

**Cycle A**

Kagan Goals:  
Know and demonstrate how PIES principles make a more effective learner.

Know and develop multiple intelligences of verbal/linguistic, visual/special, interpersonal/social intrapersonal/introspective

**Curricular Overview  
Religious Education**



Curricular Goals:

- Know about and understand a range of religions and worldviews
- Know, express ideas and insights about the nature, significance and impact of religions and worldviews
- Gain and deploy the skills needed to engage seriously with religions and worldviews

**Component: Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)**

Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>F2 Which people are special and why?</p> <p>Teachers should select from the following outcomes, and set up learning experiences that enable pupils to ...</p> <ul style="list-style-type: none"> <li>• talk about people who are special to them</li> <li>• say what makes their family and friends special to them</li> <li>• identify some of the qualities of a good friend</li> <li>• reflect on the question 'Am I a good friend?'</li> <li>• recall and talk about stories of Jesus as a friend to others</li> <li>• recall stories about special people in other religions and talk about what we can learn from them.</li> </ul>	<p>1.1 Who is a Christian and what do they believe? (Full term unit)</p> <ul style="list-style-type: none"> <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>• 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>	<p>L2.1 What do Christian and Hindu people believe about God?</p> <ul style="list-style-type: none"> <li>• Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).</li> <li>• Ask questions and suggest some of their own responses to ideas about God (C1).</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> </ul> <p>L2.2 Why is the Bible so important for Christians today?</p> <ul style="list-style-type: none"> <li>• Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2).</li> <li>• Give examples of how and suggest reasons why Christians use the Bible today (B1).</li> <li>• Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1).</li> </ul> <p>Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).</p>	<p>U2.3 What do religions say to us when life gets hard?</p> <ul style="list-style-type: none"> <li>• Express ideas about how and why religion can help believers when times are hard, giving examples (B2).</li> <li>• Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).</li> <li>• Explain some similarities and differences between beliefs about life after death (B2). • Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</li> </ul> <p>U2.1 Why do some people believe 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>			

<b>Component: Expressing (Religious and spiritual forms of expression; questions about identity and diversity)</b>			
<p>F3 What places are special and why? Learning outcomes: Teachers should select from the following outcomes, and set up learning experiences that enable pupils to ...</p> <ul style="list-style-type: none"> <li>• talk about somewhere that is special to themselves, saying why</li> <li>• be aware that some religious people have places which have special meaning for them</li> <li>• talk about the things that are special and valued in a place of worship</li> <li>• identify some significant features of sacred places</li> <li>• recognise a place of worship</li> <li>• get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</li> </ul>	<p>1.6 How and why do we celebrate special and sacred times? (Christian focus)</p> <ul style="list-style-type: none"> <li>• Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost (A1).</li> <li>• Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and say why these are important to believers (A2).</li> <li>• Ask questions and suggest answers about stories to do with Christian festivals (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> <p>1.5 What makes some Christian and Muslim places sacred? (Full term unit) Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage:</p> <ul style="list-style-type: none"> <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>• Talk about ways in which stories, objects, symbols and actions used in churches, mosques show what people believe (B2).</li> <li>• Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1).</li> <li>• Ask good questions during a school visit about what happens in a church or mosque (B1).</li> </ul>	<p>L2.5 Why are festivals important religious communities?</p> <ul style="list-style-type: none"> <li>• Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</li> <li>• Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).</li> <li>• Identify similarities and differences in the way festivals are celebrated within and between religions (A3).</li> </ul> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</p> <p>L2.4 Why do people pray?</p> <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>	<p>U2.4 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>
<b>Component: Living (Religious practices and ways of living; questions about values and commitments)</b>			
<p>F6 What is special about our world? Learning outcomes: Teachers should select from the</p>	<p>1.7 What does it mean to belong to a Muslim or Christian community? Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage:</p>	<p>L2.7 What does it mean to be a Christian in Britain today? (Full term unit)</p> <ul style="list-style-type: none"> <li>• Describe some examples of what Christians do to show their faith, and</li> </ul>	<p>U2.6 What does it mean to be a Muslim in Britain today? (Full term unit)</p> <ul style="list-style-type: none"> <li>• Make connections between Muslim practice of the Five Pillars and their beliefs</li> </ul>

	<p>following outcomes, and set up learning experiences that enable pupils to ...</p> <ul style="list-style-type: none"> <li>• talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</li> <li>• re-tell stories, talking about what they say about the world, God, human beings</li> <li>• think about the wonders of the natural world, expressing ideas and feelings</li> <li>• express ideas about how to look after animals and plants</li> <li>• talk about what people do to mess up the world and what they do to look after it.</li> </ul>	<ul style="list-style-type: none"> <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> </ul> <p>Respond to examples of co-operation between different people (C2)</p>	<p>make connections with some Christian beliefs and teachings (A1).</p> <ul style="list-style-type: none"> <li>• Describe some ways in which Christian 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>	<p>about God and the Prophet Muhammad (A2).</p> <ul style="list-style-type: none"> <li>• Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).</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> </ul>

**Cycle B**

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 Know and demonstrate how PIES principles make a more effective learner.

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**Curricular Overview  
Religious Education**

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**Component: Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)**

Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
F1 Which stories are special and why? Teachers should select from the following outcomes, and set up learning experiences that enable pupils to ... <ul style="list-style-type: none"> <li>• talk about some religious stories</li> <li>• recognise some religious words, e.g. about God</li> <li>• identify some of their own feelings in the stories they hear</li> <li>• identify a sacred text e.g. Bible, Qur'an</li> <li>• talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do</li> <li>• talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.</li> </ul>	1.2 Who is a Muslim and what do they believe? (Full term unit) <ul style="list-style-type: none"> <li>• Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (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>	1.4. What can we learn from sacred books? (Full term unit) <ul style="list-style-type: none"> <li>• Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).</li> <li>• Re-tell stories from the Christian Bible and stories from Islam; suggest the meaning of these stories (A2).</li> <li>• Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).</li> <li>• Talk about issues of good and bad, right and wrong arising from the stories (C3).</li> </ul>	L2.3 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>• Identify the most important parts of Easter for Christians and say why they are important (B1).</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> </ul>		U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century? (Full term unit) <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>	

**Component: Expressing (Religious and spiritual forms of expression; questions about identity and diversity)**

F4 What times are special and why? Teachers should select from the following outcomes, and set up	1.6 How and why do we celebrate special and sacred times? (Muslim focus)	L2.5 Why are festivals important to religious communities?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?
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	<p>learning experiences that enable pupils to ...</p> <ul style="list-style-type: none"> <li>• give examples of special occasions and suggest features of a good celebration</li> <li>• recall simple stories connected with Christmas/Easter and a festival from another faith</li> <li>• say why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some ways Muslims celebrate Eid</li> <li>• Re-tell stories connected with Eid and Ramadan and say why these are important to believers (A2).</li> <li>• Ask questions and suggest answers about stories these festivals (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>	<ul style="list-style-type: none"> <li>• Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</li> <li>• Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).</li> <li>• Identify similarities and differences in the way festivals are celebrated within and between religions (A3).</li> </ul> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</p> <p>L2.6 Why do some Jewish and Christian people think that life is a journey and what significant experiences mark this?</p> <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>	<ul style="list-style-type: none"> <li>• Describe and make connections between examples of religious creativity (buildings and art) (A1).</li> <li>• Show understanding of the value of sacred buildings and art (B3).</li> <li>• Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).</li> <li>• Apply ideas about values and from scriptures to the title question (C2).</li> </ul>
<b>Component: Living (Religious practices and ways of living; questions about values and commitments)</b>				
	<p>F5 Being special: Where do we belong? Teachers should select from the following outcomes, and set up learning experiences that enable pupils to ...</p>	<p>1.8 How should we care for others and the world, and why does it matter? (Christian focus)</p> <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> </ul>	<p>L2.9 What can we learn from religions about deciding what is right and wrong?</p> <ul style="list-style-type: none"> <li>• Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).</li> </ul>	<p>U2.7 What matters most to Christians and Humanists? (Full term unit)</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> </ul>

	<ul style="list-style-type: none"> <li>• re-tell religious stories making connections with personal experiences</li> <li>• share and record occasions when things have happened in their lives that made them feel special</li> <li>• recall simply what happens at a traditional Christian infant baptism and dedication</li> <li>• additional opportunity if you have children from religions other than Christianity in your setting</li> <li>• recall simply what happens when a baby is welcomed into a religion other than Christianity.</li> </ul>	<ul style="list-style-type: none"> <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>	<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 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 right and wrong (C3).</li> </ul> <p>L2.8 What does it mean to be Hindu in Britain today? (Full term unit)</p> <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>	<ul style="list-style-type: none"> <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> <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> </ul> <p>U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, add/or Ummah (community)?</p> <ul style="list-style-type: none"> <li>• Make connections between beliefs and behaviour in different religions (A1).</li> <li>• Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).</li> <li>• Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1).</li> <li>• Consider similarities and differences between beliefs and behaviour in different faiths (B3).</li> </ul>
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