

Religious Education



Intent

At Nerrols Primary School and Nursery, Religious Education plays an important role in the development of our children's spiritual, moral, social and cultural development. Throughout their time at Nerrols, our children will learn about different faiths and beliefs and will broaden their understanding of principle religious and world views. They are encouraged to express ideas and insights into key questions which affect all human beings. They develop skills such as empathy, sensitivity, appreciation, wonder, humility and in thinking and communicating well. At Nerrols, we support our children to recognise that they live in a society where different faiths, cultures and beliefs are present and to value and appreciate those of different faiths, or no faith, as well as the diversity of expression of beliefs, cultural practices and influence of principle regions and world views in the local, national and wider global community.

Implementation

At Nerrols Primary School and Nursery, we follow the Somerset Local Agreed SACRE Syllabus for Religious Education – 'Awareness, Mystery and Value' <https://www.amvsomerset.org.uk/>. Our children both learn about and from religion and belief and progress from simple skills such as naming, recognising and recalling, to increasingly more complex skills such as synthesis and critical evaluation.

Within our Religious Education syllabus, 'core themes' have been identified within each religion: .

- Christianity: Salvation; God and Creation; Incarnation; Agape (selfless, sacrificial, unconditional love)
- Judaism: God and the Covenant; Torah
- Islam: Submission to the will of Allah; Iman (faith) Messengers of Allah
- Hinduism: Dharma (right-living, respecting life, honouring the Natural World); Deity (Brahman, Deva, Devi, Avatar); Atman (The Devine within)
- Humanism

Scope and Sequence

Foundation Stage and Key Stage One						
Featured religions: Christianity and Judaism						
	Autumn		Spring		Summer	
FS2	Unit 1: Special me – who are we?	Unit 2: Special times – Christmas and Hanukkah	Unit 3: Special places: Church building and Synagogue	Unit 4: Special times – Easter and Passover	Unit 5: Special stories – God / Creation	Unit 6: Special Stories - Jesus
Year 1	Unit 2: What do Christians believe about Jesus? (Incarnation) link with Christmas		Unit 1: What do Christians believe about God?		Unit 5: What do Jewish people believe about God and the Covenant?	
Year 2	Unit 6: What do Jewish people believe about the Torah?		Unit 4: What do Christians believe about forgiveness? Link with Easter		Unit 3: What do Christians believe about love? (Agape)	
Key Stage Two						
Featured religions: Christianity, Hinduism, Islam and Judaism						
Year 3	Unit 5: What do Christians believe about God and Incarnation? (links to Christmas)		Unit 1: What do Jewish people believe about God and the Covenant and Torah? (Links with Passover)		Unit 2: What do Muslim people believe about Islam and Iman?	
Year 4	Unit 3: What do Hindu people believe about Dharma, Deity and Atman?		Unit 4: What do Christians believe about Salvation? (links with Easter)		Unit 6: What do Christians believe about Agape?	
Year 5	Unit 11: What do Christians believe about God and Incarnation? (Links with Christmas)		Unit 7: what do Jewish people believes about God and the Covenant and Torah? (Links with Passover)		Unit 8: What do Muslim people believe about Islam and Iman?	
Year 6	Unit 9: What do Hindu people believe about Dharma, Deity and Atman?		Unit 10: What do Christians believe about Salvation? (links with Easter)		Unit 12: What do Christians believe about Agape?	



Nerrols Primary School and Nursery

Religious Education Curriculum

Early Years Foundation Stage

Religious Education can make an active contribution to all areas of the EYFS curriculum, but makes a particularly important contribution to the following goals:

Personal, social and emotional development

(3-4) Develop their sense of responsibility and membership of a community.

(R) See themselves as a valuable individual.

(R) Think about the perspectives of others.

(ELG) Show sensitivity to their own and others' needs

Understanding the World

(3-4) Continue to develop positive attitudes about the differences between people

(R) Talk about members of their immediate family and community.

(R) Name and describe people who are familiar to them.

(R) Understand that some places are special to members of their community.

(R) Recognise that people have different beliefs and celebrate special times in different ways.

(ELG) Talk about the lives of the people around them and their roles in society.

(ELG) Understand the past through settings, characters and events encountered in books read in class and storytelling.

(ELG) 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.

In RE:

- Children reflect upon their own feelings and experiences in some stories from religious traditions and explore them in different ways.
- Using role play as a stimulus, children talk about some of the ways that people show love and concern for others and why this is important.
- Children visit local places of worship and talk about why they are important for some people.
- Using story from a religious tradition as a source, children talk about their ideas of what is fair and unfair, and how to behave towards each other.

- Using story as a stimulus, children reflect upon the words and actions of characters in the story and decide what they would have done in a similar situation. Children also learn about the consequences of their actions through play.
- Using religious artefacts as a stimulus, children handle sensitively a religious object and talk about why it might be special for some people, showing respect.
- Using stories and songs from religion as a stimulus, children ask questions about things they find interesting or puzzling.
- Having visited a local place of worship, children learn new words associated with the place, showing respect
- Using a religious celebration as a stimulus, children talk about the special events associated with the celebration
- Children identify and talk about the sequence of events in a story about love and forgiveness.
- Using religious artefacts as a stimulus, children think about uses and meanings associated with the artefact.
- Visit a place of worship and explore different methods / explore relevant foods using senses.
- Using appropriate software children find out about special events in religious traditions.
- Children talk about important events such as the birth of a baby and how, for some people, this is celebrated by a religious ceremony.
- Using stories from religious traditions as a stimulus, children talk about the importance of valuing and looking after the environment.
- Through artefacts, stories and music, children learn about important religious celebrations.

Key Stage One

By the end of Key Stage One all pupils must be secure in their knowledge and understanding of the following assessment objectives:

KNOWLEDGE AND UNDERSTANDING:

- ☐ Know the Christian Holy book is called the Bible, and that it is divided into two parts – Old Testament (which Christians share with Judaism – Jesus was a Jew) and New Testament.
- ☐ Recall stories from the Bible associated with the last eight days of Jesus' life, including (a) his entry into Jerusalem, (b) the Last Supper, (c) his arrest, (d) crucifixion and (e) resurrection.
- ☐ Recognise the order of the key events in the Biblical narrative.
- ☐ Identify these stories with the religion of Christianity, who are collectively called Christians and know that they are from the Bible.
- ☐ Understand that Christians believe that because Jesus died, they can be forgiven by God.
- ☐ Understand that Christians believe that Jesus rose from the dead, giving hope of a new life.
- ☐ Raise and suggest answers to relevant questions in response to their enquiry into the Easter story.

Lower Key Stage Two

By the end of Year 4 all pupils must be secure in their knowledge and understanding of the following assessment objectives:

KNOWLEDGE AND UNDERSTANDING:

- ☐ Recognise that Christians refer to Jesus as 'the Saviour' or as 'my Saviour'.
- ☐ Explain the Christian Salvation story and that it makes four main claims:– God created a perfect the world
 - Humanity went wrong
 - To save humanity, God had a salvation plan
 - God enters into the world as Jesus Christ who saves humanity
- ☐ Recall the key features of the story of Zacchaeus:
 - Understand the context of the story; Zacchaeus is an outcast because he is seen as a greedy, corrupt traitor. Now he is sorry. He wants to make up for his bad deeds and live a better life.
 - Understand the message of this and other stories from the Bible
 - That Christians believe Jesus came to forgive and rescue everyone. No one is too bad – or too good.
- ☐ Recall the story of Jesus' death on the cross. Understand that Christians believe that because Jesus died, they can be forgiven by God.

Upper Key Stage Two

By the end of Year 6 all pupils must be secure in their knowledge and understanding of the following assessment objectives:

- ☐ Identify the use of the word 'atonement' in Christianity as referring to the forgiving or pardoning of sin through the death and resurrection of Jesus.
- ☐ Know that 'atonement' originally meant "at-one-ment", which means being "at one" or harmony, with someone.
- ☐ Know that Christians emphasize that Jesus is the Saviour of the world and through his death the sins of humanity have been forgiven.
- ☐ Christians use a range of theories and metaphors to explain how this reconciliation works. A common approach in Western Christianity is that:
 - Humans have not lived in the way God intended – they have sinned
 - Having broken God's Law, humans should have been punished. (Romans 6:23)
 - Jesus is without sin
 - He sacrifices himself in the place of humanity
 - Because Jesus is without sin, he 'pays the price' which should have been paid by humanity'. (Galatians 3.13)
- ☐ Reflect on and appraise the view that Easter celebrates Jesus dying to take the punishment (atonement)/ pay the debt of sin (redemption) so that people can be forgiven by God and live in relationship with Him.
- ☐ Know that Christians believe that Jesus rose again and that faith in him will give eternal life to the believer.

Key Stage One

By the end of Key Stage One all pupils must be secure in their knowledge and understanding of the following assessment objectives:

KNOWLEDGE AND UNDERSTANDING:

- ☐ Christians find out about what God is like and how he wants people to live from the Bible.
 - ☐ There is a story in the Bible which Christians believe expresses their key beliefs about creation.
 - God created the universe.
 - The story is called the six days of creation and describes what God did as the world was created.
 - The last thing that God created was humans.
 - ☐ Christians believe that God expects humans to care for His world because it belongs to God.
- Raise and suggest answers to relevant questions in response to their enquiry into what
- ☐ Christians believe about God.

Lower Key Stage Two

By the end of Year 4 all pupils must be secure in their knowledge and understanding of the following assessment objectives:

KNOWLEDGE AND UNDERSTANDING:

- ☐ Christians believe the Bible talks about what God is like and his relationship with people who believe in Him.
- ☐ Christians will describe one God as Father (parent), Son and Holy Spirit. The Trinity.
- ☐ Recall what happens in both Infant Baptism and Believers' Baptism. Water is used. The person baptising usually says "I baptise you in the name of the Father, and the son, and the Holy spirit." The person is welcomed into the Christian Church.
- ☐ Raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God.

Upper Key Stage Two

By the end of Year 6 all pupils must be secure in their knowledge and understanding of the following assessment objectives:

- ☐ Christians believe that "God is love" (1 John 4.8) – compassionate, all knowing (omniscient), everywhere at once (omnipresent), all powerful (almighty), pure, set apart (holy).
- ☐ Christians believe that it matters what people do. When people treat others badly (sin) it makes God upset and angry.
- ☐ Christians believe the Bible talks about what God is like and his relationship with people who believe in him.
- ☐ Raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God.
- ☐ Recognize that Christians use evidence to support their belief in God.
- ☐ Understand God loves His creation, and everything is created in harmony.
- ☐ Humans have a duty to care for God's creation. They are the stewards of creation.
- ☐ Raise and suggest answers to relevant questions in response to their enquiry into the evidence Christians use to support their belief in God and the concept of stewardship

Key Stage One

By the end of Key Stage One all pupils must be secure in their knowledge and understanding of the following assessment objectives:

KNOWLEDGE AND UNDERSTANDING:

- ☐ Christians find out about what God is like and how he wants people to live from the Bible.
- ☐ Understand that Advent is the time before Christmas when Christians get ready for Jesus coming.
- ☐ Recall Bible stories associated with the birth of Jesus. Including (a) the meaning of his names Immanuel (God is with us) and Jesus (he saves), (b), the angel Gabriel's message to Mary – that her baby is God's son, (c) his humble birth, (d) visited by shepherds -ordinary people –and the Magi.
- ☐ Identify these stories with the religion of Christianity, whose members are collectively called Christians and know that these stories are from the Bible.
- ☐ Recognise the order of the key events in the Biblical narrative.
- ☐ Raise and suggest answers to relevant questions in response to their enquiry into the Christmas story

Lower Key Stage Two

By the end of Year 4 all pupils must be secure in their knowledge and understanding of the following assessment objectives:

KNOWLEDGE AND UNDERSTANDING:

- ☐ Recall stories from the Bible of Jesus miracles – what do they say about Jesus? e.g. that Jesus calmed a storm – he had power over the forces of nature Mark 4.35-41, healing Jairus' daughter – that he had power over death (Luke 8. 40-56)
- ☐ Understand what Christians believe this and other stories from the Bible say about who Jesus is – that only God can do things like this. Christians believe that Jesus is the Son of God.
- ☐ Raise and suggest answers to relevant questions in response to their enquiry into the accounts of these miracles and what Christians say about who Jesus is.

Upper Key Stage Two

By the end of Year 6 all pupils must be secure in their knowledge and understanding of the following assessment objectives:

- ☐ Know that the nativity is found in two gospels: Matthew (ch 1-2) and Luke (ch 1-2)
- ☐ Understand that the two accounts are told from different viewpoints (Mary and Joseph's)
- ☐ Reflect on why there may be different accounts.
- ☐ The Bible account of the virgin birth supports the Christian belief that Jesus is both human and divine.
- ☐ Some Christians understand this symbolically and others literally.
- ☐ The nativity of Jesus concerns the incarnation of Jesus: literally "become flesh". Incarnation is the belief that Jesus Christ is fully human and fully God.
- ☐ Identify how the belief that Jesus is "God is with us" helps a Christian in daily life. Christians pray because they believe that Jesus is with them to listen and to help.

Christianity Key Belief: Agape (selfless, sacrificial, unconditional love)

Key Stage One

By the end of Key Stage One all pupils must be secure in their knowledge and understanding of the following assessment objectives:

KNOWLEDGE AND UNDERSTANDING:

- ☐ Jesus taught that people should be loving, kind and forgiving to everyone because this is what God is like.
- ☐ Recall the story of the Unmerciful Servant Matthew 18:23-34, linking it to forgiveness in the Lord's Prayer Matthew 6:5-15 including (a) Peter's question, "How many times should I forgive?" (b) the events of the parable, (c) understand that, just as Christians believe that God forgives them, Jesus wants them to forgive everyone (d) that Christians are reminded about these things every time they pray the Lord's prayer.
- ☐ Reflect on the implications of this story for Christians and for themselves today.
- ☐ Raise and suggest answers to relevant questions in response to their enquiry into this story,
- ☐ e.g. 'Why did Jesus tell this story and other parables?'

Lower Key Stage Two

By the end of Year 4 all pupils must be secure in their knowledge and understanding of the following assessment objectives:

KNOWLEDGE AND UNDERSTANDING:

- ☐ Christians try to be like Jesus and obey his teachings in the things that they think and do.
- ☐ Recall the story of the Good Samaritan Luke 10.25-37. Man attacked on dangerous road; left without anything – even clothes; he is seen by a Priest and Levite (respected members of community); Samaritan stops and helps Jew; uses expensive oils; places man on donkey while he walks; taken to inn and pays for stay.
- ☐ Know the context for the story: how the story came to be told – Jesus is asked how to inherit eternal life? Love God and your neighbour as yourself; Jesus is asked who is my neighbour?
- ☐ Understand background to the story; Samaritans and Jews are enemies (at the end of the story the person asking the question cannot even say the word 'Samaritan', the people who walked by had good reason (muggers still around; might be a trap; he might be dead anyway (cleansing process); road called 'red road' for good reason.
- ☐ How does this and other teachings of Jesus display disinterested love (agape) being shown to all: freely given; generous; selfless; self-sacrificing?
- ☐ Support their attempt to answer the relevant questions they raise in response to their enquiry into the Good Samaritan parable using reasons and information to support their views.

Upper Key Stage Two

By the end of Year 6 all pupils must be secure in their knowledge and understanding of the following assessment objectives:

- ☐ Recall what Jesus said about selfless, unconditional love in the Beatitudes (part of the Sermon on the Mount, Matthew 5.1-12 & 43-46).
- ☐ Give examples of what Christians are doing today to live out these beliefs.
- ☐ Jesus told his followers, "As I have loved you, so you must love one another." John 13.35. Give examples of the ways that the Christian Church shows the love of God both to its members and across society, in the UK and wider world today. E.g. visiting the sick, chaplains, hospices, food banks, rehabilitation of prisoners and addicts, helping the homeless, street pastors, promoting fair trade, aid work, education and working with youth.
- ☐ Raise and suggest answers to relevant questions in response to their enquiry into how Christians put the commandment to love into practice. How do these things set an example and cut across expectations?

Key Stage One

By the end of Key Stage One all pupils must be secure in their knowledge and understanding of the following assessment objectives:

KNOWLEDGE AND UNDERSTANDING:

- ☐ Know that Jews believe in one God who created the universe.
- ☐ Know basic elements of the story found in Genesis:
 - God made the world from nothing
 - God Makes everything in the world, including plants and animals
 - Man is the last to be made
 - Man is made last and is given responsibility to care for the world God has created
- ☐ Know that the Jewish name for God is Adonai which mean 'Lord'. Jews use the name with great respect, never carelessly. Sometimes Jews write the words as God because of its sacredness.
- ☐ Be able to recognise the Star of David as a symbol of Judaism, which represents the 6 days of creation found in Genesis.
- ☐ Know that Jews live all over the world, but Israel is considered very special as it was promised to Abraham and his descendants by God.
- ☐ Raise and suggest answers to relevant questions in response to the story of creation.
- ☐ Attempt to support their answers using reasons and/or information.

Lower Key Stage Two

By the end of Year 4 all pupils must be secure in their knowledge and understanding of the following assessment objectives:

KNOWLEDGE AND UNDERSTANDING:

- ☐ God first made his covenant agreement with Abraham. God promises he would be the father of a great nation, the Jewish people, who will live in the land of Canaan.
- ☐ Recall the story of the giving of the 10 commandments to Moses: The people of Israel are enslaved in Egypt; God sends 10 plagues; the Pharaoh releases the Jews; this hasty departure is known as the exodus; the Jews spent 40 years as nomads; Moses went up Mt Sinai to receive from God the 10 commandments and other commandments which were the rules Jews had to live by.
- ☐ Understand that the Jews made an agreement or covenant with God: If Jews agree to obey His commandments; the Jews would be His Chosen people.
- ☐ Know that Jews celebrate the exodus at the week-long Passover festival; at the Seder meal Jews re-tell the story of the Exodus using symbolic food. The festival recalls this as a key event in their history because it shows: (a) God was at work in the events of history (b) they have been chosen to have a special relationship with God.
- ☐ Understand that Jews believe there is one God who should be placed above all else.
- ☐ The Shema, which expresses these key beliefs, is placed on the doorpost of Jewish houses in a Mezezah.
- ☐ Raise and suggest answers to relevant questions in response to the story of Moses and the giving of the 10 commandments.
- ☐ Attempt to support their answers using reasons and/or information.

Upper Key Stage Two

By the end of Year 6 all pupils must be secure in their knowledge and understanding of the following assessment objectives:

- ☐ Know that Jews have coming of age ceremonies: Bar and Bat Mitzvah (for boys and girls, respectively). These are important because it marks the time when people become responsible for following the Torah
- ☐ Know that Abraham is called one of the fathers of Judaism
- ☐ Know the story of Abraham who Jews believe was the first person to believe in one God:
 - Abraham was rich and lived in Ur; the people worshipped many gods
 - God speaks to Abraham and tells him to leave his home with 3 promises: a relationship with God, numerous descendants and land
 - but Sara is barren
 - with no scriptures or traditions, he puts his faith in God

<input type="checkbox"/>	Understand that, for Jews, the covenant that began with Abraham is an important belief of a two-way relationship. Jews put their faith in God (not blind faith – Abraham often questions God) and God gives his blessings to Abraham and his descendants.
<input type="checkbox"/>	Know that Yom Kippur is the holiest day in the Jewish calendar. This period starts with Rosh Hashannah and ends ten days later with Yom Kippur. It is during this time of fasting that Jews show how sorry they are, and attend the synagogue as often as they can, listening to the Torah; for asking for forgiveness from those who they have wronged, forgive those who have wronged them and ask G-d to forgive them; saying, “And for all these, God of forgiveness, forgive us, pardon us, and grant us atonement”.
<input type="checkbox"/>	Understand how Jews celebrate the Shabbat and why it is considered the most important festival: <ul style="list-style-type: none"> ▪ Timing of Shabbat, no work, but study, rest and leisure ▪ Time to celebrate belief in one God as creator ▪ Central rituals: Kiddush, lighting candles, wine shared, and bread cut ▪ Attendance at Synagogue and opening of Ark ▪ Dietary rules including kosher and trefah and separation of meat and milk
<input type="checkbox"/>	Raise and suggest answers to relevant questions in response to the concept of a covenant
<input type="checkbox"/>	with God.
<input type="checkbox"/>	Attempt to support their answers using reasons and/or information.

Key Stage One

By the end of Key Stage One all pupils must be secure in their knowledge and understanding of the following assessment objectives:

KNOWLEDGE AND UNDERSTANDING:

- ☐ Know that the Torah means 'teaching' is the most important part of Jewish scriptures.
- ☐ Know that it contains the first 5 books of the Hebrew Bible.
- ☐ It teaches Jews what God is like and how they should live their lives.
- ☐ One day a week Jews observe the Sabbath: they rest, have a meal on Friday evening with their family. Jews believe that bringing the family together once a week when no one works is important.
- ☐ Understand how special the Torah is for Jews: the Torah is read every week in the synagogue, the end of one cycle is celebrated in Simchat Torah.
- ☐ Raise and suggest answers to relevant questions in response to the Jewish teachings on the Torah.
- ☐ Attempt to support their answers using reasons and/or information

Lower Key Stage Two

By the end of Year 4 all pupils must be secure in their knowledge and understanding of the following assessment objectives:

KNOWLEDGE AND UNDERSTANDING:

- ☐ On the Shabbat Jews attend the synagogue, where they worship God. Doing this develops a sense of community.
- ☐ The reading of the Torah is central to the service: during the service there will be readings from the Torah.
- ☐ In the synagogue the Torah (Sefer Torah) is written on parchment, which are written by hand with a special ink. The importance of the scrolls is shown by the way they are:
 - Never touched by human hands- a special pointer is used
 - Each scroll has a mantle (cover)
 - Once they have been used, they are returned to the Ark
 - There is an ever-burning lamp outside the Ark to show God is always present
- ☐ Know that some Jews wear Tephilin (or Tefillin), which are two straps with boxes on and contain small pieces of parchment from Torah, on the forehead to remind Jews they must love God with their mind and on their arm facing the heart to remind Jews they must love God with all their heart.
- ☐ Know the Torah is written in Hebrew.
- ☐ Raise and suggest answers to relevant questions in response to the importance and respect Jews give to the Torah.
- ☐ Attempt to support their answers using reasons and/or information.

Upper Key Stage Two

By the end of Year 6 all pupils must be secure in their knowledge and understanding of the following assessment objectives:

- ☐ Recall that Jewish scriptures are called the Tenakh, which are made up of 3 sections: Torah, Nevi'im and Ketuvim. The word Tenakh, is made up of these 3 types of writing.
- ☐ Know that the Torah is the most important because it tells Jews what God is like and how they should live.
- ☐ Know that the teachings in the Torah are summed up in the Shema, which is kept on the doorpost of Jewish homes. It says "Hear O Israel, the Lord our God, the Lord is one ..."
- ☐ Understand that there is also a collection of writings called the Talmud. These contain the teaching of rabbis over many years. It gives more details about how to put the rules found in the Torah into practice.
- ☐ Understand the meaning of Simchat Torah: a ceremony at the end of Sukkot, when the final part of Deuteronomy and the first part of Genesis is read to show that the reading of the Torah never stops. It reminds Jews that it is important to study and obey the Law throughout their lives.
- ☐ Raise and suggest answers to relevant questions in response to the idea of being able to put into practice the teachings of the Torah.
- ☐ Attempt to support their answers using reasons and/or information

Key Stage One

By the end of Key Stage One all pupils must be secure in their knowledge and understanding of the following assessment objectives:

KNOWLEDGE AND UNDERSTANDING:

- ☐ Know that Muslims call God 'Allah' which means "The –God" (Al-Lah)
- ☐ Know Muslims believe that Allah created all things which exist.
- ☐ Understand that although Allah created everything, humans have been given the responsibility to look after that creation (Khalifah).
- ☐ Know that Muhammad taught Muslims that there are 99 names for Allah which describe what He is like.
- ☐ Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in Allah and Khalifah.
- ☐ Attempt to support their answers using reasons and/or information

Lower Key Stage Two

By the end of Year 4 all pupils must be secure in their knowledge and understanding of the following assessment objectives:

KNOWLEDGE AND UNDERSTANDING:

- ☐ Know that Islam means "Submission (to the will of Allah)" and the word Muslims means someone who has willingly submitted themselves to Allah.
- ☐ Identify the two main beliefs of Islam as:
 - the belief in only one God, and
 - the belief that Muhammad is the Messenger of God
- ☐ Understand that praying 5 times a day, which is prescribed in the Qur'an, is one way Muslims submit to the will of Allah. They do this by:
 - Being constantly reminded of Allah throughout the day, reminds them for what is
 - important in their life and helps them straying from the path
 - The sujud position (prostration) reflects Muslim submission as a physical act.
 - Salah can take place anywhere, as God created everything
- ☐ Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah and the practice of Salah.
- ☐ Attempt to support their answers using reasons and/or information

Upper Key Stage Two

By the end of Year 6 all pupils must be secure in their knowledge and understanding of the following assessment objectives:

- ☐ Understand that the Qur'an is the original and most basic source of God's Law, but Hadith provide Muslims with the practical interpretations of how to apply the Qur'an to everyday life. Muslims believe Muhammad received instructions from Gabriel and so these are as valid as those in the Qur'an.
- ☐ Know that humans have the role of Khalifah, trustees of Allah's creation. All things belong to Allah. Muslims have always studied nature for signs and wonders of Allah
- ☐ Understand that the practices of Zakat (giving) and Saum (fasting during Ramadan) illustrate the concept of Khalifah:
 - Zakat (giving) is a duty (something you must do) not charity (something you might chose to do); it should be done anonymously, receiving no praise.
 - Saum (fasting during Ramadan) is an act of learning to appreciate all that God has provided.
- ☐ Know the story of Bilal and understand why this story is important to Muslims:
 Bilal is a black African slave; refuses to obey his master to attack one of Muhammad's followers who claimed that all people are equal; while imprisoned, waiting to be punished, he became a Muslim; close to death he was sold to Abu Bakr one of Muhammad's closest companions; Bilal was freed; Bilal became the first Muezzin (gave the first call to prayer at the first mosque in Medina and then at the Ka'aba).
 - Meaning: this story emphasises that people should be judged not by their position in society or race, but on their commitment to obey Allah's commands.
 - That Allah alone is worthy of worship.

<input type="checkbox"/>	Bilal exemplified his dedication to Allah, even risking his own life. He is a role model to Muslims.
<input type="checkbox"/>	Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah.
<input type="checkbox"/>	Attempt to support their answers using reasons and/or information

Key Stage One

By the end of Key Stage One all pupils must be secure in their knowledge and understanding of the following assessment objectives:

KNOWLEDGE AND UNDERSTANDING:

- ☐ Associate artefacts like prayer mats, mosques and the Qur'an with Islam.
- ☐ Use the word 'Muslim' correctly to refer to a follower of the religion of Islam.
- ☐ Identify Muhammad as a man who is deeply respected in Islam as the Messenger of God.
- ☐ Recall the story of the first revelation Muhammad received – the Night of Power:
 - Muhammad is in a cave on Mt Hira
 - He sees the Angel Gabriel
 - He is told to recite (Iqra) a book being held in front of him.
 - Muhammad replies he cannot read
 - On the third instruction he can read the message
- ☐ Identify the two main beliefs of Islam as:
 - the belief in only one God, and
 - the belief that Muhammad is the Messenger of God
- ☐ Raise and suggest answers to relevant questions in response to the story of Muhammad's first revelation.
- ☐ Attempt to support their answers using reasons and/or information.

Lower Key Stage Two

By the end of Year 4 all pupils must be secure in their knowledge and understanding of the following assessment objectives:

KNOWLEDGE AND UNDERSTANDING:

- ☐ Know that Islam means "Submission (to the will of Allah)" and the word Muslims means someone who has willingly submitted themselves to Allah.
- ☐ Identify the two main beliefs of Islam as:
 - the belief in only one God, and
 - the belief that Muhammad is the Messenger of God
- ☐ Understand that praying 5 times a day, which is prescribed in the Qur'an, is one way Muslims submit to the will of Allah. They do this by:
 - Being constantly reminded of Allah throughout the day, reminds them for what is important in their life and helps them straying from the path
 - The sujud position (prostration) reflects Muslim submission as a physical act.
 - Salah can take place anywhere, as God created everything
- ☐ Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah and the practice of Salah.
- ☐ Attempt to support their answers using reasons and/or information

Upper Key Stage Two

By the end of Year 6 all pupils must be secure in their knowledge and understanding of the following assessment objectives:

- ☐ Know the Muslim belief that Muhammad is the final Prophet.
- ☐ Know the names of Prophets that lived before Muhammad who are named in the Qur'an, including: Adam, Abraham, Moses and Jesus. According to the Qur'an these prophets taught essentially the same religion (din) (from Adam to Muhammad). know that all the Prophets before Muhammad were given the same message. Muslims do not criticise the prophets of other religions, because of this. Muslims show great respect to these by adding the phrase, 'peace be upon them'. They also show great respect to the sacred texts of other religions; such as gospels and Torah.
- ☐ Know the Muslim belief that humans have a tendency to forget, ignore or tamper with, God's clear message.
- ☐ Understand that the Muslims believe the Qur'an is (a) the word of God not a human creation, (b) is the authentic version of the revelations to Muhammad in word, rhythm (it is poetic) and so must be read in Arabic, (c) the most comprehensive and final book of knowledge and instruction to believers

☐ Know that Islam means “Submission (to the will of Allah)” and the word Muslims means someone who has willingly submitted themselves to Allah.

☐ Understand the Muslim belief that humans have not followed God’s message in the past because of over self-confidence (hubris) and so they

- forgot it
- ignore it
- tamper with it

Hinduism

Key Belief: Dharma (right-living, respecting life, honouring the Natural world)

Key Stage One

By the end of Key Stage One all pupils must be secure in their knowledge and understanding of the following assessment objectives:

KNOWLEDGE AND UNDERSTANDING:

- ☐ Recall stories from The Ramayana, of the exile and return of Rama including:
 - Rama is named the successor to his father the king, but because of the jealousy and plotting of his stepmother, Rama is sent away from the palace for 14 years
 - Rama's choice to honour his father's promise and enter into a 14 year exile, despite the people not wanting him to leave.
 - Sita is kidnapped by the evil king Ravanna, but Rama and Lakshmana, with the monkey king Hanuman defeat Ravanna
 - After the 14 years the joyous return of Rama, Sita and Lakshmana is marked as the first Divali.
- ☐ Know the term Hinduism and know followers are called Hindus.
- ☐ Identify these stories with the Hindu faith and know that its followers are called Hindus.
- ☐ Whilst this happened in India and Hinduism started there, Hindus now live all over the world.
- ☐ Recognise the symbol for Aum (Om) and know how it is correctly pronounced. Know that Aum is often used as the symbol for Hinduism
- ☐ Raise and suggest answers to relevant questions in response to the belief in Dharma.
- ☐ Attempt to support their answers using reasons and/or information.

Lower Key Stage Two

By the end of Year 4 all pupils must be secure in their knowledge and understanding of the following assessment objectives:

KNOWLEDGE AND UNDERSTANDING:

- ☐ Recall stories of the exile, return and reign of Rama from the Hindu book: The Ramayana and understand how they teach a) respect for Parents, b) keeping promises, c) doing the right thing even when it's hard, and from his reign d) using power with care and responsibility towards those with less power, know that Hindus think these are important guidelines for right-living.
- ☐ Understand when Hindus light lamps to celebrate Divali they remember that God guides us in life the way lamps light up darkness, to help us see our way.
- ☐ Know Dharma means 'right-living' and that the Hindu faith is called the 'Hindu Dharma'

Upper Key Stage Two

By the end of Year 6 all pupils must be secure in their knowledge and understanding of the following assessment objectives:

- ☐ Know that the term "Hinduism" is a Western term for people who lived in Northern India, who shared the Vedas and ancient Sanskrit writings of India. Followers prefer the term "Sanatan Dharma", which mean 'eternal truths' (i.e. basic teachings which have always been true and always will be).
- ☐ Know the Holi festival celebrates Spring, community and equality, reminding Hindus to respect the natural world and its seasons (AMV Unit 7, 10) Also recall the Holika story, who died using her powers to try and kill Prahlad, a believer in God, and understand how this reminds Hindus to use their gifts to help not hurt others, the principle of ahimsa.
- ☐ Know the Hindu word for 'action' is 'karma which means everything we do will have consequences. This is the 'Law of Karma'. Following the Dharma will produce beneficial results.

Key Stage One

By the end of Key Stage One all pupils must be secure in their knowledge and understanding of the following assessment objectives:

KNOWLEDGE AND UNDERSTANDING:

- ☐ Recall the story of 'young Krishna opens his mouth', including
 - his playmates tell Krishna's mother that he has been eating dirt
 - he denies it, but his friends insist he is lying
 - his mother asks him to open his mouth, as she looks into his mouth she sees the whole of creation, including planets, sun, stars
 - for a moment she realises her young son is no ordinary boy, but God in a special human form
- ☐ Understand that for Hindus this story means the whole world is special to 'God' so everything in it is to be treated with love and respect.
- ☐ Hindus believe that God is one and they call God Brahman.
- ☐ Raise and suggest answers to relevant questions in response to the Hindu belief in Deity.
- ☐ Attempt to support their answers using reasons and/or information

Lower Key Stage Two

By the end of Year 4 all pupils must be secure in their knowledge and understanding of the following assessment objectives:

KNOWLEDGE AND UNDERSTANDING:

- ☐ Know that Hindu holy books describe Rama AND Krishna as special people called Avatars. These are believed by Hindus to be God, in human form and that God can choose to be born as an Avatar, in any time and place, when the world needs God's help or example.
- ☐ Know that Hindus believe that they can also worship God in other divine forms (or deities) alongside the Avatars, such as a loving mother (Devi), Lakshmi, popularly worshipped at Divali.

Upper Key Stage Two

By the end of Year 6 all pupils must be secure in their knowledge and understanding of the following assessment objectives:

- ☐ Understand that thousands of years ago, Hindu books called the Vedas described many ways of thinking about God with special names, images and stories to help Hindus remember and understand about God. Hindus pray to God by any of these names and ways.
- ☐ Recall the story of Shiva and the Ganges. Understand that Hindus believe that whilst the natural world is all from within God and so is to be treated as special, the Ganges is a holy river to visit and Shiva is a special and particularly powerful form of God to worship.
- ☐ Hinduism teaches that there is one Supreme Being/Person, Brahman. Brahman is everywhere and everything that exists lives in Brahman all the time. Nothing would exist if Brahman was not in it.
- ☐ Recognise the symbol often associated with Hinduism: Aum. The sound is sacred and is a way of describing Brahman.

Key Stage One

By the end of Key Stage One all pupils must be secure in their knowledge and understanding of the following assessment objectives:

KNOWLEDGE AND UNDERSTANDING:

☐
☐
☐
☐

Lower Key Stage Two

By the end of Year 4 all pupils must be secure in their knowledge and understanding of the following assessment objectives:

KNOWLEDGE AND UNDERSTANDING:

- ☐ Recognise a form of Hindu worship (called puja) using a special tray called 'a puja thali' with a small sacred flame, a bell, flower petals, incense and water to help them not be distracted by anything else they may see, hear, smell or touch around them, to make it a special time.
- ☐ Know and be able to use the following terms accurately and confidently: Mandir, shrine, puja, murti, prasad and arti.
- ☐ Know that Hindus have a special place at home for performing puja once a day.
- ☐ Understand that Puja helps Hindus be quiet enough to 'hear' God guiding them from within and to know Hindus can perform Puja at home or in a place of worship called a Mandir.
- ☐ Raise and suggest answers to relevant questions in response to the Hindu belief in Dharma, deity and Atman.
- ☐ Attempt to support their answers using reasons and/or information.

Upper Key Stage Two

By the end of Year 6 all pupils must be secure in their knowledge and understanding of the following assessment objectives:

- ☐ Recall the Hindu greeting Namaste and its meaning: 'I respect you', because Hindus believe the same God is inside every heart and must be treated as one world-family.
- ☐ Hindus believe in Reincarnation: the belief that when a body dies their atman ("soul") may move onto another being. In the Bhagavad Gita this is likened to someone changing dirty clothes for clean ones. Similarly, the Atman casts off its worn-out body for a new one. (Bhagavad Gita 2:22).
- ☐ The Atman persists and is reborn many times. This continual cycle is called Samsara.
- ☐ The type of life an Atman moves onto depends on its previous one. This is determined by the Law of Karma.
- ☐ The end of Samsara is called Moksha. The soul breaks out of reincarnation and joins with Brahman
- ☐ Raise and suggest answers to relevant questions in response to the Hindu belief in Dharma, deity and Atman.
- ☐ Attempt to support their answers using reasons and/or information.

Humanism

Key Stage One

By the end of Key Stage One all pupils must be secure in their knowledge and understanding of the following assessment objectives:

KNOWLEDGE AND UNDERSTANDING:

- ☐ Be familiar with the terms 'Humanist' and 'atheist'.
- ☐ Know that of utmost importance for a Humanist is what human beings have achieved and can achieve as individuals and together to improve life for everyone and look after the world.
- ☐ Know that many Humanists are 'atheists'; they do not believe in a deity or deities.
- ☐ Know how a Humanist family might celebrate the birth of a child and/or the naming of a baby.
- ☐ Be able to recognise the 'happy human' as a symbol of Humanism (showing that the human being and the potential of human activity to shape our world are at the centre of what Humanists believe).

Lower Key Stage Two

By the end of Year 4 all pupils must be secure in their knowledge and understanding of the following assessment objectives:

KNOWLEDGE AND UNDERSTANDING:

- ☐ Be familiar with the concepts 'material world' and 'secular'. Know that 'secular' means 'concerned with the material world' and 'not concerned with religion'.
- ☐ Be able to tell another person what is meant by 'Humanist' and 'atheist'.
- ☐ Have had the opportunity to talk with members of a Humanist family.
- ☐ Know that Humanists look for truth as it is known and accessible through science, reason and the experience of human beings of the ever-changing material world.
- ☐ Know that Humanists primarily make decisions about right and wrong based on what is perceived to bring justice, happiness and peace to individuals, communities and societies. They should know that Humanists do not believe that knowledge of right and wrong comes from a deity or deities or that good deeds or wrongdoing will be judged and/or punished by a god or gods.
- ☐ Be familiar with what the 'happy human' symbol means to Humanists.

Upper Key Stage Two

By the end of Year 6 all pupils must be secure in their knowledge and understanding of the following assessment objectives:

- ☐ Be familiar with the term 'agnostic' and its two related meanings – 1) a person who holds that nothing is known or can be known about anything beyond the material world and 2) a person who does not know whether a god, gods or anything beyond the material world exists. They should know that some Humanists are agnostic.
- ☐ Be able to say why Humanism is a life stance but not a religion.
- ☐ Know how secular Humanists regard life and death. They should know that the focus of their attention is on what can be achieved during this life in this world and that they hold that death is the end of life.
- ☐ Know how Humanists might celebrate marriage or conduct an event to mark the death of someone close to them. Be able to say how these differ from a religious ceremony and why.
- ☐ Be able to name two prominent Humanist scientists of the modern period and say something about their lives and contribution to our understanding of the world, e.g. Marie Curie, Albert Einstein, Helen Caldicott.
- ☐ Know that the Humanist perspective informs music, song, poetry, literature and the visual arts and be able to refer to at least one example, e.g. John Lennon's Imagine.
- ☐ Be aware of the work of the British Humanist Association (BHA) in promoting understanding of Humanism.

Attitudes in RE

Attitudes such as respect, care and concern should be promoted through all areas of school life.

There are some attitudes that are fundamental to religious education in that they are prerequisites for entering fully into the study of religion and belief, and learning from that experience. Teachers should help pupils to develop their:

Self-Esteem	Curiosity
<ul style="list-style-type: none"><input type="checkbox"/> recognize their own uniqueness as human beings, and affirm their self worth;<input type="checkbox"/> feel confident about their own beliefs and identity and share them without fear of embarrassment or ridicule;<input type="checkbox"/> develop a realistic and positive sense of their own religious and spiritual ideas;<input type="checkbox"/> become increasingly sensitive to the impact of their ideas and behaviour upon other people.	<ul style="list-style-type: none"><input type="checkbox"/> explore religious ideas through reflection, empathy and imagination;<input type="checkbox"/> look beyond surface impressions;<input type="checkbox"/> look for answers and seek after truth;<input type="checkbox"/> search for meanings in life;<input type="checkbox"/> consider the personal relevance of religious questions
Fairness	Respect
<ul style="list-style-type: none"><input type="checkbox"/> listen carefully to the views of others;<input type="checkbox"/> acknowledge bias in their own views;<input type="checkbox"/> consider evidence and argument;<input type="checkbox"/> make reasoned judgements about what is worthy of respect and what is not	<ul style="list-style-type: none"><input type="checkbox"/> recognize the needs and concerns of others;<input type="checkbox"/> avoid ridiculing others;<input type="checkbox"/> recognize the rights of others to hold their own views;<input type="checkbox"/> appreciate that people's religious beliefs are often deeply felt;<input type="checkbox"/> develop a balanced sense of self-worth and value.

Skills in RE

Investigation

- ask relevant questions
- use a variety of sources to gather information
- know what may count as good evidence in understanding religion(s)

Interpretation

- draw meaning from artefacts, works of art, poetry and symbolism
- interpret religious language
- suggest meanings of religious text

Reflection

- reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions

Empathy

- use imagination to identify feelings such as love, wonder, forgiveness and sorrow
- consider the thoughts, feelings, experiences, attitudes, beliefs and values of others
- see the world through the eyes of others

Evaluation

- debate issues of religious significance with reference to evidence, argument, opinion and statements of faith
- weigh the respective claims of self-interest, consideration for others, religious teaching and individual conscience.

Analysis

- distinguish between opinion, fact and belief
- recognise bias, caricature, prejudice and stereotyping
- distinguish between the features of different religions

Synthesis

- link significant features of religion(s) together in a coherent pattern
- connect different aspects of life into a meaningful whole.

Application

- make links between religion and individual, community, national and international life
- identify key religious values and their links with secular values

Expression

- articulate ideas, beliefs and values
- respond to religious ideas, beliefs and questions through a variety of media

Self understanding

- draw meaning from significant experiences in their own and others' lives and from religious questions and answers.

Spiritual, moral, social and cultural development

At Nerrols, Religious Education promotes pupils' spiritual, moral, social and cultural development and prepares pupils for the opportunities, responsibilities and experiences of life through:

Spiritual development:

- discussing and reflecting upon key questions of meaning and truth, such as the origins of the universe, life after death, good and evil, the being of God and values such as justice, honesty and truth;
- learning about and reflecting upon important concepts, experiences and beliefs which are at the heart of religions and other traditions and practices;
- considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity;
- considering how religions and other world views perceive the value of human beings and their relationships with one another, with the natural world, and with God;
- valuing relationships and developing a sense of belonging;
- developing their own views and ideas on religious and spiritual issues.

Moral development:

- enhancing the values identified within the curriculum, particularly valuing diversity and engaging in issues of truth, justice and trust;
- exploring the influences on moral choices of family, friends and the media;
- and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders;
- considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy on values and ethical codes of practice;
- studying a range of moral issues, including those that focus on justice, promoting racial and religious respect and the importance of personal integrity;
- considering the importance of rights and responsibilities and developing a sense of conscience.

Social development:

- considering how religious and other beliefs lead to particular actions and concerns;
- investigating social issues from religious perspectives, recognising diversity of viewpoint within and between religions, as well as common ground between them;
- articulating their own and others' ideas on a range of contemporary social issues.

Cultural development:

- promoting cultural understanding from a religious perspective through encounters with people, literature, the creative and expressive arts and resources from differing cultures;
- considering the relationship between religion and cultures and how religious beliefs contribute to cultural identity and practices;
- promoting racial and inter-faith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion and promoting awareness of how inter-faith co-operation can support the pursuit of the common good;
- promoting inter-cultural understanding by encouraging pupils to question their own cultural pre-suppositions.

Impact

Children's development in Religious Education is reviewed regularly using children's outcomes and products, and considering the discussions and contributions of children as we learn. Conversation based assessment takes place throughout the learning journey and observations made while the children work inform future planning.

At the end of each unit adults will consider the children's learning within the focus core concept.

Appendix: The right to withdraw from Religious Education

Parents have the right to request that a pupil be excused from all or part of the Religious Education provided. Schools should ensure that parents who want to withdraw their children from RE are aware that RE is taught in an objective way that is relevant to all pupils and respects their own personal beliefs. They should be made aware of the RE syllabus learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish. The school may also wish to review such a request each year, in discussion with the parents. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship.

The use of the right to withdraw should be at the instigation of parents, and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given. Parents have the right to choose whether or not to withdraw their child from RE without influence from the school, although a school should ensure parents or carers are informed of this right and are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision. Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated. If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises. Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive (Section 71(3) of the School Standards and Framework Act 1998). This RE could be provided at the school in question, or the pupil could be sent to another school where suitable RE is provided if this is reasonably convenient. If neither approach is practicable, outside arrangements can be made to provide the pupil with the kind of RE that the parent wants, and the pupil may be withdrawn from school for a reasonable period of time to allow them to attend this external RE. Outside arrangements for RE are allowed as long as the LA is satisfied that any interference with the pupil's attendance at school resulting from the withdrawal will affect only the start or end of a school session.