

# RE and World Views Learning Journey



## Curriculum Design:

### Cumulative:

At William Davis our RE curriculum is organised to ensure a progression in developing both knowledge and skills. This journey begins in the EYFS, where knowledge, opportunities and experiences have been carefully designed to ensure firm foundations are in place before the children move into KS1. Over time, children have the opportunity to revisit and build upon their prior learning, working towards cumulative end goals for each year group.

### Coherence:

Religious Education is taught in accordance with the New Tower Hamlets Agreed Syllabus (2022-2027). The syllabus has been created by the SACRE (Standing Advisory Council for Religious Education). It provides the structures and support systems that will enable the teaching of RE in a manner that is coherent, progressive, pedagogically and philosophically sound, and that will promote the cognitive, spiritual, moral, social and cultural development of all learners. The RE curriculum is underpinned by 3 'Big Ideas' or organising concepts; living, believing and expressing. The big ideas are built upon throughout the learning modules, enabling the pupils to become 'a little more expert' in each concept, as they continue on their learning journey.




### Connections:

Where appropriate our RE studies are linked to learning in other subjects, so that connections can be made and understanding deepened. This might be links with texts studied in the reading curriculum, opportunities to use their RE knowledge within the writing curriculum, or links to other subjects such as history. For example in Year 4 pupils make links with their RE and English learning when reading about Rosa Parks and writing newspaper reports. Year 1 write a personal recount after their visit to the local Church and Year 6 connect their learning in RE and science and geography when considering what religious and non-religious worldviews teach about caring for the Earth.

### Context:

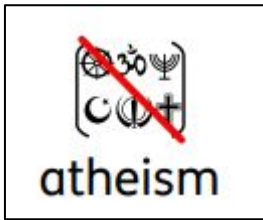
We have made some deliberate choices within our RE curriculum linked to the needs of our pupils. We have chosen to have a particular focus on the three Abrahamic religions. This allows our pupils to reflect on their own personal experiences of faith and learn about the similarities between these 3 religions. We have chosen to include Hinduism as a Dharmic religion and also to include non-religious views. We believe this is important for our pupils and supports our 'Windows and Mirrors' approach to the curriculum. The two thematic studies in Year 6 have been chosen to build on our wider curriculum learning about green issues and challenging racism. We end each academic year by participating in the Spirited Arts competition - allowing the whole school to work together on the same big question.

# RE Big Ideas

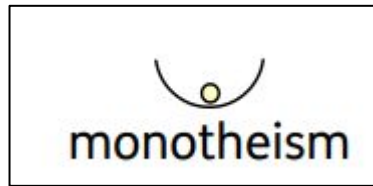
Concept	Description
 <p>Believing</p>	<p>Religious beliefs, teaching and sources.</p> <p>Questions about meaning, purpose and truth.</p>
 <p>Expressing</p>	<p>Religious and spiritual forms of expression.</p> <p>Questions of identity and diversity.</p>
 <p>Living</p>	<p>Religious practices and ways of living.</p> <p>Questions about values and commitment</p>

The Tower Hamlets Agreed Syllabus uses these three organising, or second order concepts to shape knowledge into a discipline and to shape questions across the whole range of subject content. Only a few concepts within a discipline are likely to be second order – the rest are 'substantive', referring to the substance or content of the discipline. So in RE creation, prophet and prayer would be substantive concepts, whereas 'believing' is second order because it can be used to organise content and can be mobilised to ask questions across the whole range of RE content. These concepts help to sharpen our thinking about the direction of learning.

# R.E. Substantive Concepts



The belief that there is no God.



The belief that there is only one God.



A feeling of certainty that something exists, is true, or is good.



Something or someone that it is considered to be special because it is connected with God or a particular religion.



Strong religious belief



Something connected with religion or used in religious ceremonies.



The state of feeling grateful and thankful.



A feeling of pity, sympathy and understanding for someone who is suffering.



If you show forgiveness, you forgive someone for something wrong that they have done.



The action of celebrating an important day or event.



The activity of speaking to God.



How people show their respect to God or Gods.



A person who is believed to be chosen by God to say the things that God wants to tell people.




To give up something that is important or valuable to you.



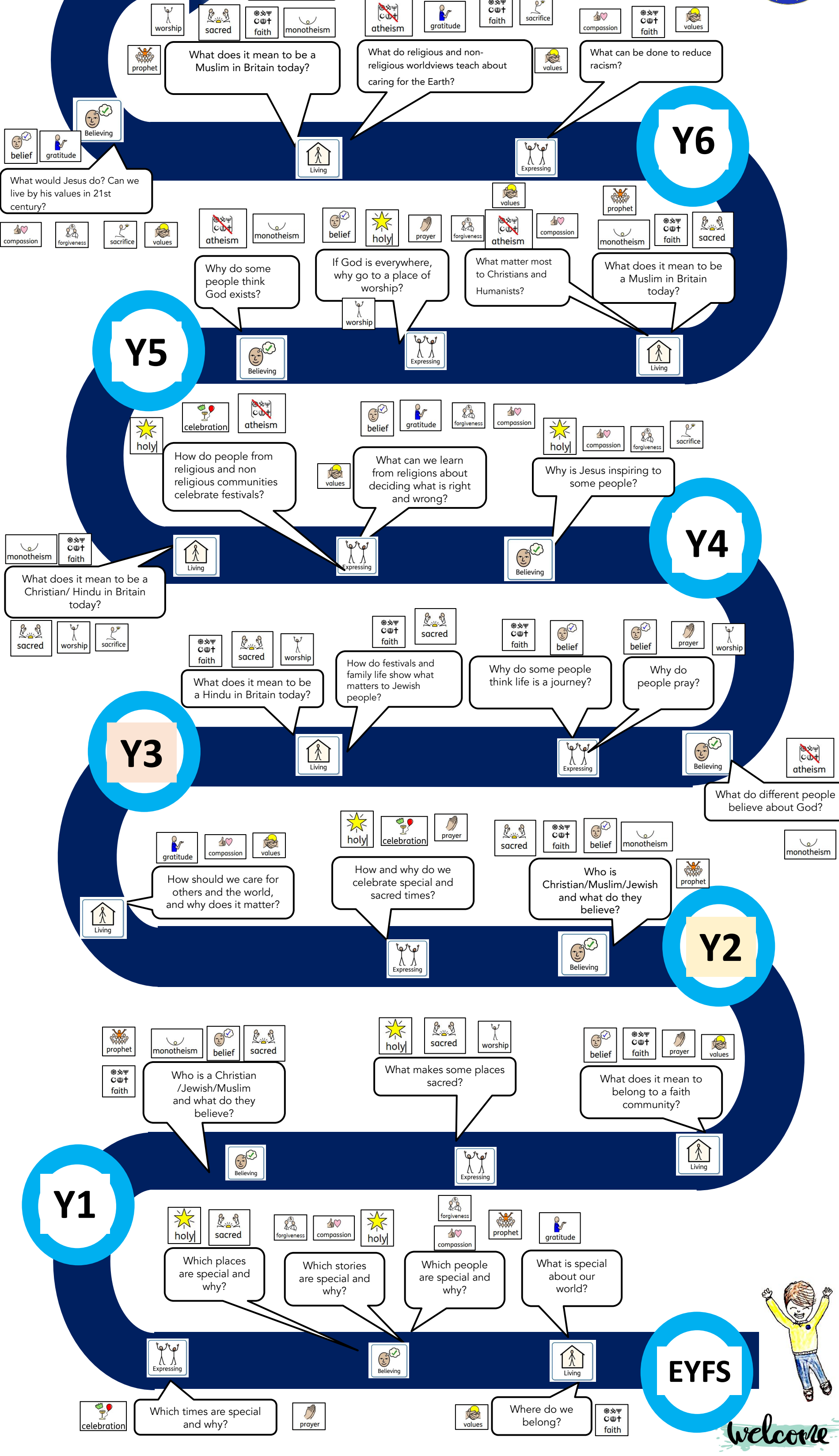
The moral principles and beliefs or accepted standards of a person or group of people.



# RE Curriculum Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec	Where do we belong? Christian Muslim	Which stories are special and why? Christian Jewish Muslim	What is special about our world? (Creation stories) Christian Jewish Muslim		Which people are special and why? Christian (Jesus) Muslim (Prophet Muhammad)	Which places are special and why?
	 What times are special and why? ( Across term 1 +2 linked to Xmas/Diwali/Eid)					
1	Who is Christian and what do they believe? (Part 1) Christian	Who is Muslim and what do they believe? (Part 1) Muslims	What makes some places sacred? Church Synagogue Mosque	Who is Jewish and what do they believe? (Part 1) Jewish	What does it mean to belong to a faith community? Christian Jewish Muslim	Spirited Away Arts competition
2	Who is Christian and what do they believe? (Part 2) Christian	Who is Muslim and what do they believe? (Part 2) Muslim	Who is Jewish and what do they believe? (Part 2) Jewish	How and why do we celebrate sacred times? Easter Passover Eid -ul-Fitr	How should we care for the world and why does it matter? Christian Jewish	Spirited Away Arts competition
3	How do festivals and family life show what matters to Jewish people? Jewish	Why do people pray? Christians Hindus Muslim	What does it mean to be Hindu in Britain today? (Part 1) Hindus	Why do some people think life is a journey? Christian Hindu Jewish	What do different people believe about God? Christian Hindu Muslim Humanist (Non- religious)	Spirited Away Arts competition
4	What does it mean to be Christian in Britain today? Christian	How do people from religious and non religious communities celebrate festivals? Christian Hindu Non-religious	What does it mean to be Hindu in Britain today? (Part 2) Hindu	Why is Jesus inspiring to some people? Christian	What can we learn from religions about deciding what is right and wrong? Christian Jewish Muslim Non-religious	Spirited Away Arts competition
5	What does it mean to be a Muslim in Britain today? (Part 1) Muslim	Why do some people think God exists? Christian Non-religious	If God is everywhere, why go to a place of worship? Christian Jewish Hindu		What matters most to Christians and Humanists? Christian Non-religious	Spirited Away Arts competition
6	What does it mean to be a Muslim in Britain today? (Part 2) Muslim	What would Jesus do? Can we live by his values in 21st century? Christian	What can be done to reduce racism? What can we learn from religious and non-religious worldviews? Christian, Muslim, non-religious		Green religion: What do religious and non-religious worldviews teach about caring for the Earth? Christian, Hindu, Jewish non-religious	Spirited Away Arts competition

# R.E. Learning Journey



Y6

Y5

Y4

Y3

Y2

Y1

EYFS



welcome

RE explores big questions about life, to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion, reflecting on their own ideas and ways of living.



# Stories of Faith

## Muhammad and the Crying Camel (EYFS)

While the Prophet Muhammad was walking on a very hot day he saw a crying camel tied in the sunshine. Muhammad wanted to know who owned the camel and reminded the owner that the camel was one of Allah’s creatures. The animal worked hard, carrying heavy loads and travelling to places. The camel owner felt ashamed that he had been cool and comfortable while the camel was hot and bothered. (Moral: all Allah’s creations are important and need to be cared for. The Prophet took special care for animals and all his followers should do the same).

## Muhammad and the Kittens (EYFS)

The Prophet Muhammad was sitting in the shade of a date-palm tree wearing a long cloak which covered the ground. When he stood up he noticed a cat had brought her kittens and placed them on a corner of his cloak. He asked for a knife and carefully cut around his cloak where the cat and her kittens were lying, walking away quietly without disturbing them. (Moral: all Allah’s creations are important and need to be cared for. The Prophet took special care for animals and all his followers should do the same).

## Prophet Muhammad’s Revelation (EYFS/Y2/5)

The Qur’an which is believed to be the literal word of God, was revealed to Prophet Muhammad by the Angel Gabriel in a cave. This happened when Muhammad was 40 years old who memorized the words because he could not read.

## The Lost Sheep (Y1)

A shepherd leaves his flock of 99 sheep in order to find the one which is lost (Moral: This parable was told in response to Jesus being criticised and attacked by the religious leaders for "eating with sinners". It illustrates the love and compassion that God has because he seeks out the lost sinner.

## Jesus and the Ten Lepers (Y1)

Jesus went into a village and was met by ten men suffering from leprosy. Jesus tells them to go and see the priests and on their way there they are healed. However, only one man returned to thank Jesus showing the most faith and thankfulness towards Jesus. (Moral: Christians should express their gratitude to God).

## The Story of Jonah (Y1)

God told Jonah to go to Nineveh to tell the people living there to lead better lives but Jonah boarded a ship going the opposite direction. A storm was sent by God and Jonah was thrown overboard and swallowed by a whale. He spent three days in the whale’s stomach praying for forgiveness, going straight to Nineveh to deliver God’s message when he was free. (Moral: it is important to ask for forgiveness and God forgives all those who truly repent).

## The Lost Son (Y1/6)

A farmer who has two sons divides his wealth. One son stays to work on the family farm, the other leaves the family home and returns a year later, penniless. He intends to beg his father to accept him back as a servant but to his surprise, his father welcomes him with compassion, much to the annoyance of the son who stayed to work. Christians believe that God looks after them like a loving father who never gives up on anyone. (Moral: The father is just like God who doesn’t give up on anyone and will always forgive if Christians truly change and repent).

## The Boy who threw stones at Trees (Y2)

There was a boy who loved fresh dates and threw stones at the trees, trying to get dates. The farmer who owned the trees noticed there were fewer fruits each day so he decided to watch the trees for a whole day and saw the boy throwing stones and trying to steal dates. The farmer didn’t know what to do with the boy and decided to take him to Prophet Muhammad who talked very quietly to the boy. This helped the farmer to forgive the boy because Muhammad shows him how to think about the situation. (Moral: to not react in anger).

## The Good Samaritan (Y2/6)

A traveller is beaten up, robbed and left for dead along the road. He is ignored by a series of passers-by, including a priest who deliberately avoids the man. Finally a Samaritan helps the injured man in an act of compassion.

## Moses and the Burning Bush (Y3)

When Moses grew up he killed an Egyptian man who was beating a Hebrew and ran away to the desert. One day Moses was in the desert and noticed a burning bush that didn’t burn up. As he moved closer, he heard the voice of God speaking to him from the bush instructing him to go back to Egypt and lead his people, the Jews, out of slavery and to freedom. God proved to Moses that it really was Him by turning a staff into a snake, and then back again. Although Moses felt scared he agreed and returned to Egypt to tell Pharaoh that he must free the Jewish slaves.

## Saint Paul’s Conversion (Y3)

Paul was a hater of Christians and a persecutor, who travelled 170 miles to capture Christians and put them in prison. As he was arriving, he fell from his horse, ‘struck’ by a light, and heard Jesus speak to him. This is the moment that changed Paul from being a hate-filled persecutor to a man who started 22 churches and wrote 13 books of the Bible.

## Rama and Sita (Y3)

Rama was the son of a great King, and was expected to become King himself one day. However his stepmother wanted her own son to become King, and tricked her husband into banishing Rama and his wife Sita to live in the forest. Rama’s brother Lakshman went with them to live in a forest. One day a golden deer ran by and Sita asked Rama and Lakshman to catch it. Rama chased the deer but this was a trick to get Rama away from Sita who had been taken to a remote island by the ten-headed Ravanda. Rama sought the help of Hanuman, the monkey army general, to rescue Sita. The village put lamps in their windows to light the way for Rama and Sita who were crowned King and Queen.

## Passover (Y3)

For many years the Jewish people were treated cruelly as slaves. They were ruled by the pharaoh of Egypt who would not let them leave. God sent down plagues which included a plague of frogs, turning the water to blood, hailstones and wild animals. Under the threat of each plague the Pharaoh said the Jewish people could leave, but when the plague had gone he changed his mind. The final plague was the death of the first born son. God told the Jewish people to mark their doorposts with lamb’s blood so the plague would ‘pass over’ their houses. Pharaoh agreed for Moses and his people to go at once. The Pharaoh changed his mind yet again and sent his army. God parted the sea so the Jewish people could get to safety and washed pharaoh’s army away.

## The Parable of the Two Builders (Y4)

Jesus said “therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock. The rain came down, the streams rose, and the winds blew and beat against that house; yet it did not fall, because it had its foundation on the rock. But everyone who hears these words of mine and does not put them into practice is like a foolish man who built his house on sand. The rain came down, the streams rose, and the winds blew and beat against that house, and it fell with a great crash”.

## Jesus feeds 5000 (Y4)

Jesus often liked to spend time alone to pray. Crowds followed him on foot and Jesus always had compassion and welcomed them. As evening approached, the disciples told Jesus to send the crowds away as they only had five loaves of bread and two fish. Jesus took the loaves and fish and looked up to heaven, gave thanks and broke the loaves. Five thousand people ate and were satisfied. The 12 disciples picked up twelve basketfuls of broken pieces that were left over.

## Jesus walks on water (Y4)

Jesus told his disciples to go ahead of him by boat to the other side of the Sea of Galilee. When evening came the boat was already a long way from land. Shortly before dawn Jesus walked on the lake and went out to the disciples. When they saw him they were terrified and cried out in fear “It’s a ghost!” Jesus called out to them, “Be brave! It is I. Don’t be afraid”. Peter questioned Jesus and asked if it really was him. Jesus invited Peter to walk on the water with him and as soon as Peter got scared of the wind and took his eyes off Jesus he began to sink. Jesus grabbed Peter’s hand and climbed back into the boat. The storm stopped.

## The Unforgiving servant (Y4/5)

Peter asked Jesus about forgiveness – “Lord, how many times shall I forgive my brother when he sins against me? Up-to seven times?” Jesus answered, “I tell you, not seven times, but seventy seven times.” He told a parable to explain. A man owed the king ten thousand talents. He could not pay so he begged for mercy and the king cancelled the debt. The man then met a fellow servant who owed him a hundred denarii. The man demanded payment and had his fellow servant thrown in prison when he could not pay. When the king heard about this, he handed him over to the jailers to be tortured. Christians believe they need to learn to forgive just as God shows grace to them or they will be judged.

## Jesus’ baptism (Y4)

Jesus was baptised as an adult. He went to John the Baptist while he was baptising people in the River Jordan. John tried to refuse to baptise Jesus saying that it was he, John, who should be baptised by Jesus. As soon as Jesus was baptised, he came up out of the water. Heaven was opened and he saw the spirit of God descending like a dove. Then a voice said from heaven, “**This is my own dear son with whom I am pleased.**”

## The Parable of the Two Debtors (Y5)

Simon, a Pharisee, had invited Jesus for a meal at his house. Jesus accepted Simon’s invitation to eat with him and went to his house. A sinful woman found out that Jesus was visiting Simon and brought an expensive box of perfume. She stood weeping and washed the feet of Jesus with her tears, wiped his feet with her hair and anointed his feet with the expensive ointment. Simon witnessed this and said to himself – “*If this man were a prophet, he would have known who and what sort of woman this is who is touching him, for she is a sinner.*” Jesus responded to Simon’s thoughts and attitudes with a parable about debt forgiveness: The Parable of The Two Debtors.

## The Widow’s Generosity (Y5)

While Jesus was sitting in the temple he watched the rich people leaving gifts of money. Some gave large amounts as they liked to show off and wanted everyone watching to see how rich and generous they were. Jesus then spotted a poor widow making her way to the temple. Looking around to check no one saw her, she dropped two small coins into the collection box. Jesus explained that the widow had been more generous than anyone else because the rich people gave what they could easily afford but the coins she gave were all she had to buy food for that day.

## The story of Jesus and Zacchaeus (Y5)

Zacchaeus was a wealthy tax collector of the city Jericho. He wasn’t liked by people because he had taken some of the tax money to for himself. When Zacchaeus learned that Jesus was passing through the city he ran ahead of the crowd and climbed up into a sycamore tree to have a better view of Jesus as he was "short in stature". When Jesus arrived, he noticed Zacchaeus in the tree and said asked him to come down because Jesus wanted to stay at his house today. This made Zacchaeus happy but the crowd murmured in complaint as Jesus had chosen "to be the guest of a man who is a sinner." Zacchaeus said to Jesus "Behold, Lord, half of my goods I give to the poor. And if I have defrauded anyone of anything, I restore it fourfold." Zacchaeus’ actions reveal that his repentance and faith are genuine.

## The story of Bilal (Y5)

Bilal was a black slave who was sold to a merchant. The merchant made a good living from selling idols in Mecca and when he heard Muhammad teaching about one god, Allah, and that all people were equal he was angry as he didn’t believe a slave was equal to him. The merchant decided to test Muhammad’s teachings and ordered Bilal to strike one of the Prophet’s companions, firmly believing that a slave would not disobey his master. But Bilal had listened to Muhammad too, and he thought the Prophet was right. He dropped the whip and refused to do as he was told. The merchant had Bilal thrown in prison and his execution was ordered. In the bright light of day, Bilal was staked to the ground and beaten; heavy rocks were piled on him to crush his body. All that could be heard was Bilal’s voice saying “One God, One God.” Abu Bakr, a great friend of the Prophet was passing and heard Bilal. Moved by his voice and his cry of “One God, One God,” Abu Bakr haggled with the merchant until he was able to buy Bilal and set him free. As a free man, Bilal became a close and dear friend to both Abu Bakr and Muhammad. He helped to build the first mosque in Medina.

The believers decided they did not want a flag, bell, rattle, drum or a trumpet, but a beautiful human voice to call the faithful to prayer. Abu Bakr said there was only one voice to use for the first call to prayer and explained how he had found Bilal and set him free. Bilal became the first to call people to prayer.

## The story of the placing of the Black Stone (Y5)

A fight broke out in Mecca regarding who would position the Black Stone (a rock sent down by Allah to this earth from paradise) in its place in the Ka’ba. A respected man suggested that the next man to enter will be the one to place it or be the one to make the decision to settle the matter. The person to enter was the Prophet Muhammad and everyone was relieved to see him. He asked for a large sheet to be brought to him, put it on the ground, placed the Black Stone onto it and called for all the leaders of the tribes to hold the sheet and lift the stone together to the Ka’ba. The Prophet placed it into the final position.

## The story of Ibrahim and Ismail (Y5)

Prophet Ibrahim was commanded by Allah to sacrifice his son Ismail. On his way to carry out this commandment, Satan repeatedly tried to dissuade Ibrahim from following this order by giving the argument of who would look after him in his old age. Ibrahim was instructed by the Angel Gabriel to throw pebbles at Satan. To commemorate Ibrahim’s rejection of Satan, this incident has become a ritual performed during Hajj – seven stones are thrown at the three pillars which represent rejecting evil.

## The Rich Young Ruler (Y6)

One day a young, rich ruler came to Jesus and asked him what he needed to do to live forever with God in heaven. Jesus told him to “keep the commandments: don’t kill, don’t steal, don’t lie, and honour your parents.” The young man told Jesus that he had been keeping all of these rules since he was a child. Jesus told him he needed to sell everything he owned and give all the money to the poor, then follow Jesus. The rich man heard a commandment that he couldn’t keep – he loved his money and this was blocking the way to his relationship with God. The ruler chose money and as he walked away, Jesus told His disciples that it was really difficult for a rich person to enter the kingdom of heaven.

# Cumulative End Goals-Year 1

## End of key stage outcomes

RE should enable pupils to:

<b>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.</b>	<b>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.</b>	<b>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.</b>
<b>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.</b>	<b>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</b>	<b>C2. Find out about and respond with ideas to examples of co-operation between people who are different.</b>
<b>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</b>	<b>B3. Notice and respond sensitively to some similarities between different religious and non-religious worldviews.</b>	<b>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</b>

Y1

Learning Question	Cumulative End Goals (Stepping stones to end of KS1 outcomes)
Who is Christian and what do they believe?	<ul style="list-style-type: none"> <li>• Talk about the fact that Christians believe in God and follow the example of Jesus (A1).</li> <li>• Recognise some Christian symbols and images used to express ideas about God (A3).</li> <li>• Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</li> <li>• Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</li> <li>• Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1).</li> <li>• Talk about issues of good and bad, right and wrong arising from the stories (C3).</li> <li>• Ask some questions about believing in God and offer some ideas of their own (C1).</li> </ul>
Who is Muslim and what do they believe?	<ul style="list-style-type: none"> <li>• Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad (A1).</li> <li>• Re-tell a story about the life of the Prophet Muhammad (A2).</li> <li>• Recognise some objects used by Muslims and suggest why they are important (A2).</li> </ul>
Who is Jewish and what do they believe?	<ul style="list-style-type: none"> <li>• Talk about the fact that Jewish people believe in God (A1).</li> <li>• Talk about how the mezuzah in the home reminds Jewish people about God (A3).</li> <li>• Make links between some Jewish teachings and how Jewish people live (A2).</li> </ul>
What makes some places sacred?	<ul style="list-style-type: none"> <li>• Recognise that there are special places where people go to worship, and talk about what people do there (A1).</li> <li>• Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</li> <li>• Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</li> <li>• Describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel (C1).</li> </ul>
What does it mean to belong to a faith community?	<ul style="list-style-type: none"> <li>• Show an awareness that some people belong to different religions (B1).</li> <li>• Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).</li> <li>• Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</li> <li>• Identify two ways people show they belong to each other when they get married (A1).</li> <li>• Talk about what is special and of value about belonging to a group that is important to them (B2).</li> <li>• Respond to examples of co-operation between different people (C2).</li> </ul>



# Cumulative End Goals-Year 2

## End of key stage outcomes

RE should enable pupils to:

<b>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.</b>	<b>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.</b>	<b>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.</b>
<b>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.</b>	<b>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</b>	<b>C2. Find out about and respond with ideas to examples of co-operation between people who are different.</b>
<b>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</b>	<b>B3. Notice and respond sensitively to some similarities between different religious and non-religious worldviews.</b>	<b>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</b>

Y2

Learning Question	Cumulative End Goals (Stepping stones to end of KS1 outcomes)
Who is Christian and what do they believe?	<ul style="list-style-type: none"> <li>• Talk about the fact that Christians believe in God and follow the example of Jesus (A1).</li> <li>• Recognise some Christian symbols and images used to express ideas about God (A3).</li> <li>• Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</li> <li>• Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</li> <li>• Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1).</li> <li>• Talk about issues of good and bad, right and wrong arising from the stories (C3).</li> <li>• Ask some questions about believing in God and offer some ideas of their own (C1).</li> </ul>
Who is Muslim and what do they believe?	<ul style="list-style-type: none"> <li>• Recognise that Muslims do not draw Allah or the Prophet but use calligraphy, for example, to say what God is like (A3).</li> <li>• Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).</li> <li>• Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).</li> <li>• Ask some questions about God that are hard to answer and offer some ideas of their own (C1).</li> </ul>
Who is Jewish and what do they believe?	<ul style="list-style-type: none"> <li>• Talk about how the mezuzah in the home reminds Jewish people about God (A3).</li> <li>• Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2).</li> <li>• Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1).</li> <li>• Ask some questions about believing in God and offer some ideas of their own (C1).</li> </ul>
Why and how should we celebrate sacred times?	<ul style="list-style-type: none"> <li>• Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).</li> <li>• Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).</li> <li>• Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</li> <li>• Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</li> </ul>
How should we care for the world and why should it matter?	<ul style="list-style-type: none"> <li>• Re-tell Bible stories and stories from another faith about caring for others and the world (A2)</li> <li>• Identify ways that some people make a response to God by caring for others and the world (B1).</li> <li>• Talk about issues of good and bad, right and wrong arising from the stories (C3).</li> <li>• Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2).</li> <li>• Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).</li> </ul>



# Cumulative End Goals-Year 3

## End of key stage outcomes

RE should enable pupils to:

<b>A1. Describe and make connections between different features of the religious and non-religious 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.</b>	<b>B1. Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</b>	<b>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</b>
<b>A2. 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.</b>	<b>B2. 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.</b>	<b>C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</b>
<b>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</b>	<b>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews.</b>	<b>C3. 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.</b>

Learning Question	Cumulative End Goals (Stepping stones to end of KS2 outcomes)
How do festivals and family life show what matters to Jewish people?	<ul style="list-style-type: none"> <li>• Make links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people (A3).</li> <li>• Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities (B1).</li> <li>• Explore and suggest ideas about what is worth celebrating and remembering for Jewish people, and in pupils' own lives (C1).</li> </ul>
Why do people pray?	<ul style="list-style-type: none"> <li>• Describe the practice of prayer in the religions studied (A2).</li> <li>• Make connections between what people believe about prayer and what they do when they pray (A3).</li> <li>• Describe ways in which prayer can comfort and challenge believers (B2).</li> <li>• Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).</li> </ul>
What does it mean to be Hindu in Britain today?	<ul style="list-style-type: none"> <li>• Identify and name examples of what Hindus have and do in their families and at mandir to show their faith (A3).</li> <li>• Ask good questions about what Hindus do to show their faith (B1).</li> </ul>
Why do some people think life is a journey?	<ul style="list-style-type: none"> <li>• Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).</li> <li>• Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3).</li> <li>• Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).</li> <li>• Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).</li> </ul>
What do different people believe about God?	<ul style="list-style-type: none"> <li>• Describe some of the ways in which Christians, Hindus and/or Muslims describe God (A1).</li> <li>• Suggest why having a faith or belief in something can be hard (B2).</li> <li>• Identify how and say why it makes a difference in people's lives to believe in God (B1).</li> <li>• Ask questions and suggest some of their own responses to ideas about God (C1).</li> </ul>



# Cumulative End Goals-Year 4

## End of key stage outcomes

RE should enable pupils to:

<b>A1. Describe and make connections between different features of the religious and non-religious 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.</b>	<b>B1. Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</b>	<b>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</b>
<b>A2. 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.</b>	<b>B2. 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.</b>	<b>C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</b>
<b>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</b>	<b>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews.</b>	<b>C3. 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.</b>

Learning Question	Cumulative End Goals (Stepping stones to end of KS2 outcomes)
What does it mean to be Christian in Britain today?	<ul style="list-style-type: none"> <li>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).</li> <li>Describe some ways in which Christians express their faith through hymns and modern worship songs (A2).</li> <li>Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</li> <li>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</li> </ul>
How do people from religious and non-religious communities celebrate festivals?	<ul style="list-style-type: none"> <li>Describe how the way some people celebrate festivals might show something about their beliefs (A2).</li> <li>Identify some differences in the way festivals (e.g. Christmas) are celebrated within and between different religious and non-religious worldviews (A3).</li> <li>Identify why members of the same religious or non-religious worldview might celebrate festivals differently or for different reasons (B1).</li> <li>Raise important questions and suggest answers about how the celebrations studied might make a difference to how pupils think and live (C1).</li> </ul>
What does it mean to be Hindu in Britain today?	<ul style="list-style-type: none"> <li>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1).</li> <li>Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).</li> <li>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</li> <li>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</li> </ul>
Why is Jesus inspiring to some people?	<ul style="list-style-type: none"> <li>Make connections between some of Jesus' teachings and the way Christians live today (A1).</li> <li>Describe how Christians celebrate Holy Week and Easter Sunday (A1).</li> <li>Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).</li> <li>Identify the most important parts of Easter for Christians and say why they are important (B1).</li> <li>Suggest some ideas about good ways to treat others, arising from their learning (C3).</li> </ul>
What can we learn from religion about deciding what is right or wrong?	<ul style="list-style-type: none"> <li>Make connections between stories of temptation and why people can find it difficult to be good (A2).</li> <li>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).</li> <li>Give examples of ways in which some inspirational people have been guided by their religion (B1).</li> <li>Discuss their own and others' ideas about how people decide about right and wrong (C3)</li> </ul>



# Cumulative End Goals-Year 5

## End of key stage outcomes

RE should enable pupils to:

<p><b>A1. Describe and make connections between different features of the religious and non-religious 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.</b></p>	<p><b>B1. Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</b></p>	<p><b>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</b></p>
<p><b>A2. 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.</b></p>	<p><b>B2. 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.</b></p>	<p><b>C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</b></p>
<p><b>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</b></p>	<p><b>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews.</b></p>	<p><b>C3. 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.</b></p>

Learning Question	Cumulative End Goals (Stepping stones to end of KS2 outcomes)
<p>What does it mean to be Muslim in Britain today?</p>	<ul style="list-style-type: none"> <li>• Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1).</li> <li>• Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live (B1).</li> <li>• Answer the title key question from different perspectives, including their own (C1).</li> </ul>
<p>Why do some people think God exists?</p>	<ul style="list-style-type: none"> <li>• Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</li> <li>• Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2).</li> <li>• Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).</li> <li>• Present different views on why people believe in God or not, including their own ideas (C1).</li> </ul>
<p>If God is everywhere, why go to a place of worship?</p>	<ul style="list-style-type: none"> <li>• Make connections between how believers feel about places of worship in different traditions (A3).</li> <li>• Select and describe the most important functions of a place of worship for the community (B3).</li> <li>• Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).</li> <li>• Present ideas about the importance of people in a place of worship, rather than the place itself (C1).</li> </ul>
<p>What matters most to Christians and Humanists?</p>	<ul style="list-style-type: none"> <li>• Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).</li> <li>• Describe some Christian and Humanist values simply (B3).</li> <li>• Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).</li> <li>• Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3).</li> </ul>



# Cumulative End Goals-Year 6

## End of key stage outcomes

RE should enable pupils to:

<p><b>A1. Describe and make connections between different features of the religious and non-religious 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.</b></p>	<p><b>B1. Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</b></p>	<p><b>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</b></p>
<p><b>A2. 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.</b></p>	<p><b>B2. 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.</b></p>	<p><b>C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</b></p>
<p><b>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</b></p>	<p><b>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews.</b></p>	<p><b>C3. 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.</b></p>

Learning Question	Cumulative End Goals (Stepping stones to end of KS2 outcomes)
<p>What does it mean to be Muslim in Britain today?</p>	<ul style="list-style-type: none"> <li>• Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</li> <li>• Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</li> <li>• Make connections between the key functions of the mosque and the beliefs of Muslims (A1).</li> <li>• Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).</li> <li>• Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1).</li> <li>• Answer the title key question from different perspectives, including their own (C1).</li> </ul>
<p>What would Jesus do?</p>	<ul style="list-style-type: none"> <li>• Outline Jesus' teaching on how his followers should live (A2).</li> <li>• Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3).</li> <li>• Explain the impact Jesus' example and teachings might have on Christians today (B1).</li> <li>• Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).</li> </ul>
<p>What can be done to reduce racism?</p>	<ul style="list-style-type: none"> <li>• Describe examples of connections between anti-racism and religion (A1).</li> <li>• Understand the challenges racism presents to human communities and consider different religious responses (B2).</li> <li>• Discuss their own and others' ideas about reducing racism and prejudice, informed by knowledge of case studies (C3).</li> </ul>
<p>What do religious and non-religious worldviews teach about caring for the Earth?</p>	<ul style="list-style-type: none"> <li>• Make connections between beliefs about the earth and activist behaviour in different religions (A1).</li> <li>• Understand the challenges facing the planet and responses from different religions (B2).</li> <li>• Discuss their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth' (C3).</li> </ul>



# Early Foundations in RE

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
<b>People and Communities, including different religious and cultural communities</b>	<ul style="list-style-type: none"> <li>Make connections between the features of their family and other families.</li> <li>Notice differences between people.</li> <li>In pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird.</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy joining in with family customs and routines.</li> <li>Recognise and describe special times or events for family or friends.</li> <li>Show interest in different occupations and ways of life indoors and outdoors.</li> <li>Continue developing positive attitudes about the differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about their immediate family and community and some of their routines, culture and celebrations.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Understand that some places are special to members of their community.</li> <li>Name people who help others in the community and talk about their different roles.</li> <li>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</li> </ul>
<b>Essential vocabulary</b>	family, same, different, pretend	jobs, difference, special, event / celebration (localise for your school)	community, belief, mosque, synagogue, church, similarities (localise for your school)

Area of Learning and Development: UNDERSTANDING OF THE WORLD:				NATIONAL CURRICULUM
EDUCATIONAL PROGRAMME	LANGUAGE children will encounter	OPPORTUNITIES + EXPERIENCES specific teaching	OPPORTUNITIES + EXPERIENCES continuous provision	Builds knowledge and understanding so pupils access Y1
<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>				<p><u>Tower Hamlets Agreed Syllabus:</u></p> <p><u>Year 1</u></p> <p>Who is a Christian and what do they believe?</p>
<p>Early Learning Goals:</p> <p><u>Understanding the World</u></p> <p>People, Culture and Communities</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>Family Same / different Jobs Special Celebration Community Mosque Church Synagogue</p>	<p><u>Reception:</u> <u>Tower Hamlets Agreed Syllabus:</u> Being special- where do we belong? What is special about our world? Which people are special and why? Which stories are special and why? Which times are special and why? Which places are special and why?</p> <p><u>Nursery:</u></p> <ul style="list-style-type: none"> <li>Different families</li> <li>Celebrations- Eid/ Xmas</li> <li>Talking about what is special to them - people/places/times</li> <li>Reflecting on the wonders of the natural world.</li> </ul>	<ul style="list-style-type: none"> <li>special clothing from a range of cultures</li> <li>appropriate food, packets, dishes, bowls, pans, cutlery / utensils</li> <li>Celebrations / decorations</li> <li>photos of their families having celebrations</li> <li>story books - reflecting diversity</li> </ul>	<p>Who is a Jewish and what do they believe?</p> <p>Who is a Muslim and what do they believe?</p> <p>What does it mean to belong to a faith community?</p> <p>What makes some places sacred?</p>

# Assessment in RE

Assessment in RE is both formative and at the point of learning as well as summative to feed forward to the next point of contact pupils will have. Recording of assessment is multi-faceted. We support whole class feedback and marking principles. The following are used to assess pupils' knowledge and skills as well as their understanding and use of relevant vocabulary.

- *Whole class marking* and feedback.
- Formative and summative outcomes from *quizzing*.
- *Structured explanative tasks* such as talk tasks..
- *Structured assessment tasks* such as 'Show what you know'.
- *Cumulative end goals* - These specify what pupils should know and be able to explain at the end of each learning unit.

At the end of each academic year, this all feeds into a final overall assessment judgement for RE which is reported to parents. This judgement reflects how secure the pupil's knowledge and understanding in the learning taught that year has been.

## How do we measure the impact of our RE curriculum?

We evaluate the impact of our RE curriculum in the following ways:

- **Pupil Book Study:** Small groups of pupils from each class are asked to talk about what they remember about their learning in RE. These sessions are led by the RE leader and provide an extremely useful insight into the impact of the curriculum on pupil's learning. The focus is on the end points as an assessment tool.
- **Lesson visits.** The RE leader visits a sample of lessons over the year to evaluate the quality of teaching and learning.
- **Book looks:** The subject leader looks at RE floor books. Often this is done in conjunction with the Pupil Book Study.
- **Supported planning and teaching:** The RE leader works alongside the class teacher to support the planning of RE modules, providing quality assurance.

## How do we adapt our RE curriculum to include all learners?

It is our expectation that all pupils participate fully in Re lessons. We use adapted tasks to support some pupils in accessing the same learning question as their peers. A small number of pupils may be working towards adapted end points for RE or may be working at a pre-subject specific stage of development. Details of the provision for these pupils can be found in their individual learning plan.