



EYFS & Key Stage 1 – Sparrows, Skylarks and Willows

Odd Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	How do People decide what is good and bad?	What does the Nativity story teach Christians about Christmas?	How do Christians belong to their faith Families?	What do my senses tell me about the world of religion and belief?	How do Jewish people celebrate Passover (Pesach)?	What do religious texts teach us?
Discipline	Philosophy	Theology	Human/Social Science	Philosophy	Human/Social Science	Human/Social Science
Never forgets Knowledge Substantive knowledge	<ul style="list-style-type: none"> I know what the Humanist "Golden Rule" is and how it informs decisions about right and wrong. I know how Christian behaviour is connected to their view of God. 	<ul style="list-style-type: none"> I know the Christian belief that God became human in Jesus. I know Jesus is an important and historical figure to Christians. I know Christians use the nativity story to influence their actions at Christmas. 	<ul style="list-style-type: none"> I know the importance of worshipping together I know how First Communion, Christenings and Baptisms show Christians belong to their faith family. I know how artefacts are used to show Christians belong to their faith family. 	<ul style="list-style-type: none"> The five senses (see, hear, smell, touch, taste) I know about some visual art, e.g. Murti I know how incense and fruit are used as part of Hindu worship at a shrine 	<ul style="list-style-type: none"> I know what the Seder Meal is and the symbolism of each part of the Seder plate I know the story of the Passover I know some Jewish family traditions related to Passover. 	<ul style="list-style-type: none"> I know some stories from a range of religions. I know how religious texts are treated in different religions. I know that religious books are holy.
Never forgets Skills Disciplinary knowledge	<ul style="list-style-type: none"> I can identify some Christian beliefs about right and wrong I can explain what the Humanist Golden Rule is I can identify some similarities and differences between Humanist Golden Rule and Christian teachings from Jesus 	<ul style="list-style-type: none"> I can retell the Christmas story. I can give examples of ways Christians use the story of the nativity to guide their beliefs and actions at Christmas. I can recognise the connection between Christmas and Easter. 	<ul style="list-style-type: none"> I can identify how Christians beliefs impact on their worship and sense of belonging. I can identify some Christians symbols and artefacts. I can identify different ways in which Christians show they belong to their faith family. 	<ul style="list-style-type: none"> I can ask questions about the world around me. I can use my senses to investigate worship in different religious traditions. 	<ul style="list-style-type: none"> I can recognise that Passover is a Jewish festival. I can identify ways Passover can have an impact on daily life. I can identify evidence of belief in the local area 	<ul style="list-style-type: none"> I can retell stories using my own words. I can recognise similarities and differences between stories.
Vocabulary	Christian, decision, Golden Rule, Humanist, right, wrong,	Advent, Incarnation, Jesus, Nativity, Salvation, Son Of God, Thankfulness	Baptism, Belonging, Chalice, Christening, Communion, Font, Paten, Worship	Sense, Worship, Murti, Belief, Hindu, Shrine, Kumkum powder, Prasad, Puja	Matzah bread, Moses, Passover, Pesach, Seder plate	Holy, religious texts, Qu'ran, Torah, Bible, Tripitaka, Vedas



EYFS & Key Stage 1 – Sparrows, Skylarks and Willows

Even Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Why do people have different views about the idea of God?	Why is light an important symbol?	What do Jewish people remember on Shabbat?	How does a celebration bring a community together?	What does the cross mean to Christians?	How did the universe come to be?
Discipline	Philosophy	Theology	Theology	Human/Social Sciences	Theology	Philosophy
Never forgets Knowledge Substantive knowledge	<ul style="list-style-type: none"> I know the key beliefs about God from two different religions I know how a person's behaviour is connected to their view of God. I know two different stories that illustrate beliefs about God. 	<ul style="list-style-type: none"> I know about the Christian belief that Jesus is the Light of The World I know how the Diwali story reflects Hindu beliefs about good and evil. I know about the symbolic meaning of lighting the Shabbat Candle. 	<ul style="list-style-type: none"> I know the Jewish story of creation and can relate it to observing Shabbat. I know Shabbat is celebrated as a weekly tradition for Jewish families. I know about the symbolism of the key artefacts used during Shabbat 	<ul style="list-style-type: none"> I know how Christians celebrate Easter. I know How Muslims celebrate Eid I know how these festivals help to bring the religious communities together. 	<ul style="list-style-type: none"> I know the Easter story. I know Christians believe Jesus' died on a cross and came back to life. I know Christians believe Easter gives people hope of a new life, now and in the future. 	<ul style="list-style-type: none"> I know about the creation stories within Christian and Hindu traditions. I know about Non-religious ideas about how the origin of the universe I know that beliefs about the origin of the universe influence how individuals treat the world around them.
Never forgets Skills Disciplinary knowledge	<ul style="list-style-type: none"> I can give a reason why a member of a religious community might believe in God. I can give a reason why a person might not believe in God. I can make connections between beliefs of right and wrong and their belief about God. 	<ul style="list-style-type: none"> I can retell at least one narrative where light is an important symbol. I can give an example of how Christians, Hindus and Jews use their beliefs to guide their daily lives. 	<ul style="list-style-type: none"> I can retell the Jewish story of Creation. I can give an example of how Jews use the day of rest from the story of the creation to guide their daily lives. 	<ul style="list-style-type: none"> I can recognise practices associated with Easter and Eid I can recognise ways in which a celebration can encourage a sense of belonging within a faith community. 	<ul style="list-style-type: none"> I can give a simple account of the Easter Story. I can recognise that the Easter Story is a source of hope for Christians. 	<ul style="list-style-type: none"> I can ask one question about the origin of the universe. I can give a simple reason for the origin of the universe.
Vocabulary	Agnostic, Allah, Atheist, Brahman, God, Humanist, Theist	Diwali, Hannukiah, Hanukkah, Menorah, Shabbat, Symbolism, Worship	Candles, Challah Bread, Creation, Jewish, Judaism, Kiddush Cup, Menorah, Shabbat, Synagogue	Celebration, Christian, Community, Easter, Eid-ul-Adha, Eid-ul-Fitr, Festival, Muslim, Religion	Christian, Cross, Crucifixion, Jesus, Resurrection, Salvation	Brahma, Christian, Creation, God, Hindu, Origin, Universe, Vishnu



Lower Key Stage 2 – Swifts & Sycamores

Odd Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Unit Title	Where do religious beliefs come from?	How do religious groups contribute to society and culture?	What does sacrifice mean?	What is the Trinity?	How do people express commitment to a religion / worldview in different ways?
Discipline	Theology	Human/Social Science	Philosophy	Theology	Human/Social Science
Never forgets Knowledge Substantive knowledge	<ul style="list-style-type: none"> I know about the Christian belief in one God (Trinity) and Jesus I know some of the sources of authority which explain the nature of God to Christians I know about the Christian belief that humans are made in God's image but became sinful and need saving. 	<ul style="list-style-type: none"> I know about Christian and Hindu teachings about compassion and care. I know about the life and work of a Christian and Hindu individuals whose faith impacted on their actions. I know some of the ways in which Christian and Hindu religious beliefs are practised locally and nationally 	<ul style="list-style-type: none"> I know at least one interpretation of the term 'sacrifice' I know about the Fourth Pillar of Islam and the place of self-sacrifice in Islam I know that Christians believe Jesus was the 'ultimate' sacrifice for the forgiveness of sins. 	<ul style="list-style-type: none"> I know about the Christian belief in one God (Trinity) and Jesus I know about incarnation: Jesus as one of the three persons of the Trinity. I know about the Holy Spirit: God as spiritually active in the world. 	<ul style="list-style-type: none"> I know the importance of rites of passage in terms of religious identity. The importance of, baptism, Amrit, Bar and Bat Mitzvah in shaping religious identities
Never forgets Skills Disciplinary knowledge	<ul style="list-style-type: none"> I can consider genre, author, context and audience in relation to the Bible. I can describe how individuals, communities, society and experiences can shape beliefs. 	<ul style="list-style-type: none"> I can identify ways in which beliefs might make a Christian or Hindu think about how they live their life. 	<ul style="list-style-type: none"> I can describe different philosophical and theological answers to questions about sacrifice I can identify ways beliefs about sacrifice influence the ways Christians & Muslims see the world I can give reasons for views on the importance of sacrifice, providing evidence. 	<ul style="list-style-type: none"> I can show awareness of the Biblical origins of Christian teachings of the Trinity. I can give examples of how Christians might express their beliefs about the Trinity I can recognise ways in which belief in the Trinity might make a difference to the way a Christian how they see the world. 	<ul style="list-style-type: none"> I can identify ways in which religious belief can impact daily life. I can show awareness of the similarities and differences between the commitment ceremonies or rites of passage between Christianity, Judaism and Sikhism. I can identify some similarities and differences in how people practise and express beliefs about commitment.
Vocabulary	Bible, Commandments, Testament, Messiah, Incarnation, Sacrifice, Prophecy	Christian, Compassion, Contribution, Hindu, Dharma, Impact, Seva, Society	Altruism, Humanist, Commitment, Self-Sacrifice, Ultimate Sacrifice, Christian, Muslim	Baptism, Father, Son, Holy Spirit, Gospel, Incarnation, Salvation, Trinity, Monotheistic, God, Symbol	Belonging, Commitment, Faith, Rite of passage, Christianity, Judaism, Sikhism, Baptism, Bar Mitzvah, Amrit, Bat Mitzvah



Lower Key Stage 2 – Swifts & Sycamores

Even Year	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Unit title	What do Muslims believe about God?	What do we mean by truth, is seeing believing?	Why is there so much diversity of belief within Christianity?	What difference does being a Muslim make to daily life?	What is philosophy? How do people make moral decisions?
Discipline	Theology	Philosophy	Human/Social Sciences	Human/Social Sciences	Philosophy
Never forgets Knowledge Substantive knowledge	<ul style="list-style-type: none"> I know about the concept of Tawhid and the impact of it on Muslims. I know how the existence of God is explained in Muslim teachings. I know how the Muslim view of deity differs from other religions. 	<ul style="list-style-type: none"> I know at least three views about the nature and existence of God I know the difference between knowledge, belief and opinion. I know the complex nature of concepts such as truth and reality. 	<ul style="list-style-type: none"> I know the Church is a global community of Christian believers. I know about the concept of denominations within Christianity, along with examples I know about the diverse ways in which people celebrate Christian festivals 	<ul style="list-style-type: none"> I know about the diverse nature of Islam locally, nationally and globally. I know there are at least two main Muslims traditions: Sunni and Shia. I know about the Five Pillars of Islam 	<ul style="list-style-type: none"> I know the difference between knowledge, belief and opinion. I know the complex nature of concepts such as truth, reality, happiness, identity, hope, justice. I know the nature of a philosophical question.
Never forgets Skills Disciplinary knowledge	<ul style="list-style-type: none"> I can show awareness of the Qur'an as the supreme source of authority for Muslims and begin to explore its authorship and organisation. I can identify ways in which the Muslim view of Allah is similar to and different from the Christian view of God. 	<ul style="list-style-type: none"> I can describe different philosophical answers to questions I can begin to use philosophical vocabulary when discussing issues I can give reasons for more than one point of view, providing pieces of evidence to support these views 	<ul style="list-style-type: none"> I can describe different expressions of Christian worship I can describe some of the varying ways in which Christianity is practised locally, nationally and globally. I can identify events in history which have influenced Christianity 	<ul style="list-style-type: none"> I can identify how a person's beliefs align them with the religion of Islam. I can identify ways in which Muslim beliefs impact on daily life I can identify some similarities and differences in how Muslims express their beliefs 	<ul style="list-style-type: none"> I can talk about the difference between knowing and believing. I can decide if an argument based on a religion is expressed clearly I can recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.
Vocabulary	Allah, Muhammad (pbuh), Prophet, Muslim, Qur'an, Shahadah, Recitation, Revelation, Tawhid	Axiom, Proof, Burden of proof, Supreme Truth, Reality, Evidence, Truth, Waheguruik Onkar, Ultimate reality	Christianity, Belief, Denomination, Practise, Reformation, Religion, Worship, Society	Five Pillars, Shahadah, Mosque, Salah, Zakat, Sawm, Hajj, Islam, Muslim, Shi'a, Sunni	Humanism, Morality, Philosophy, Theoretical, Logical, Belief, Knowing, Moral, Wisdom, Behaviour, Rules, Questions



RE in a Nutshell



Upper Key Stage 2 – Swallows & Oaks

Odd Year	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Unit Title	What does it mean to be human? Is being happy the greatest purpose in life?	What can we learn about the world/knowledge/meaning of life from great philosophers?	What difference does the resurrection make to Christians?	How has belief in God/creation influenced musicians and artists through history?	How do Buddhists explain suffering in the world?
Discipline	Philosophy	Philosophy	Theology	Human/Social Science	Theology
Never forgets Knowledge Substantive knowledge	<ul style="list-style-type: none"> I know the theological understandings of right and wrong. I know about the Humanist use of empathy and reason I know what Utilitarianism is and how this relates to making moral decisions. 	<ul style="list-style-type: none"> I know the ways different philosophers or religions understand abstract concepts I know the work of a key philosopher. I know the consideration of consequences of action 	<ul style="list-style-type: none"> I know about the Christian belief that Jesus fulfilled prophecies about the Messiah. I know about the Gospel accounts of Jesus' death and resurrection and the various interpretations of these accounts I know the diverse ways in which people celebrate festivals such as Easter. 	<ul style="list-style-type: none"> I know the role of music and art to facilitate worship and the key teachings around this. I know about responses to instances of Aniconism and Iconoclasm. 	<ul style="list-style-type: none"> I know the varying beliefs about God, and the Buddha I know about the use of Jakata Tales as a source of moral guidance. I know about the different views about the nature of knowledge, meaning and existence.
Never forgets Skills Disciplinary knowledge	<ul style="list-style-type: none"> I can analyse and evaluate philosophical answers I can analyse and evaluate different ways in which philosophers understand I can use evidence to support and counter an argument. 	<ul style="list-style-type: none"> I can explain some of the ways different philosophers or religions understand abstract concepts. I can explain different philosophical and religious answers to questions about the world around me. 	<ul style="list-style-type: none"> I can describe similarities, differences and connections within and between religions and worldviews. I can describe the significance of resurrection. I can describe how the resurrection effects how Christians might live their lives and how they view others. 	<ul style="list-style-type: none"> I can demonstrate awareness that talking about religion can be complex. I can explain how beliefs influence individual lives, communities and society 	<ul style="list-style-type: none"> I can discuss & explain how beliefs shape a view of the world I can begin to analyse and evaluate answers to ethical, moral & philosophical questions. I can begin to analyse and evaluate how beliefs influence individuals, communities & society.
Vocabulary	Hedonic Calculus, Platonic, Utilitarianism, Hedonism, Reason, Saint, Humanist, Soul, Purpose	Corporeal, Karma, Reincarnation, Eternal, Philosophers, Soul, Incorporeal, Philosophy	Crucifixion, Eternal life, Forgiveness, Gospel, Redemption, Resurrection, Sacrifice, Salvation	Aniconism, Architecture, Hadith, Hymn, Iconoclasm, Mosque, Prophet, Symbolic	Buddha, Deities, Dukka, Eightfold, Path, Precepts, Karma, Magga, Nirodha, Nirvana, Reincarnation, Samsara, Samudaya



RE in a Nutshell



Upper Key Stage 2 – Swallows & Oaks

Even Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Unit title	Is believing in God reasonable?	How and why does religion bring peace and conflict?	Creation and science: conflicting or complimentary?	What do Hindus believe? How do they express their faith?	How do beliefs shape identity for Muslims?
Discipline	Philosophy	Human/Social Science	Theology	Human/Social Science	Human/Social Science
Never forgets Knowledge Substantive knowledge	<ul style="list-style-type: none"> I know the definitions of belief: Atheist, Agnostic, Theist. I know about humanism as an example of a philosophical stance. 	<ul style="list-style-type: none"> I know that religion is a useful 'justification' and a powerful motivator for conflict I know interpretations lead to beliefs about how to behave I know it's important not to judge a group of people by the actions of a few 	<ul style="list-style-type: none"> I know about the different ideas of how the universe came to be including creation, theistic evolution and scientific theory 	<ul style="list-style-type: none"> I know that Hindus believe in a God with many faces I know about the cycle of birth, death and rebirth I know who Mahatma Gandhi was 	<ul style="list-style-type: none"> I know the ways in which the Qur'an and Hadith form a source of authority. I know the key distinctions between the three main Muslim traditions (Sunni, Shia and Sufi). I know the significance and impact of Five Pillars of Islam. I know the importance of Ramadan, the two Eid festivals and Jummah Prayers.
Never forgets Skills Disciplinary knowledge	<ul style="list-style-type: none"> I can explain different philosophical and theological answers to questions. I can explain different ways in which philosophers understand abstract concepts I can explain whether a position/argument is coherent and logical. 	<ul style="list-style-type: none"> I can recognise the controversial nature of this topic and explaining divergent views relating to it. I can analyse the relationship between peace and pacifism. I can begin to analyse and evaluate the role of religion in peace and conflict in real life situations. 	<ul style="list-style-type: none"> I can begin to analyse and evaluate different ideas I can explain the connections and divergence between different theories I can begin to analyse the reliability of different sources. 	<ul style="list-style-type: none"> I can describe ways in which beliefs shape the way Hindus view the world. I can explain a range of answers to ethical and moral questions and issues, drawing conclusions. I can explain how beliefs influence individuals, communities & society. 	<ul style="list-style-type: none"> I can explain different sources of authority and the connections with beliefs. I can begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers. I can begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.
Vocabulary	Humanist, Christian, Atheist, Agnostic, Faith, Theist, Reason, Evidence	Ahimsa, Harb al-Muqadis Hinduism, Islam, Pacifism, Just War Theory, Justice, Bible, Qu'ran, Jihad, Islamophobia	Big Bang Theory, Cosmology, Creation theory, Evolution, Genesis	Hindu, Brahma, Mandir, Dharma, Ahimsa, Karma, Murti, Samsara, Moksha	Eid, Hadith, Hadjira, Jummah, Mecca, Medina, Qu'ran, Ramadan, Shia, Sufi, Sunni, The Prophet Muhammad, Mosque, Islam, Muslim, Shahadah, Salat, Zakat, Sawm, Hajj, Iman