuh) is a special person for Muslims</p> <p>The importance of the birth of a child and the ceremonies that accompany this- aqiqah</p> <p>That the birth of a child is a blessing</p> <p>Recognise weddings as a time of celebration</p> <ul style="list-style-type: none"> o Family celebration e.g. weddings. Children might make a collage of a Muslim bride and groom <p>How Muslims celebrate Id-ul-Fitr as the completion of a month of fasting (Ramadan)</p> <p>What happens in a Muslim household at Eid-ul-Fitr</p>	<ul style="list-style-type: none"> • Begin to recognise that Christians learn from special people at Christian places of worship eg a vicar, priest or minister, youth or children's leaders, as well as from friends and family, who are also Christians • Recognise that some roles give people an important place in a group • Respond sensitively to the ways in which some people have special roles and set an example to Christians about how they could live 	<ul style="list-style-type: none"> • Hindus believe in one God Brahman • Hindus believe that there is a part of Brahman in everyone, this is called the Atman. The way you could describe it is a soul. • That there are many different types of Hindu scriptures not just one book. • Recognise the Bhagavad Gita and the Ramayana as special books for Hindus • Ask questions about the child Krishna and respond to stories about child Krishna who was often mischievous but always loved • The Mandir is a sacred place for Hindus and is often called a temple. • They believe in reincarnation, which means their souls lives on through many, many lives. • Begin to recognise that community celebrations eg festivals, weddings, are an expression of faith <ul style="list-style-type: none"> • Show an awareness of some celebrations in the Hindu faith community eg the festival of Janmashtami (Krishna's birthday) 	<ul style="list-style-type: none"> • Beliefs, ethics, family traditions and faith in the community • Pupils learn that our society includes many religions, and all are worth respecting. In our area or region, they can all be seen first hand • Show awareness of how the teachings of Jesus influence the ways in which Christians live and look for evidence of Christianity in the local community eg churches, charity shops, graveyards, place names, history, war memorials with scripture/prayers • Identify some of the key Christian values which influence how Christians live their lives How a Christians' beliefs impact on their actions. • How cooperation is a vital part of Christianity within the religion and will all others in the world, based on their belief that everyone is equal and God created everyone/thing. 	<p>The word Sikh means 'disciple' in Punjabi.</p> <p>Sikhs are the disciples of God who follow the writings and teachings of the Ten Sikh Gurus.</p> <p>A Sikh believes that working hard and living honestly is very important. It is also important to remember God at all times.</p> <p>They believe that people of different races, religions or gender are equal and have the same rights and responsibilities as each other.</p> <p>Sikh people believe in reincarnation, this is when the soul goes through cycles of births and deaths before joining again with God.</p>	<ul style="list-style-type: none"> • The beginning of Buddhism and the story of Siddhartha Gautama – ensuring that children understand the importance of the Bodhi Tree • Demonstrate an awareness of what makes the writings of the Buddha special to followers of the Buddha. • Name a copy of the writings of the Buddha from a picture • Look at some pictures of how Bhikkhus (monks) use and revere the Writings of the Buddha, and talk about caring for the books we love • Look at some images of the Buddha and hear some stories about his life • How Buddhist believe that karma determines where a person will be reborn and their status in their next life. • Begin to understand that followers of Buddha find peace and calmness in coming together at a Vihara or Buddhist Centre and recognise that meditation practice is a special part of life for a follower of the Buddha • Identify some of the ways in which the followers of the Buddha express responsibility for community and for the earth

Throughout the RE Day the children in KS2 will experience and explore the following concepts:

Key Stage 2:

Breadth of study

During Key Stage 2 pupils should be taught the knowledge, skills and understanding through the following religions and beliefs, themes, experiences and opportunities:

Religions and beliefs

- a Christian faith
- b at least two other principal religions
- c a religious community with a significant local presence, where appropriate
- d a secular point of view, where appropriate

Themes

- e **Beliefs and questions:** how people's beliefs about God, the world and others impact on their lives
- f **Teachings and authority:** what sacred texts and other sources say about God, the world and human life
- g **Worship, pilgrimage and sacred places:** where, how and why people worship, including worship at some particular sites
- h **The journey of life and death:** why some occasions are sacred to believers, and what people think about life after death
- i **Symbols and religious expression:** how religious and spiritual ideas are expressed
- j **Inspirational people:** figures from whom believers find inspiration
- k **Religion and the individual:** what is expected of a person in following a religion
- l **Religion, family and community:** how religious families and communities practise their faith, and the contribution this makes to local life

- m **Beliefs in action in the world:** how religions respond to global issues of human rights, fairness, social justice and the importance of the environment

Experiences and opportunities

- n Encountering religion through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community
- o Discussing religious and philosophical questions, giving reasons for their own beliefs and those of others
- p Considering a range of human experiences and feelings
- q Expressing and communicating their own and others' insights into life and its origin, purpose and meaning, through the creative and expressive arts, and ICT
- r Developing the use of ICT, particularly in enhancing pupils' awareness of religions globally

RE LKS2 Cycle 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sikhism Do you think scripture is important in Sikhism? Why?	Christianity What can we learn from important people in Christianity?	Islam Do I share the same values as a Muslim	Christianity What can I learn from the Bible?	Judaism Are the things that are important to Jews important to me?	Multi-faith Where did it all begin? What do you believe?
NC: A3 Pupils should be taught to explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning	NC: A3 Pupils should be taught to explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning	NC: C2 Pupils should be taught to consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.	NC: C2 Pupils should be taught to consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.	NC: A1 Pupils should be taught to describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance	NC: A1 Pupils should be taught to describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance
<p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> The Sikh belief in one God who is the Supreme Truth, Ultimate Reality and Creator of all things. The Guru Granth Sahib is the Sikh's holy scriptures. It is not just seen as a holy book, as it is treated like a living Guru. The treatment of the Guru Granth Sahib within the Gurdwara To know that the Gurdwara is the sacred place of worship and to understanding the significance of items in the Gurdwara such as: <ul style="list-style-type: none"> Nishan Sahib Darbar Sahib Four doors Chanani Manji Sahib Chaur Rumala 	<p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> Christian belief in God as Father, Son and Holy Spirit (Trinity), including God as Creator, Jesus as the Son of God, the Spirit acting in the lives of Christians today Describe the impact of key figures in Christianity – Jesus and Saint Paul including more recent examples such as Desmond Tutu and Pope Francis. Make links between these people and good leadership today 	<p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> Know that Allāh is the Islāmīc name for God in the Arabic language. Tawhid: Muslim belief that Allah is the one true God, has no partners, is the creator, provides all things, gives guidance through the Qur'an and messengers and cannot be compared to anything else. The five Pillars of Islam as a way of life or 'rules to live by'. Children will be able to explain what the 5 Pillars are and how they impact on a Muslim's daily life: <ul style="list-style-type: none"> Shahādah (declaration of faith) Salāh (prayer) Zakāh (alms giving) Sawm (fasting) Hajj (pilgrimage to Makkah) Recognise and respond thoughtfully to the Mosque as a place where Muslims worship Allāh The celebration of Id-ul-Fitr as an opportunity to celebrate the success of the fasting at Ramadan and thanking Allah for help, strength and self-control Id-ul-Adha, celebration of Ibrahim's faith being tested when he was asked to sacrifice Ismail. 	<p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> How important the Bible is for Christians, including: <ul style="list-style-type: none"> Describe where the Bible comes from How and when the Bible is used Stories that Jesus told about how to live Examples of how Christians read the Bible; the parables of Jesus and miracle stories 	<p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> Jewish beliefs about God which are in the first paragraph of the Jewish prayer 'the shema' (including belief in one God and to love God with all your heart, soul and might) Titles used to refer to God in Judaism and that these reveal Jewish ideas about the nature of God Why many Jewish people write G-d missing out the o The place of the Torah at the heart of Jewish belief and practice as well as the 10 Commandments within the Torah and how these are exemplified in Jewish daily life, and those relating to the laws of kashrut (Jewish dietary laws) Describe how some stories from the Jewish scriptures can be used to explain some of life's questions The significance of festivals to the Jewish way of life with understanding of beliefs shown at these times. Recognise the importance of the synagogue in Jewish life and use religious language to describe some rituals and artefacts connected with a synagogue Describe the interior of a synagogue, using correct terminology Describe some similarities and differences between a Reformed 	<p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> Christianity and Judaism: the 'Big Story' of Creation, Fall, Salvation and New Creation, and where Jesus's death and resurrection fits into this Suggest what the Genesis creation stories might mean for Christians caring for the environment To know the Islamic creation story and how all came to 'Be'. To know the Hindu creation story and how all came to exist'.

				synagogue and an Orthodox synagogue – eg screen separating women	
RE LKS2 Cycle 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Islam What does it mean to be Muslim?	Christianity Do I celebrate any Christian festivals?	Hinduism	Christianity Could I live like a Christian?	Sikhism How do we show that we belong?	Buddhism: I wonder what is meant by commitment?
NC: C3 Pupils should be taught to discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	NC: B3 Pupils should be taught to observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews	NC: A1 Pupils should be taught to describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance	NC: A2 Pupils should be taught to describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	NC: C3 Pupils should be taught to discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	NC: A1 Pupils should be taught to describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance
<p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> Know that Allāh is the Islāmic name for God in the Arabic language. Tawhid: Muslim belief that Allah is the one true God, has no partners, is the creator, provides all things, gives guidance through the Qur'an and messengers and cannot be compared to anything else. Understand how Muslims put the words of the Qur'an and the words and actions of Prophet Muhammad into practice and what difference they make to the lives of Muslims, including: <ul style="list-style-type: none"> Respect for guests Respect for teachers, elders and the wise Giving of Sadaqah (voluntary charity) Meaning and significance of rituals which mark important points in life e.g. birth, marriage and death Know that the Qur'an is an important book for Muslims, it is treated with respect and is memorised by all Muslims today, including: <ul style="list-style-type: none"> Stories about the Prophet about how to live, e.g. Muhammad and the 	<p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> How Christians celebrate Christmas, and the events that they remember (including stories of Jesus' birth, death and resurrection). Focusing on how this can vary around the world. The Nativity Cycle: - <ul style="list-style-type: none"> Celebrating Advent Advent carols, ring, candle Celebrating Christmas Local celebrations, celebrating Christmas in other countries Different types of Christmas services, what happens, the symbolism, the customs and the stories behind them (e.g. St Nicholas) Epiphany The Wise Men Meaning and significance of rituals which mark important points in life e.g. birth, commitment/initiation, marriage and death 	<p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> Hindu belief in Brahman (the Supreme Spirit) The trimurti as an understanding of God; Brahma as creator, Vishnu as sustainer and Shiva as destroyer Hinduism doesn't have one special book like some other religions. There are a four books called 'The Vedas'. These guide Hindus through daily life. The Vedas are written in something called Sanskrit. Describe the impact of sacred stories on Hindus The meaning of the Aum symbol Understanding of stories behind and practices at the Hindu Holi festivals Puja, including how Hindus pray both in the mandir and at home Describe the impact of a Mandir as a special place The Arti ceremony and the significance of the items on the puja tray Hindu beliefs about reincarnation, moksha and karma Demonstrate an awareness of some key Hindu beliefs eg <ul style="list-style-type: none"> Karma 	<p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> How can faith contribute to Community Cohesion? Pupils learn to describe what difference believing makes in some religions, and to describe their own beliefs, linking them to religious ones. What it means to be part of the Christian community, including: How Christians decide how to live, including Jesus' example and teachings, codes for living the ideals of Christian living, eg love, joy, peace, generosity, justice, sacrifice, how these arise from the teachings, Understanding the idea of commitment the challenges of living up to the ideals, and the need for forgiveness Describe the impact of some of Jesus' teaching on Christians today and how Christians demonstrate their belief in God 	<p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> Significance of wearing the 'Five Ks' and the symbolism of each Find out about the Panj Kakke (5k's): <ul style="list-style-type: none"> Kesh (uncut hair) Kangha (comb) Kara (steel wrist band) Kachera (short trousers) Kirpan (sword) Explore what each represents and why it is worn, and about the founding of the Khalsa Sikh beliefs about the cycle of birth, life, death and rebirth, with the aim of mukti (liberation of the soul from the cycle of reincarnation) Understand how Sikhs put their beliefs into practice and what difference they make to Sikhs' own lives, including meaning and significance of rituals which mark important points in life e.g. birth, commitment/initiation, marriage and death The significance and use of the names Singh and Kaur Equality as a key value in Sikhism, expressed in stories from the lives of the Gurus and in Sikh practice today 	<p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> The Four Noble Truths and the impact this has on the lives of Buddhists: Dukkha – Life always involves suffering Suffering happens because people are greedy and never satisfied with what they have We can escape suffering if we learn to be contented and stop craving. This state is known as nirvana, which Buddha achieved via enlightenment We can end suffering by following what Buddha described as the 'middle way'. This involves living a life which is somewhere between the luxurious life Buddha lived in the palace and the poor, difficult life he lived as a holy man. This is also known as the 'Eightfold Path' The 'Eightfold Path' created by Siddhartha, which ensured that his basic needs were covered, but didn't require any further extra comforts. <ul style="list-style-type: none"> Right Viewpoint, Right Values/thought, Right Speech, Right Actions, Right Livelihood, Right Effort, Right Concentration, Right Mindfulness Develop an understanding of the commitment that Buddhists show to their faith in their actions each day. Develop an insight into the role and teachings of the Dalai Lama Understand the significance for many followers of the Buddha of the Four Sites: <ul style="list-style-type: none"> Lumbini, Siddhartha's birthplace

kittens, Muhammad and the old woman		<ul style="list-style-type: none"> Dharma, through an understanding of the story of the Mahabharata Describe the story of the 'Mahabharata' and identify the impact of the story of the battle between two sections of an extended family for Hindus today 			<ul style="list-style-type: none"> Bodhi Gaya, the place of his Enlightenment The Deer Park at Sarnath, where he first preached the Dhamma Kushinagara, where he passed away Describe how some followers of the Buddha visit these special places, what their journeys mean, and how they might feel
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RE UKS2 Cycle 1

RE UKS2 Cycle 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sikhism	Christianity	Islam	Christianity	Judaism	Multi-faith
What can I learn from role models and leaders?	How do I and others feel about life and the universe around us?	What is important to you?	Does the Bible have all the answers?	What affects Jewish practise today?	What do people believe happens after someone dies?
<p style="text-align: center;">NC:</p> <p>C3 Pupils should be taught to discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>	<p style="text-align: center;">NC:</p> <p>C3 Pupils should be taught to discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>	<p style="text-align: center;">NC:</p> <p>A2 Pupils should be taught to describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p>	<p style="text-align: center;">NC:</p> <p>C3 Pupils should be taught to discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>	<p style="text-align: center;">NC:</p> <p>B2 Pupils should be taught to understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p>	<p style="text-align: center;">NC:</p> <p>B1 Pupils should be taught to observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p>
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
<ul style="list-style-type: none"> The Sikh belief in one God who is the Supreme Truth, Ultimate Reality and Creator of all things. Understanding of beliefs about God within the Mool Mantra The place of the 10 Gurus in Sikhism The life and work of Guru Nanak including his disappearance when bathing in the river, his teachings about God and about equality and his establishment of Kartarpur The life and work of Guru Gobind Singh including Baisakhi and the formation of the Khalsa Guru Har Gobind, with especial reference to Diwali The origins and authority of the Guru Granth Sahib and its status as a living Guru 	<ul style="list-style-type: none"> Identify some questions which are difficult to answer for example: <ul style="list-style-type: none"> Does God exist? Why do bad things happen to good people? What happens when we die? What is the purpose of life? Understand the role of story and metaphor in exploring difficult questions Suggest answers to some difficult questions about life and the universe What do Christians believe happens after death and how the celebrate/commemorate the loss of loved ones. 	<ul style="list-style-type: none"> Prophet Muhammad as the 'seal of the Prophets'. Why Muslims use 'pbuh' (peace be upon him) Know about the significance for Muslims of The Prophet Muhammad (pbuh) as Allāh's inal messenger and founder of the Muslim faith The significance of the Qur'an as the final revealed word of Allah- a source of authority and wisdom that should be treated with respect, including: <ul style="list-style-type: none"> How the Qur'an was revealed to Prophet Muhammad by Angel Jibril examples of key stories of the Prophets e.g. Ibrahim, Musa, Isa, Prophet Muhammad examples of how Muslims learn to read the Qur'an in Arabic and why that is important 	<p>The significance of the Bible as a source of authority and wisdom, including:</p> <ul style="list-style-type: none"> the 'Big Story' of Creation, Fall, Salvation and New Creation, and where Jesus's death and resurrection fits into this; Examples of key stories and people in the OT/NT, their meaning and how these fit into the Big Story (e.g. Moses, Jesus, Disciples, Paul); and focus on the morals within texts. what difference these beliefs/stories have on how Christians live; how the Bible is used by Christians (in church, private worship, prayer); 	<ul style="list-style-type: none"> The Jewish belief in one God who is the creator and cares for all Describe the impact of Abraham on Jewish people Make links between the concept of 'covenant' and agreements and relationships of their own Key stories from the Torah with understanding of how these affect Jewish practice today, including Moses and the Exodus (linked to Passover) and creation (linked to Shabbat) The importance of regular Torah study for many Jews Symbolism behind and use of mezuzot (parchment within a small box, fixed to the doorposts of houses), tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap) How a Sefer Torah is produced, covered and treated and the reasons for this. 	<ul style="list-style-type: none"> Christianity - What do Christians believe happens after death and how the celebrate/commemorate the loss of loved ones. Islam - Meaning and significance of rituals which mark important points in life -death Sikh - Sikh beliefs about the cycle of birth, life, death and rebirth, with the aim of mukti (liberation of the soul from the cycle of reincarnation)

		<ul style="list-style-type: none"> Five Pillars of Islam as an expression of Ibadah (worship and belief in action) Shahadah, Salah, Sawm, Zakah and Hajj Demonstrate some awareness of Muslims' worship activities Know that the Ka'bah is a very special place for Muslims and that each Mosque is linked to Makkah (Mecca) by facing the Ka'bah (cube) 		<ul style="list-style-type: none"> Weekly use of the Sefer Torah in the synagogue and the annual cycle of readings The significance of prayer e.g. brachot (blessings), modeh ani (the morning prayer, giving thanks for a new day) and shema, when they are said, their meanings and their implications for Jews Keeping the laws of kashrut (dietary laws) Ethical aspects of Jewish living, such as tzedakah (charity) and tikkun olam (repairing the world) 	
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RE UKS2 Cycle 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Islam	Christianity	Hinduism	Christianity	Sikhism	Buddhism
How does Islam impact on my life and society?	What happens at worship? Is it always the same?	What do Hindus eat?	Can we find the Christian ethos in our community?	Do Sikh values underpin my beliefs and choices?	Why do you think Buddhist pray and meditate?
<p style="text-align: center;">NC:</p> <p>A1 Pupils should be taught to describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance</p>	<p style="text-align: center;">NC:</p> <p>C2 Pupils should be taught to consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.</p>	<p style="text-align: center;">NC:</p> <p>A1 Pupils should be taught to describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance</p>	<p style="text-align: center;">NC:</p> <p>C3 Pupils should be taught to find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p style="text-align: center;">NC:</p> <p>B3 Pupils should be taught to observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p>	<p style="text-align: center;">NC:</p> <p>B1 Pupils should be taught to observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p>
<p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> Why Muslims do not portray Allah pictorially. Prophet Muhammad as the 'seal of the Prophets'. Why Muslims use 'pbuh' (peace be upon him) Understand that Britain is a society of many religions, and Barnsley is in a region where many Muslims live Describe some good things and some hard things for Muslims living in Barnsley Make links between the experiences of being bullied, 	<p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> Understand how Christians put their beliefs into practice and what difference they make to Christians' own lives, including: Meaning and significance of key aspects of worship eg communion, prayer, giving How and why different Christian denominations worship in different ways 	<p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> The idea that different gods and goddesses are ways of thinking about Brahman with particular focus on the qualities of Brahma, Vishnu and Shiva. Hindus believe that there are three great gods (Māhadevas) and the Tridevi are Goddesses who are equally important. That there are many different types of Hindu scriptures not just one book. Name some of the scriptures and how they are used by Hindus e.g. Ramayana (stories about good and evil), the Puranas (stories about the childhood of Krishna), the Panchatantra (stories with a moral) The meaning of the Aum symbol The significance of Prashad (food that is blessed and shared) 	<p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> Pupils learn to describe what difference believing makes in some religions, and to describe their own beliefs, linking them to religious ones. Pupils describe some of the ways a religion is expressed and the impact the faith has on community life. They link the ideas to their own lives Understand how Christians put their beliefs into practice and what different they make to the community. Can the children find examples in our community? How Christians decide how to live, including Jesus' example and teachings, codes for living 	<p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> The gurdwara as a place of worship, learning and service for the community, focusing on the Harminder Sahib (Golden Temple) as well as other gurdwaras. Langar as expression of sewa (selfless service to others) The Amrit (initiation) ceremony and the significance of becoming a member of the khalsa Meaning and significance of the turban tying ceremony Equality as a key value in Sikhism, expressed in stories from the lives of the Gurus and in Sikh practice today 	<p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> Describe how some followers of the Buddha work for a better world eg through the Karuna Trust, the Angulimala Prison Chaplaincy (the Buddhist Hospice Trust) or in peace making Recognise and describe the Five Precepts of the Buddha: <ul style="list-style-type: none"> Harmlessness (no killing) Loyalty to friends Truthfulness and honesty (no lying) Sharing wealth (no stealing) Respect for the body (no intoxicants) Begin to use the word 'commitment' and give simple examples of how followers of the Buddha are committed to their ideas, community and teaching. Think and talk about their own commitments, in the light of studying the Way of the Buddha

<p>being a victim and being an outsider</p> <ul style="list-style-type: none"> Describe the work of Muslim charitable organisations such as Muslim Aid Understand some contributions of Islāmic society to global society. The importance of the Ummah (worldwide community of Muslims) 		<ul style="list-style-type: none"> The Mandir and its features Meaning and significance of pilgrimage with focus on the Ganges Find out about places of Hindu pilgrimage eg: <ul style="list-style-type: none"> Gangotri (source of the Ganga) Varanasi (meeting of the three sacred rivers: Ganga, Yamuna and Saraswati) The concept of dharma (duty) and the effect this may have on actions of Hindus. The four different stages of life; student, householder, retired person, renouncing life and the associated duties. The concept of Ahimsa (non-harming) 	<ul style="list-style-type: none"> the ideals of Christian living, eg love, joy, peace, generosity, justice, sacrifice, how these arise from the teachings, what difference these can make to how Christians live, e.g. how they apply these ideals to personal relationships, caring and healing, matters of fairness how Christians work with people of other religions and non-religious worldviews. Suggest how Christian places of worship care for people in need. Describe ways in which Christianity reaches beyond home and Christian places of worship into the community eg through charity work 	<ul style="list-style-type: none"> The emphasis on sewa (selfless service) in Sikhism Values including: <ul style="list-style-type: none"> Kirat karna (working honestly to earn a living) Vand chhakna (sharing) Respect for all creation 	<ul style="list-style-type: none"> To understand that Buddhism asks its followers to understand the world and themselves in a deep and transforming way. If they succeed, they are 'awakened' or buddha. Understand the meaning of the Om Mani Padme Hum mantra. Understand how meditation and following the Four Noble Truths and the Eightfold Path allow a Buddhist to reach Enlightenment and Nirvana. Further their understanding of the monastic ways of life in the Way of the Buddha by learning about how young people often spend time in the Vihara and learn their tradition Ask questions about their own lives and the value of self-discipline, self-control and mental training for themselves Show an appreciation of what it is like to live in the disciplined life of a Bhikkhu (monk).
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