



# Half Acres Primary Academy

## RE



### Early Years Foundation Stage (Discovering)

Key Question	
Which stories are special and why?	Talk about religious stories Recognise some religious words Identify some of their own feelings in the stories they hear Identify a sacred text Talk about what Jesus says about keeping promises and why keeping promises is a good thing to do
Which people are special and why?	Talk about people who are special to them Identify the qualities of a good friend. Recall and talk about stories of Jesus as a friend to others. Recall a story about a special person in another religion and talk about what can be learnt from it.
Which places are special and why?	Talk about somewhere that is special to themselves, saying why. Be aware that some religious people have places which have special meaning for them. Talk about the things that are special and valued in a place of worship. Identify some significant features of sacred places. Recognise a place of worship. Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.
Which times are special and why?	Give examples of special occasions and suggest features of a good celebration. Recall simple stories connected with Christmas/Easter and a festival from another faith. Say why Christmas/Easter and a festival from another faith are special times for believers
Where do we belong?	Re-tell religious stories making connections with personal experiences Share and record occasions when things have happened in their lives that made them feel special Recall simply what happens at a traditional Christian infant baptism and dedication Recall simply what happens when a baby is welcomed in another religion.
What is special about our world?	Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world. Re-tell stories, talking about what they say about the world, God, human beings. Think about the wonders of the natural world, expressing ideas and feelings. Express ideas about how to look after animals and plants. Talk about what people do to mess up the world and what they do to look after it.

### Key Stage 1 (Exploring)

### Key Stage 2 (Connecting)

<b>KNOW AND UNDERSTAND ABOUT</b>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p>A1. Describe, explain and analyse beliefs, and practices, recognising the diversity, which exists within and between communities.</p>	<ul style="list-style-type: none"> <li>• Talk about some simple ideas about Christian beliefs about God and Jesus.</li> <li>• Identify some ways Christians celebrate Christmas and some ways a festival is celebrated in another religion.</li> <li>• Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean.</li> <li>• Identify two ways people show they belong to each other when they get married.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some ways Christians celebrate Easter and some ways a festival is celebrated in another religion.</li> <li>• Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 names of Allah</li> </ul>	<ul style="list-style-type: none"> <li>• Describe some of the ways in which Christians Hindus and/or Muslims describe God.</li> <li>• Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression.</li> <li>• Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings.</li> </ul>	<ul style="list-style-type: none"> <li>• Make connections between some of Jesus' teachings and the way Christians live today.</li> <li>• Describe how Christians celebrate Holy Week and Easter Sunday.</li> <li>• Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.</li> </ul>	<ul style="list-style-type: none"> <li>• Make connections between the key functions of the mosque and the beliefs of Muslims.</li> </ul>	<ul style="list-style-type: none"> <li>• Outline Christian, Hindu and/or nonreligious beliefs about life after death.</li> <li>• Describe and make connections between examples of religious creativity (buildings and art).</li> <li>• Make connections between beliefs and behaviour in different religions.</li> <li>• Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions.</li> </ul>
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<p>A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views.</p>	<ul style="list-style-type: none"> <li>• Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means.</li> <li>• Re-tell stories connected with Christmas and a festival in another religion and say why these are important to believers.</li> </ul>	<ul style="list-style-type: none"> <li>• Re-tell stories connected with Easter and a festival in another religion and say why these are important to believers.</li> <li>• Re-tell Bible stories and stories from another faith about caring for others and the world.</li> <li>• Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories.</li> <li>• Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means.</li> <li>• Retell a story about the life of Muhammad.</li> <li>• Recognise some objects used by Muslims and suggest why they are important.</li> </ul>	<ul style="list-style-type: none"> <li>• Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation.</li> <li>• Describe the practice of prayer in the religions studied.</li> <li>• Describe some ways in which Christians express their faith through hymns and modern worship songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter.</li> <li>• Suggest why some people see life as a journey and identify some of the key milestones on this journey.</li> <li>• Make connections between stories, symbols and beliefs with what happens in at least two festivals.</li> <li>• Describe some ways in which Hindus express their faith through puja, aarti and bhajans.</li> <li>• Make connections between stories of temptation and why people can find it difficult to be good.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.</li> <li>• Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.</li> <li>• Outline clearly a Christian understanding of what God is like, using examples and evidence.</li> <li>• Outline Jesus' teaching on how his followers should live.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples.</li> </ul>
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<p>A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.</p>	<ul style="list-style-type: none"> <li>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.</li> <li>Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about how the mezuzah in the home reminds Jewish people about God.</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between what people believe about prayer and what they do when they pray.</li> </ul>	<ul style="list-style-type: none"> <li>Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean.</li> <li>Identify similarities and differences in the way festivals are celebrated within and between religions.</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between how believers feel about places of worship in different traditions.</li> </ul>	
<p><b>EXPRESS AND COMMUNICATE</b></p>	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>
<p>B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.</p>	<ul style="list-style-type: none"> <li>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.</li> <li>Ask good questions during a school visit about what happens in a church, synagogue or mosque.</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.</li> <li>Identify ways that some people make a response to God by caring for others and the world.</li> <li>Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat.</li> <li>Identify some ways in which Muslims mark Ramadan and Eid-ul-Fitr and how this might make them feel.</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of how and suggest reasons why Christians use the Bible today.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the most important parts of Easter for Christians and say why they are important.</li> <li>Give examples of ways in which some inspirational people have been guided by their religion.</li> <li>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and reflect on the significance of the Holy Qur'an to Muslims.</li> <li>Express thoughtful ideas about the impact of believing or not believing in God on someone's life.</li> <li>Explain the impact Jesus' example and teachings might have on Christians today.</li> </ul>	

<p>B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.</p>	<ul style="list-style-type: none"> <li>• Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.</li> </ul>		<ul style="list-style-type: none"> <li>• Suggest why having a faith or belief in something can be hard.</li> <li>• Describe ways in which prayer can comfort and challenge believers.</li> <li>• Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes.</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people.</li> <li>• Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid).</li> <li>• Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.</li> </ul>	<ul style="list-style-type: none"> <li>• Give examples of how places of worship support believers in difficult times, explaining why this matters to believers.</li> <li>• Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.</li> </ul>	<ul style="list-style-type: none"> <li>• Express ideas about how and why religion can help believers when times are hard, giving examples.</li> <li>• Explain some similarities and differences between beliefs about life after death.</li> <li>• Suggest reasons why some believers see generosity and charity as more important than buildings and art.</li> <li>• Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</li> <li>• Outline the challenges of being a Hindu, Christian or Muslim in Britain today.</li> </ul>
<p>B3. Appreciate and appraise varied dimensions of religion.</p>		<ul style="list-style-type: none"> <li>• Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Select and describe the most important functions of a place of worship for the community.</li> <li>• Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain some reasons why Christians and Humanists have different ideas about an afterlife.</li> <li>• Show understanding of the value of sacred buildings and art.</li> <li>• Describe some Christian and Humanist values simply.</li> <li>• Consider similarities and differences between beliefs and behaviour in different faiths.</li> </ul>

GAIN AND DEPLOY SKILLS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.</p>	<ul style="list-style-type: none"> <li>• Ask some questions about believing in God and offer some ideas of their own.</li> <li>• Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.</li> </ul>	<ul style="list-style-type: none"> <li>• Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.</li> <li>• Use creative ways to express their own ideas about the creation story and what it says about what God is like.</li> <li>• Ask and suggest answers to questions arising from stories Jesus told and from another religion.</li> <li>• Find out and respond with ideas to examples of cooperation between people who are different.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions and suggest some of their own responses to ideas about God.</li> </ul>	<ul style="list-style-type: none"> <li>• Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.</li> <li>• Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Present ideas about the importance of people in a place of worship, rather than the place itself.</li> <li>• Present different views on why people believe in God or not, including their own ideas.</li> </ul>	
<p>C2. Enquire into what enables different communities to live together respectfully for the well being of all.</p>	<ul style="list-style-type: none"> <li>• Respond to examples of co-operation between different people</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</li> </ul>		<ul style="list-style-type: none"> <li>• Apply ideas about values and from scriptures to the title question.</li> </ul>
<p>C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.</p>	<ul style="list-style-type: none"> <li>• Talk about issues of good and bad, right and wrong arising from the stories</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about issues of good and bad, right and wrong arising from the stories</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss their own and others' ideas about why humans do bad things and how people try to put things right.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss their own and others' ideas about how people decide right and wrong.</li> </ul>	<ul style="list-style-type: none"> <li>• Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.</li> </ul>	<ul style="list-style-type: none"> <li>• Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied.</li> </ul>
<p>New Vocabulary</p>	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>

<p><b><u>Christianity</u></b> Bible, Jesus, church Christmas, Easter, Christian, baptism <b><u>Islam</u></b> Muhammad, Allah, Muslim, mosque <b><u>General</u></b> marriage ceremony, belief, worship, religion, community, nature, special, creator, belonging, festival</p>	<p><b><u>Christianity</u></b> God, cross, christening <b><u>Islam</u></b> Kaaba, wudu, muezzin, prayer mat, <b><u>Judaism</u></b> Jewish, Hanukah, Shabbat, synagogue, Torah, Ark <b><u>General</u></b> symbol, celebrate, sacred book, miracle, prayer, angel, celebration, promise, artefacts, place of worship</p>	<p><b><u>Christianity</u></b> Holy Week, Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday <b><u>Islam</u></b> Qur'an, prophet, minaret, charity, faith, Eid-ul-Fitr, Ramadan <b><u>Judaism</u></b> Chanukah, Shema, Seder plate, kosher, Shabbat, shalom, dreidel, menorah, mantle, yad, Hebrew <b><u>General</u></b> Golden Rule</p>	<p><b><u>Christianity</u></b> Trinity, The Fall, salvation, forgiveness, Old and New Testaments, incarnation, Anglican, Catholic, denominations <b><u>Islam</u></b> Surah, submission <b><u>Hinduism</u></b> Brahma (creator), Vishnu (preserver), Shiva (destroyer), mandir, murti, Aum, shrine, Puja, Bhagavad Gita <b><u>General</u></b> reflect, humanity, conscience</p>	<p><b><u>Christianity</u></b> initiation, confirmation, disciple, gospel, Eucharist, resurrection, crucify, sacrifice, miracle, sermon <b><u>Judaism</u></b> Bar/Bat Mitzvah, Passover/ Pesach <b><u>Islam</u></b> discipline, obedient <b><u>Hinduism</u></b> Sacred thread, dharma, rebirth, ritual, reincarnation, moksha, Karma, ashramas, OM, rangoli, deities, aarti, bhajans <b><u>General</u></b> milestones, ceremonies, ritual, fasting</p>	<p><b><u>Christian</u></b> Baptist, pastor, priest, Quaker, , mission statements <b><u>Hinduism</u></b> pilgrimage, Sanskrit <b><u>Judaism</u></b> Orthodox, Reform, kosher <b><u>Islam</u></b> 5 Pillars, salat, zakat, sawm, hajj, ibhadah, Sunnah, Hadith, <b><u>General</u></b> theist, agnostic, atheist, evolution, Big Bang Theory, charity, ethics</p>	<p><b><u>Christian</u></b> Judgement, hell, heaven, scriptures, cathedral <b><u>Hinduism</u></b> Samsara, ahimsa, sewa, <b><u>Islam</u></b> paradise, Grace, geometric, Ummah, calligraphy <b><u>Humanist</u></b> principles <b><u>General</u></b> bereaved, liturgies, soul, repent, consequences, eulogy, architecture</p>
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