RE



In accordance with the Leicestershire Agreed Syllabus, Religious Education plays a significant role at Ellistown and will enable our pupils to develop their own sense of identity and belonging through self-awareness and reflection. They will discover more about religion as well as other world views. Through an enquiry approach, our pupils are encouraged to express ideas and insights into key questions which face all human beings as we travel through life. They will take part in lessons that promote respect and open-mindedness and could also receive visitors to school sharing a range of religious and non religious viewpoints and undertake their own visits to varied places of worship. They will also visit a multi-faith centre in Lower KS2 to support and enrich their learning. Through these experiences they will gain insights and knowledge to help equip them as responsible citizens, ready to contribute positively to our local, national and wider global community.

The three-fold aims of RE at Ellistown will ensure that our pupils:

- Know and understand a range of religions and other world views which will allow them to recognise the diversity which exists in our local community and wider society.
- Can express ideas and insights about the nature, significance and the impact of religions and world views as they develop their own personal views on a range of issues
- Develop and use skills which will assist them to engage seriously with religions and world views

	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
EYFS		Why is Christmas special to Christians?	Being special: where do we belong?	Why is Easter special to Christians?	Why is the word 'God' special to Christians?	Which stories are special and why?
Year 1	What does it mean to belong to a faith community?	What do Christians believe God is like?	Who is Jewish and how do they live?	Who is Jewish and how they live continued	Who do Christians say made the world?	How should we care for the world and why does it matter?
Year 2	Who is a Muslim and how do they live? part 1	Who is a Muslim and how do they live ? part 2	Why does Christmas matter to Christians?	Why does Easter matter to Christians?	What is the Good News Christians believe Jesus brings?	What makes some places sacred to believers?
Year 3	What do Christians learn from the Creation story? What is it like Por someone to follow God? Part 1	What do Christians learn from the Creation story?What is it like for someone to follow God? Part 2	How do festivals and worship show what matters to a Muslim?	How do festivals and family life show what matters to Jewish people?	What kind of world did Jesus want?	How and why do people try to make the world a better place?
Year 4	What is the Trinity and why is it important to Christians?	What do Hindus believe God is like?	What does it mean to be a Hindu in Britain today?	Why do Christians call the day Jesus died Good Friday?	For Christians, when Jesus left, what was the impact of the Pentecost?	How do people from religious and non religious communities celebrate festivals?
Year 5	What does it mean if Christians believe God is holy and loving?	What does it mean to be a Muslim in Britain today?	Why do Christians believe Jesus was the Messiah?	Why is the Torah so important to Jewish people?	Christians and how to live: what would Jesus do?	Green religion? What do religious and non religious worldviews teach about caring for the Earth?
Year 6	Creation and science: conflicting or complementary?	What does it mean to be Humanist in Britain today?	Why do Hindus want to be good?	What do Christians believe Jesus did to save people?	For Christians, what kind of king is Jesus?	What can be done to reduce racism? Can religion help?

Key Concepts in RE

Beliefs and Key Teachings	Rituals, Ceremonies and Life Styles	How beliefs impact on how people live	Time to Reflect and Personal Growth	Values

	EYFS	1	2	3	4	5	6
Unit 1		**Belonging to a Faith Community** Recognise that loving others is important in lots of communities Say simply what Jesus and one other religious leader taught about loving other people Give an account of what happens at a traditional Christian, Jewish and Muslim welcome ceremony and suggest what the actions and symbols mean Identify at least two ways people show they love each other and belong to each other when they get married- Christian and/or Jewish and non religious	**Who is a Muslim and how do they live? part 1** Recognise the words of the Shahadah and that it is very important to Muslims Identify some of the key Muslim beliefs about God in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean Give examples of how stories about The Prophet show what Muslims believe about Muhammad Give examples of how Muslims use the Shahadah to show what matters to them	**What do Christians learn from The Creation Story?** Place the concepts of God and Creation on a timeline Make clear links between Genesis 1 and Christian beliefs Recognise that the story of the Fall explains why things go wrong in the world Describe what Christians do because they believe God is the Creator Describe how and why Christians might pray, ask forgiveness and say sorry Ask questions and suggest ideas about what might be important to Christians in the Creation story	**The Trinity and its importance to Christians** Recognise what a Gospel is and give an example of the kind of stories it contains Suggest what Bible texts about baptism and Trinity mean Say what these texts mean to Christians today Describe how Christians show their beliefs about the Trinity in worship in different ways and in the way they live Make links between some Bible texts studied and the Christian idea of God Express their own ideas of what Christians believe God is like	**What Does it Mean if Christians Believe God is Holy and Loving?** Identify different types of Bible texts using technical terms accurately Explain their connection with Christian ideas and beliefs, using theological terms Make clear connections between Bible texts studied and what Christians believe about God Show how Christians put their beliefs in practice in worship Weigh up how biblical ideas might make a difference in the world today, developing their own insight	**Creation and science: conflicting or complementary?** Genesis 1- Identify what type of text some Christians say this is and its purpose In context Compare their ideas about the meaning of the text with Christian ideas Connect Genesis 1 with the idea of God the Creator Show understanding of why many Christians believe that science and faith go together Identify key ideas arising from their study of Genesis 1 and how far these are helpful or inspiring Weigh up how far the Genesis 1 narrative is in conflict or complimentary with a scientific account

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Unit 2	**Why is Christmas special to Christians?** Talk about people who are special to us Say what makes their family and friends special to them Recall simply what happens at Christmas Begin to recognise the word incarnation as describing the belief that God came to Earth as Jesus Retell religious stories, making connections with personal experiences	**What Christians believe God is like** Identify what a parable is Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God and a forgiving Father Give clear, simple accounts of what the story means to Christians Give at least 2 examples of a way in which Christians show their belief in God as loving and forgiving Give an example of how Christians put their beliefs into practice in worship Think talk and ask questions about whether they can learn anything from the story for themselves Give a reason for the ideas they have and the connections they make	**Who is a Muslim and how do they live? Part 2** Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions, and how they put their beliefs about prayer into action Think, talk and ask questions about Muslim beliefs and ways of being Talk and reason about what is good for Muslims about prayer, respect, celebration and self control Give a good reason about whether these ideas have something to say to them as well	**What is it like to follow God?** Make clear links between the story of Noah and the idea of covenant Make simple links between promises in the story of Noah and Christian wedding ceremony promises Make links between the story of Noah and how we live in school and the wider world	**What do Hindus believe God is like?** Identify some Hindu deities and how they describe God Make clear links between ideas about some stories and ideas about God Suggest what Hindu murtis express Connect these ideas to how Hindus live Identify different ways in which Hindus worship Reflect on the cycle of create/preserve/destroy Connect the idea of a spark of God being in everyone with the value of everyone	**What does it mean to be a Muslim in Britain today?** Identify and explain Muslim beliefs about God, the Prophet and the Quran Describe ways in which Muslim sources of authority give guidance for Muslim living Make clear connections between Muslim beliefs and Ibadah- Five pillars, festivals, art and mosques Consider and weigh up the value of obedience, submission, self-control, worship and generosity In the lives of Muslims today and how valuable they are to Muslims and non Muslims Reflect on and reason about what it is like to be Muslim in Britain today	**What does it mean to be a Humanist in Britain today?** Identify some data around numbers of non religious people and specifically Humanists Identify some of the core values that motivate some Humanists to strive to make the world a better place Give some examples of reasons why Humanists value science and why they respect the existence of God Give examples of ways in which Humanists put their beliefs and values into practice Give evidence and examples to show some differences in how people can be non religious, including Humanists and others Think, talk and ask questions about what motivates Humanists to do good in the world in the absence of religious teachings Make connections between belief and behaviour in their own lives

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Unit 3	**Being special: where do we belong?** Share and record occasions that made them feel special Retell religious stories and connect them with personal experiences Recall simply what happens at a traditional Christian infant baptism and dedication Recall simply what happens when babies are welcomed into a religion other than Christianity?	**Judaism** Recognise the words of the Shema as a Jewish prayer Retell simply some stories used in Jewish celebrations Give examples of how the stories used in celebrations remind Jews about what God is like Give examples of how Jewish people celebrate special times	**Why does Christmas matter to Christians?** Recognise that stories from Jesus's life come from the Gospels Give a clear, simple account of Jesus's birth and why Jesus is important for Christians Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas Think talk and ask questions about Christmas for people who are Christians and for people that are not Decide what they personally have to be thankful for, giving a reason for their ideas	**How do festivals and worship show what matters to a Muslim?** Identify beliefs about God in Islam- Surah 1 Link the beliefs with Ibadah Describe examples of worship Make links between the ways Muslims worship and those beliefs Raise questions and suggest answers about submission and self control for Muslims and whether there are benefits for people who are not Muslims Link Muslim ideas of living in harmony with the Creator and the general need for all to live in harmony today, giving good reasons	**What does it mean to be a Hindu in Britain today?** Describe how Hindus show their faith within their families and faith communities in Britain today Compare these ways in different countries/ communities Talk about the meaning of Dharma, Sanatan Dharma and Hinduism Make links between Hindu practices and the idea of Hinduism as a way of life Raise questions and suggest answers about what is good about being a Hindu in Britain today and whether taking part in rituals is a good thing for individuals and society, giving reasons	**Why do Christians believe Je sus is the Messiah?** Explain the place of Incarnation and the Messiah in the Bible Identify Gospel and prophecy texts Explain connections between biblical texts, incarnation and Messiah, using theological terms Show how Christians put their beliefs about Jesus's incarnation into practice when celebrating Christmas Comment on how the idea of Jesus the Messiah makes sense in in the wider story of the Bible Weigh up how far the idea of Jesus the Messiah is important in the world today and if it is true, what difference it might make to people's lives	**Why do Hindus want to be good?** Identify and explain Hindu beliefs Give meanings for a Hindu story- the Man in the Well and explain how it relates to beliefs Connect Hindu beliefs with lifestyle Connect the four aims and stages of Hindu life with Hindu beliefs Give evidence and examples of how Hindus put their beliefs into practice Make connections between Hindu beliefs and explain their importance Reflect on and articulate what impact belief in karma and dharma might have on people and the world, recognising different points of view

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Unit 4	**Easter** Recall and retell stories connected with celebration of Easter Say why Easter is a special time for Christians Talk about ideas of new life in nature Talk about some ways Christians remember these stories at Easter	**Judaism** Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas Reason about whether these ideas have something to say to them too	**Why does Easter Matter to Christians?** Recognise that incarnation and salvation are part of a 'big story' in the Bible Tell stories of Holy Week and Easter from the Bible and recognise the link with the ideas of salvation Give at least 3 examples of how Christians show their beliefs about Jesus's death and resurrection in church worship at Easter Think, talk and ask questions about whether the story of Easter has only something to say to Christians or if has something to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas	**Jewish Festivals and Family Life** Identify and describe some Jewish ideas about God and forgiveness Make clear links between Exodus, Jewish beliefs about God and his relationship with Jewish people Suggest what the meaning of Exodus might be for Jews today Make simple links between Jewish beliefs and how Jews live Describe how Jews show these beliefs through worship Think, talk and ask questions about whether it is good for Jews and everyone else to remember the past and look forward to the future Make links with the value of reflection, saying sorry, seeking freedom and justice today, including in our own lives	**Why is Good Friday so called?** Recognise the word 'salvation' and that Christians believe Jesus came to rescue people Offer informed suggestions about the meaning of the events of Holy week Give examples of what Christians say is important of Holy Week Link Gospel accounts with Easter events Describe how Christians show beliefs about Jesus in worship in different ways Raise thoughtful questions and suggest some answers about why Good Friday is so called by Christians	**The Importance of the Torah** Identify and explain Jewish beliefs about God Give examples of texts that explain how Jewish people understand what God is like Make links between Jewish beliefs and how the Torah is used and treated Connect Jewish commandments with how Jews live Give evidence and examples of how Jews practice their beliefs in different ways (Orthodox and Progressive) Connect Jewish beliefs studied and explain their importance to Jews today Consider the values of tradition, ritual, community, study and worship and articulate their value to people who are not Jewish	**What do Christians believe Jesus did to save people?** Outline and explain the big story in the Bible and how incarnation and salvation fit in it Explain what Christians mean when they say Jesus's death was a sacrifice Make clear connections between the Christian belief in Jesus's death as a sacrifice and the celebration of the Holy Communion/Lord's supper Show how Christians put their beliefs into practice in different ways Weigh up the value and impact of sacrifice in our own lives and the world today Articulate their own ideas about sacrifice , recognising different points of view

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Unit 5	**Why is the word God special to Christians?** Talk about things that are interesting, puzzling or wonderful Retell stories Think about the wonders of the world Say how Christians like to thank their creator What do people do to mess up the world and to look after it?	**Who do Christians say Made the World?** Simply retell the story from Genesis 1:1 – 2:3 Recognise that 'Creation' is the beginning of the 'big story' of the Bible Say what the story tells Christians about God, Creation and the world Give at least one example of what Christians do to say 'thank you' to God for Creation Think, talk and ask questions about living in an amazing world Give a reason for the ideas they have and the connections they make between the Jewish/ Christian Creation story and the world they live in	**What is the Good News Christians believe Jesus brings?** Tell stories from the Bible and recognise a link with the concept of 'Gospel' Give clear, simple accounts of what some Bible texts mean to Christians Recognise that Jesus gives instructions to people about how to behave Give examples of ways in which Christians follow the teachings about forgiveness and peace, and bringing good news to the friendless Give examples of how Christians put these beliefs into practice in the church and their own lives Think, talk and ask questions about whether this 'Good News' is only good news for Christians	**What kind of World did Jesus Want? Gospel** Identify Gospel texts- telling the story of the life and teachings of Jesus Make clear links between the Disciples and how Christians try to follow Jesus today Suggest ideas then find out what Jesus's actions towards outcasts mean for a Christian How Christians try to show love for all Link the importance of love in the Bible and in the world today	**Pentecost when Jesus Left** Make clear links with the story of Pentecost and ideas of the Kingdom of God on Earth Offer informed suggestions on the meaning of the events of Pentecost in Acts 2 Give examples of what the Pentecost means to some Christians now Make links between the description of Pentecost, the Holy Spirit, the kingdom of God and how Christians live now Describe how Christians show their beliefs about the Holy Spirit in worship Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, with good reasons	**Christians and how to live: what would Jesus do?** Identify features of Gospel texts Suggest possible meanings of Gospel texts studied, in context, comparing their own ideas with Christian interpretations of them Connect the Gospels with Jesus's Good News and how Christians live Make clear connections between Christian teachings about peace, forgiveness and healing and the issues, problems and opportunities in the world today Articulate their own responses to the issues studied, recognising different points of view	**For Christians, what kind of king is Jesus?** Explain connections between biblical texts and the concept of the kingdom of God Consider possible meanings of the texts showing awareness of different interpretations Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice, showing how Christians put their beliefs into practice in different ways Relate the kingdom of God 'model' to issues, problems and opportunities in the world today Articulate their own responses to the idea of the importance of love and service today

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Unit 6	**Special stories** Talk about some religious stories and link with personal feelings Identify a sacred text Talk about what these stories teach us	**Caring for the Others and the World** Identify a story that says something about each person being unique and valuable Give an example of a key belief some people find in one of the stories Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world Give an example of how people show that they care for others, and how Christians and Jews can show care for the natural earth Say why Christians and jews might look after the natural world	**What makes some places sacred?** Recognise special places and talk about what happens there Identify and discuss 3 objects used in worship in 2 religions , including how they are used Identify and connect beliefs about worship and God Give examples of the objects, stories and symbols used in worship Talk about why some people like to belong to a sacred building or community Think, talk and ask good questions about what happens in a church, synagogue or mosques, giving reasons for these ideas Talk about what makes these places special, including the differences between religious and non religious special places	**Making the World a Better Place** Identify how the world is not always a good place Make links between religious beliefs and teachings and why people try to make the world better, including the ways people try to do this Describe how organisations and individuals try to make a difference Identify differences in how people put their beliefs into action Raise questions and suggest why the world is not always a good place and best ways of making it better Link religious with non religious views and our own ideas Express our own ideas about making the world a better place, linking this with religious ideas studied	**How do people from religious and non religious communities celebrate festivals?** Identify and describe some core beliefs, values and stories remembered at festivals. Make simple links between stories, teachings and values behind festivals and how people remember these when celebrating. Describe how people show what is important to them at a festival and how they mark it. Identify some differences within and between different religious and non religious worldviews celebrate festivals. Raise questions and suggest answers about how far beliefs and practices studied might make a difference to how pupils think and live.	**Green religion? What do religious and non religious worldviews teach about caring for the Earth?** Identify and explain at least three examples f ways in which people from religious and non religious worldviews respond to environmental issues. Describe examples of ways in which people use religious texts/ sources of authority to respond to environmental issues. Make clear connections between what people from religious and non religious worldviews believe about the world and environment and how this impacts their actions. Reflect on and articulate lessons people might gain from beliefs about the environmental issues they have studied, recognising differences in thinking. Consider and weigh up different ideas about and responses to environmental issues and use this reasoning to help articulate personal responses on caring for the world.	**What can be done to reduce racism? Can religion help?** Describe examples of ways in which people use texts/teachings to make sense of responses to racism and how to approach the challenges it presents. Make clear connections between the challenges it presents and how people of religious and non religious worldviews respond to these, both within and beyond their own communities. Interpret case studies about how people holding both religious and non religious worldviews have approached racism, reflecting on and articulating lessons people might gain from these. Offer a reasoned response to the unit question, expressing insights of their own.