



Threshold Concepts		Knowing about and understanding religions and world views				Expressing and communicating ideas related to religious and world views			
		Beliefs and Values This refers to the beliefs and values that lie at the heart of the ways of life and religious practices of the faiths studied – as identified by members of the faith communities.		Living Religious Traditions This refers to the ways in which people who are, for example, Christians, Hindus, Muslims, Jews or Sikhs follow their religions and their ways of life today.		Shared Human Experience This refers to those inclusive experiences, common to all human beings, which raise questions of meaning, purpose, identity, origins, destiny, value and authority. These experiences include love and loss, thankfulness and despair, community and solitude.		Search for Personal Meaning This refers to the development of the sense of personal meaning for every pupil – how have the insights derived from the other three aspects of the field of enquiry, shared human experience, living religious tradition and their beliefs and values, aided the development of my beliefs, values and attitudes and search for meaning? This threshold concept will contribute to the provision of spiritual, moral, social and cultural development.	
EYFS Religious Education Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 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; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps		Why are some things special? Special times: How and why do we celebrate? What times are special to different people and why? <ul style="list-style-type: none"> Give examples of special occasions and suggest features of a good celebration Recall simple stories connected with Christmas/ harvest/ Diwali and Eid Say why festivals are special times for believers of different faiths 		Special stories: Why are some stories special? What special messages can we learn from stories? <ul style="list-style-type: none"> Talk about/ recall some religious stories e.g. through role play, art, model making Share features of a story that they like and explain why Identify a sacred text e.g Bible or Qur'an Identify that the bible and Qur'an are special 		Special places: What buildings and places are special for different people? <ul style="list-style-type: none"> Talk about their special place and explain why it is special Be aware that some Christians, Muslims and Hindus have places that are special to them Know that the church is a holy place for a Christian, a mosque is a holy place for a Muslim and a temple is a holy place for a Hindu Identify some significant features/ objects found inside and outside a Church or Mosque Identify new vocabulary Talk about some of the things Christians and Muslims do when they are visiting a Church or Mosque Talk about the wonders of the natural world Express ideas about how to care for animals and plants Re tell stories to explain Christian and Muslim ideas about Creation and the natural world Talk about ways in which people can harm the natural world Talk about ways in which people can look after the natural world 			
Year 1	What do people say about God?	Religion	Christianity (God) Why do Christians say that God is a 'Father'? God the father Prayer	Christianity (Jesus) Why is Jesus special to Christians? The nativity Story Beliefs about Jesus as God incarnate Christmas	Islam How might beliefs about creation affect the way people treat the world? God as Creator Care for the planet	Judaism Why might some people put their trust in God? God's promise Noah Abraham Trusting in God	Hindu Dharma What do Hindus believe about God? One God in many forms God in all things Expressing ideas about God	Christianity (Church) How might some people show that they belong to God? Baptism Belonging	
		Awe and Wonder						Visit to the church	
		RE skills	Beliefs and Values <ul style="list-style-type: none"> give an example of a key belief and/or a religious story give an example of a core value or commitment Living Religious Beliefs <ul style="list-style-type: none"> use some religious words and phrases to recognise and name features of religious traditions talk about the way that religious beliefs might influence the way a person behaves Shared Human Experiences <ul style="list-style-type: none"> notice and show curiosity about people and how they live their lives Search for personal meaning <ul style="list-style-type: none"> ask questions 						
		Beliefs and Values	<ul style="list-style-type: none"> know that Christians refer to God as 'Father' 	<ul style="list-style-type: none"> know a simple version of the nativity story 	<ul style="list-style-type: none"> know that Muslims believe in one God (Allah) 	<ul style="list-style-type: none"> Give an example of a key belief (ie. that Jews believe in one God) 	<ul style="list-style-type: none"> know that Hindus believe in one God in many forms 	<ul style="list-style-type: none"> know that some Christians welcome babies into the God's family (the Church) with baptism ceremonies 	



Threshold Concepts		Knowing about and understanding religions and world views				Expressing and communicating ideas related to religious and world views			
		Beliefs and Values This refers to the beliefs and values that lie at the heart of the ways of life and religious practices of the faiths studied – as identified by members of the faith communities.		Living Religious Traditions This refers to the ways in which people who are, for example, Christians, Hindus, Muslims, Jews or Sikhs follow their religions and their ways of life today.		Shared Human Experience This refers to those inclusive experiences, common to all human beings, which raise questions of meaning, purpose, identity, origins, destiny, value and authority. These experiences include love and loss, thankfulness and despair, community and solitude.		Search for Personal Meaning This refers to the development of the sense of personal meaning for every pupil – how have the insights derived from the other three aspects of the field of enquiry, shared human experience, living religious tradition and their beliefs and values, aided the development of my beliefs, values and attitudes and search for meaning? This threshold concept will contribute to the provision of spiritual, moral, social and cultural development.	
		<ul style="list-style-type: none"> talk about why Christians might compare God to a loving parent 	<ul style="list-style-type: none"> talk about why Christians would say that Jesus is a special baby talk about how different characters in the nativity welcome the baby Jesus 	<ul style="list-style-type: none"> know that Muslims believe the world was created by God talk about why Muslims might value the natural world 	<ul style="list-style-type: none"> and/or a religious story (the story of Noah and/or Abraham) Give an example of a core value or commitment (trusting that God will keep his promise) 	<ul style="list-style-type: none"> know that Hindus believe that God is present in all living things suggest what Hindus might learn about God from the story of the blind men and the elephant 	<ul style="list-style-type: none"> talk about what it might mean to belong to the Church family 		
	Living Religious Traditions	<ul style="list-style-type: none"> talk about how and why Christians might want to talk to God (prayer) suggest symbolic meanings of rituals and items used in Christian prayer 	<ul style="list-style-type: none"> identify religious aspects of Christmas celebrations talk about why Christmas is a special time for Christians 	<ul style="list-style-type: none"> know that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet suggest how Muslims might show respect for God by caring for the natural world 	<ul style="list-style-type: none"> Use some religious words and phrases to recognise and name features of religious traditions (eg. Sukkot, festival) Talk about the way that religious beliefs might influence the way a person behaves (eg. like Noah and Abraham, Jewish people should trust that God keeps his promises) 	<ul style="list-style-type: none"> talk about how and why Hindus might use statues and images (murtis) in their worship suggest symbolic meanings expressed in the images 	<ul style="list-style-type: none"> identify features of baptism – eg. the font, candles, godparents talk about why parents might want to have their child baptised 		
	Shared Human Experiences	<ul style="list-style-type: none"> talk about the importance of love in families talk about the ways in which they are cared for and supported by family members 	<ul style="list-style-type: none"> consider how and why babies might be special – and why they need love and care talk about the importance of looking after those who cannot help themselves 	<ul style="list-style-type: none"> talk about their own experiences and feelings about the natural world and what they have noticed about the way that humans treat it 	<ul style="list-style-type: none"> Notice and show curiosity about people and how they live their lives (finding out about Jewish festivals – thinking about the fact that people celebrate different celebrations in very different ways – eg. Sukkot) Notice that for many people, trust is an important part of human life 	<ul style="list-style-type: none"> talk about the different ways that people can be seen and described consider how people might have multiple roles 	<ul style="list-style-type: none"> talk about what is means to belong to a family talk about the role of families in raising children 		
	Search for Personal Meaning	<ul style="list-style-type: none"> reflect on their own role within the family discuss who they can talk to when they are happy/sad/worried 	<ul style="list-style-type: none"> talk about their own beginnings and how they were welcomed into the family reflect on who has helped them in life so far 	<ul style="list-style-type: none"> reflect on how they treat the natural world – and if they have a duty to look after it 	<ul style="list-style-type: none"> Ask questions (about the importance of trust and who they can trust/rely on in their own lives) 	<ul style="list-style-type: none"> reflect on how others might see them talk about the different roles that they might have (friend, child, brother/sister etc.) 	<ul style="list-style-type: none"> talk about their own identity as part of a family and part of the school community 		



Threshold Concepts		Knowing about and understanding religions and world views				Expressing and communicating ideas related to religious and world views			
		Beliefs and Values This refers to the beliefs and values that lie at the heart of the ways of life and religious practices of the faiths studied – as identified by members of the faith communities.		Living Religious Traditions This refers to the ways in which people who are, for example, Christians, Hindus, Muslims, Jews or Sikhs follow their religions and their ways of life today.		Shared Human Experience This refers to those inclusive experiences, common to all human beings, which raise questions of meaning, purpose, identity, origins, destiny, value and authority. These experiences include love and loss, thankfulness and despair, community and solitude.		Search for Personal Meaning This refers to the development of the sense of personal meaning for every pupil – how have the insights derived from the other three aspects of the field of enquiry, shared human experience, living religious tradition and their beliefs and values, aided the development of my beliefs, values and attitudes and search for meaning? This threshold concept will contribute to the provision of spiritual, moral, social and cultural development.	
Assessment questions	B	Basic	Basic	Basic	Basic	Basic	Basic	Basic	
	A	Advancing	Advancing	Advancing	Advancing	Advancing	Advancing	Advancing	
	D	Deep	Deep	Deep	Deep	Deep	Deep	Deep	
Year 2	How do we respond to the things that really matter?	Religion	Christianity (God) Does how we treat the world matter? Creation Care for the planet Harvest	Christianity (Jesus) Why do Christians say 'Jesus is the Light of the World'? Jesus as the light of the world Symbolism of light Advent and Christmas celebrations	Hindu Dharma How might people express their devotion? Devotion Worship in the temple and home	Islam Why do Muslims believe it is important to obey God? Submission and gratitude Prayer	Christianity (Church) What unites the Christian community? Worship The church Use of symbols	Judaism What aspects of life really matter? Moses Ten commandments The Sabbath	
		Awe and Wonder						Visit to the synagogue	
		RE Skills	Beliefs and Values <ul style="list-style-type: none"> Retell and suggest meanings for religious stories and/or beliefs Use some religious words and phrases when talking about beliefs and values Living Religious Beliefs <ul style="list-style-type: none"> Identify and describe how religion is expressed in different ways Suggest the symbolic meaning of imagery and actions Shared Human Experiences <ul style="list-style-type: none"> Identify things that influence a person's sense of identity and belonging Search for personal meaning <ul style="list-style-type: none"> Ask relevant questions Talk about their own identity and values 						
		Beliefs and Values	<ul style="list-style-type: none"> retell (simply) the Genesis 1 story of creation suggest why Christians might think it is important to look after the world 	<ul style="list-style-type: none"> retell the story of Jesus in the wilderness identify Christian beliefs about Jesus reflected in this story suggest why sacrifice might be an important Christian value (linked to beliefs and teachings about Jesus) 	<ul style="list-style-type: none"> know that Hindus believe in one God (Brahman) who can be worshipped in many forms know that these forms (the deities) have different qualities and are portrayed in different ways suggest why Hindus might believe that it is important to show devotion to the deities 	<ul style="list-style-type: none"> suggest why Muslims believe that it is important to respect God talk about why Muslims would want to show their gratitude to God know that submission to God is an important aspect of Islamic life 	<ul style="list-style-type: none"> suggest beliefs and values that might unite the Christian community talk about why some Christians might think it is important to come together to worship God 	<ul style="list-style-type: none"> Retell the story of Moses being given the Ten Commandments Know some of the Commandments – eg. Keep the Sabbath Day holy, Respect your mother and fathers Suggest ways in which the Ten Commandments might influence the life of a believer 	



RELIGIOUS EDUCATION



Threshold Concepts		Knowing about and understanding religions and world views				Expressing and communicating ideas related to religious and world views			
		Beliefs and Values This refers to the beliefs and values that lie at the heart of the ways of life and religious practices of the faiths studied – as identified by members of the faith communities.		Living Religious Traditions This refers to the ways in which people who are, for example, Christians, Hindus, Muslims, Jews or Sikhs follow their religions and their ways of life today.		Shared Human Experience This refers to those inclusive experiences, common to all human beings, which raise questions of meaning, purpose, identity, origins, destiny, value and authority. These experiences include love and loss, thankfulness and despair, community and solitude.		Search for Personal Meaning This refers to the development of the sense of personal meaning for every pupil – how have the insights derived from the other three aspects of the field of enquiry, shared human experience, living religious tradition and their beliefs and values, aided the development of my beliefs, values and attitudes and search for meaning? This threshold concept will contribute to the provision of spiritual, moral, social and cultural development.	
Assessment questions	Living Religious Traditions	<ul style="list-style-type: none"> suggest ways that Christians might express their concern for the natural world describe how and why Christians might thank God for creation at Harvest festivals 	<ul style="list-style-type: none"> describe what a Christian might do during Lent and why explain what is meant by sacrificial love – agapé – and give examples of how Christians might do this Discuss Christians who have been examples of sacrificial love (eg. Martin Luther King, Oscar Romero) and how they were motivated by their faith 	<ul style="list-style-type: none"> know that Hindus might worship at a Mandir and/or the home shrine suggest why worship in the home might be important describe the meaning and symbolism of items used in worship (eg. arti lamp, items on the puja tray) 	<ul style="list-style-type: none"> identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat suggest how making time for the five daily prayers is an act of submission 	<ul style="list-style-type: none"> identify symbols (images and actions) used in Christian worship talk about how and why symbols might be used in Christianity identify and describe features of a church 	<ul style="list-style-type: none"> Talk about how keeping the Sabbath day holy might influence a Jewish person Talk about how the Sabbath is a way of making time for God and family Know about the Jewish tradition of Friday night dinner 		
	Shared Human Experiences	<ul style="list-style-type: none"> identify ways in which humans use (and abuse) the natural world talk about why our planet should matter to all humans – and how this should influence our behaviour 	<ul style="list-style-type: none"> consider differing attitudes and responses to the concept of sacrifice (both positive and negative) discuss why many people are willing to make sacrifices for the people they love discuss why some people may be willing to make a sacrifice for someone they don't even know 	<ul style="list-style-type: none"> talk about qualities that make some people special identify ways in which humans show their gratitude to the people who matter in their lives 	<ul style="list-style-type: none"> talk about the ways in which shared rituals might unite communities (make links with the way that the Islamic community – the Ummah – is united by prayer) identify ways in which humans show their gratitude 	<ul style="list-style-type: none"> identify signs and symbols in the world around them talk about the school logo – what values it might represent and how it might unite the school community 	<ul style="list-style-type: none"> Talk about why some people are particularly special to us suggest how and why it is important to make time for the people who really matter in our lives 		
	Search for Personal Meaning	<ul style="list-style-type: none"> reflect on their own use of the world's resources ask questions about what they can do to show that they care about the world 	<ul style="list-style-type: none"> give examples of acts of sacrifice that have been done by or for them discuss who or what they would be prepared to make sacrifices for consider the value of sacrifice – as an expression of love and commitment 	<ul style="list-style-type: none"> talk about who is special to them and why reflect on who they should be grateful to and how they might show this in words and actions 	<ul style="list-style-type: none"> talk about the things they do on a regular basis as a sign of their commitment and belonging reflect on who they should be grateful to and how they show this 	<ul style="list-style-type: none"> ask thoughtful questions about signs and symbols talk about communities that they belong to – and how they show their commitment to these communities 	<ul style="list-style-type: none"> Talk about the people who are special to them and identify the importance of these relationships in their lives Give examples of why it is important to spend quality time with the people who matter 		
	B	Basic	Basic	Basic	Basic	Basic	Basic		
	A	Advancing	Advancing	Advancing	Advancing	Advancing	Advancing		
	D	Deep	Deep	Deep	Deep	Deep	Deep		



Threshold Concepts		Knowing about and understanding religions and world views				Expressing and communicating ideas related to religious and world views			
		Beliefs and Values This refers to the beliefs and values that lie at the heart of the ways of life and religious practices of the faiths studied – as identified by members of the faith communities.		Living Religious Traditions This refers to the ways in which people who are, for example, Christians, Hindus, Muslims, Jews or Sikhs follow their religions and their ways of life today.		Shared Human Experience This refers to those inclusive experiences, common to all human beings, which raise questions of meaning, purpose, identity, origins, destiny, value and authority. These experiences include love and loss, thankfulness and despair, community and solitude.		Search for Personal Meaning This refers to the development of the sense of personal meaning for every pupil – how have the insights derived from the other three aspects of the field of enquiry, shared human experience, living religious tradition and their beliefs and values, aided the development of my beliefs, values and attitudes and search for meaning? This threshold concept will contribute to the provision of spiritual, moral, social and cultural development.	
Year 3	Who should we follow?	Religion	Christianity (God) How (and why) have some people served God? Prophets Service to God Inspirational people	Islam Why is the prophet Mohammad (pbuh) an example for Muslims? The prophet Muhammed (pbuh) Zakah	Christianity (Jesus) What does it mean to be a disciple of Jesus? Discipleship Following the example of Jesus Helping others	Christianity (Church) What do Christians mean by the 'Holy Spirit'? The Holy Spirit Gifts of the spirit Pentecost	Sikhism Why are the Gurus important to Sikhs? Guru Nanak The 10 gurus Baisakhi	Hindu Dharma Why is family an important part of Hindu life? Religious duty Hindu scriptures (the Ramayana) Raksha Bandhan	
		Awe and Wonder					Visit to the Gurdwara		
		RE Skills	Beliefs and values <ul style="list-style-type: none"> show awareness of similarities in religions identify beliefs and values contained within a story/teaching identify the impact religion has on a believer Living Religious Traditions <ul style="list-style-type: none"> identify how religion is expressed in different ways use religious terms to describe how people might express their beliefs Shared Human Experience <ul style="list-style-type: none"> describe how some people, events and sources of wisdom have influenced and inspired others Search for Personal Meaning <ul style="list-style-type: none"> in relation to matters of right and wrong, recognise their own and others' values discuss own questions and responses related to the question 'who should we follow – and why?' 						
		Beliefs and Values	<ul style="list-style-type: none"> know that the Abrahamic faiths believe in prophets (and that many of these are shared across the three religions) identify Christian beliefs and values contained within stories of the prophets (eg. Noah, Abraham, Moses, Jonah) suggest why these prophets chose to listen to and follow God 	<ul style="list-style-type: none"> develop and understanding of the importance of founders and leaders for religious communities identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad (pbuh) describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad (pbuh) 	<ul style="list-style-type: none"> know what is meant by discipleship know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus identify beliefs and values within religious teachings (eg. 'Follow me and I will make you fishers of men' – Matt 4:19) 	<ul style="list-style-type: none"> know what Christians mean by the Holy Spirit suggest how belief in the Holy Spirit as God's presence in the world might have an impact on individuals and communities identify Christian values exemplified in the gifts of the Spirit 	<ul style="list-style-type: none"> Develop an understanding of the importance of founders and leaders for religious communities Identify Sikh beliefs and values contained within the stories of the lives of the Gurus 	<ul style="list-style-type: none"> develop an understanding of the importance of duty and commitment to many religions know that following dharma (religious duty) is an important part of Hindu life suggest the impact of belief in dharma, particularly the belief that there are three 'debts' – duty owed to God/the deities, duty owed to teachers, and duty owed to family 	
		Living Religious Traditions	<ul style="list-style-type: none"> identify Christians who might be described as people who listened to and followed God describe how and why some Christians might devote their lives to serving God 	<ul style="list-style-type: none"> describe and give reasons for the Islamic practice of Zakah suggest why charity might be important to a Muslim – and the different ways that a Muslim might try to be charitable 	<ul style="list-style-type: none"> describe how and why Christians might try to follow the example of Jesus through mission and charity work describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs 	<ul style="list-style-type: none"> identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations describe how and why Pentecost is celebrated describe why some Christians might take part in a procession of witness 	<ul style="list-style-type: none"> Describe how and why the Guru Granth Sahib is treated with great respect Suggest how and why Sikhs might show commitment to their faith 	<ul style="list-style-type: none"> describe how and why Hindus might celebrate Raksha Bandhan identify aspects of the celebration which remind Hindus of their dharma identify religious teachings contained within a Hindu story – and suggest how these stories might be used to teach Hindu 	



Threshold Concepts		Knowing about and understanding religions and world views				Expressing and communicating ideas related to religious and world views		
		Beliefs and Values This refers to the beliefs and values that lie at the heart of the ways of life and religious practices of the faiths studied – as identified by members of the faith communities.		Living Religious Traditions This refers to the ways in which people who are, for example, Christians, Hindus, Muslims, Jews or Sikhs follow their religions and their ways of life today.		Shared Human Experience This refers to those inclusive experiences, common to all human beings, which raise questions of meaning, purpose, identity, origins, destiny, value and authority. These experiences include love and loss, thankfulness and despair, community and solitude.		Search for Personal Meaning This refers to the development of the sense of personal meaning for every pupil – how have the insights derived from the other three aspects of the field of enquiry, shared human experience, living religious tradition and their beliefs and values, aided the development of my beliefs, values and attitudes and search for meaning? This threshold concept will contribute to the provision of spiritual, moral, social and cultural development.
			<ul style="list-style-type: none"> talk about what is meant by a sense of vocation 					<ul style="list-style-type: none"> children about dharma (eg. What teachings about duty to family are expressed in the story of Rama and Sita?)
		Shared Human Experiences	<ul style="list-style-type: none"> identify inspirational people/role models for the world today describe the qualities that inspirational people might have 	<ul style="list-style-type: none"> identify characteristics of a good role model discuss how good role models can have a positive impact on individuals, communities and societies 	<ul style="list-style-type: none"> talk about what it means to have charisma describe what makes a good leader and why people might want to follow him/her discuss what motivates people to want to make a difference 	<ul style="list-style-type: none"> describe aspects of being human that we should be proud of discuss what it means to be a successful human – and the different measures of success that might be applied 	<ul style="list-style-type: none"> Identify people and ideas that inspire commitment Discuss the different ways that people might show that they are committed 	<ul style="list-style-type: none"> identify sources of authority and inspiration consider what our ‘duties’ as human beings are
		Search for Personal Meaning	<ul style="list-style-type: none"> discuss who makes a good role model and why raise and discuss questions about following others – including both positive and negative responses 	<ul style="list-style-type: none"> reflect on their own aspirations for themselves and others ask questions and suggest answers about how they can try to make the world a better place 	<ul style="list-style-type: none"> reflect on their own leadership abilities discuss their own desires to make a difference in the world/in their communities 	<ul style="list-style-type: none"> discuss their own sense of value and what is good/unique about being them reflect on the people that they value in their lives – and how they show their appreciation 	<ul style="list-style-type: none"> Reflect on their own commitments and the impact that these have on their lives Ask questions about the value of having commitments 	<ul style="list-style-type: none"> reflect on their own duties – to themselves, to their families, to their communities discuss who or what they follow – and why
	Assessment questions	B	Basic	Basic	Basic	Basic	Basic	Basic
		A	Advancing	Advancing	Advancing	Advancing	Advancing	Advancing
		D	Deep	Deep	Deep	Deep	Deep	Deep
Year 4	How should we live our lives?	Religion	Hindu Dharma What might a Hindu learn through celebrating Diwali? Vishnu Rama and Sita Diwali	Christianity (God) How and why might Christians use the Bible? The Bible Christian life-guided by wisdom, teachings and authority	Sikhism How do Sikhs express their beliefs and values? The 5 Ks Equality The Gurdwara	Christianity (Jesus) Is sacrifice an important part of religious life? Jesus in the wilderness Lent Sacrifice	Islam Why do Muslims fast during Ramadan? The five pillars of Islam Ramadan	Christianity (Church) What does love your neighbour really mean? Parables Love for all
		Awe and Wonder					Visit to the local mosque	
		RE skills	Beliefs and Values <ul style="list-style-type: none"> describe what a believer might learn from a religious teaching/story make links between ideas about morality and sources of authority Living religious Traditions <ul style="list-style-type: none"> describe the impact religion has on believers’ lives explain the deeper meaning and symbolism for specific religious practices 					



Threshold Concepts		Knowing about and understanding religions and world views			Expressing and communicating ideas related to religious and world views		
		Beliefs and Values This refers to the beliefs and values that lie at the heart of the ways of life and religious practices of the faiths studied – as identified by members of the faith communities.	Living Religious Traditions This refers to the ways in which people who are, for example, Christians, Hindus, Muslims, Jews or Sikhs follow their religions and their ways of life today.	Shared Human Experience This refers to those inclusive experiences, common to all human beings, which raise questions of meaning, purpose, identity, origins, destiny, value and authority. These experiences include love and loss, thankfulness and despair, community and solitude.	Search for Personal Meaning This refers to the development of the sense of personal meaning for every pupil – how have the insights derived from the other three aspects of the field of enquiry, shared human experience, living religious tradition and their beliefs and values, aided the development of my beliefs, values and attitudes and search for meaning? This threshold concept will contribute to the provision of spiritual, moral, social and cultural development.		
		<p>Shared human Experiences</p> <ul style="list-style-type: none"> consider the range of beliefs, values and lifestyles that exist in society discuss how people make decisions about how to live their lives <p>Search for personal meaning</p> <ul style="list-style-type: none"> reflect on their own personal sources of wisdom and authority 					
	Beliefs and Values	<ul style="list-style-type: none"> explore teachings about good and evil in the story of Rama and Sita describe what moral guidance Hindus might gain from the story of Rama and Sita make links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on earth to destroy evil and uphold dharma 	<ul style="list-style-type: none"> explore different Christian beliefs about the Bible as the word of God explain why the Bible can be described as a library and give examples of the different types of writings found in the Bible describe why some Christians might view the Bible as an important source of authority and moral guidance 	<ul style="list-style-type: none"> Develop an understanding of the importance of founders and leaders for religious communities Identify Sikh beliefs and values contained within the stories of the lives of the Gurus 	<ul style="list-style-type: none"> retell the story of Jesus in the wilderness identify Christian beliefs about Jesus reflected in this story suggest why sacrifice might be an important Christian value (linked to beliefs and teachings about Jesus) 	<ul style="list-style-type: none"> explore Islamic teachings about Ramadan from the Qur'an make links between Islamic values and the beliefs explored so far in their study of Islam 	<ul style="list-style-type: none"> retell some of the main parables of Jesus explain how and why these might be an important source of guidance for Christians suggest ways that Christians might put these teachings into action in the 21st century
	Living Religious Traditions	<ul style="list-style-type: none"> use subject specific language to describe how and why Hindus celebrate Diwali explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil 	<ul style="list-style-type: none"> explain why Christians might have different views about how to interpret and apply the Bible explain why Christians might also look to other sources of authority when making decisions about how to live (eg. church leaders, prayer, conscience) 	<ul style="list-style-type: none"> Describe how and why the Guru Granth Sahib is treated with great respect Suggest how and why Sikhs might show commitment to their faith 	<ul style="list-style-type: none"> describe what a Christian might do during Lent and why explain what is meant by sacrificial love – agapé – and give examples of how Christians might do this Discuss Christians who have been examples of sacrificial love (eg. Martin Luther King, Oscar Romero) and how they were motivated by their faith 	<ul style="list-style-type: none"> use subject specific language to describe how and why Muslims fast at Ramadan explain the importance of Ramadan in the context of the Five Pillars of Islam consider the impact that fasting might have on individuals, families and communities 	<ul style="list-style-type: none"> describe and explain (with examples) Christian attitudes about how to treat others explain the importance of love for all (agape) as part of Christian life, and the ways that this might be expressed
	Shared Human Experiences	<ul style="list-style-type: none"> discuss (with relevant examples) the importance of the belief that good overcomes evil suggest people, words or stories that might be inspiring when trying to overcome difficulties in life 	<ul style="list-style-type: none"> discuss why people might have different views about what is right and wrong – and where these views might come from describe the different sources of authority that humans might look to when making decisions about how to live their lives 	<ul style="list-style-type: none"> Identify people and ideas that inspire commitment Discuss the different ways that people might show that they are committed 	<ul style="list-style-type: none"> consider differing attitudes and responses to the concept of sacrifice (both positive and negative) discuss why many people are willing to make sacrifices for the people they love discuss why some people may be willing to make a sacrifice for someone they don't even know 	<ul style="list-style-type: none"> discuss (with relevant examples) the importance of showing commitment to a belief, value or community consider the role of sacrifice within religion and communities 	<ul style="list-style-type: none"> explain (with examples) how and why people might use stories to pass on wisdom and guidance discuss how and why fables might be an important aspect of human history and culture



Threshold Concepts		Knowing about and understanding religions and world views				Expressing and communicating ideas related to religious and world views			
		Beliefs and Values This refers to the beliefs and values that lie at the heart of the ways of life and religious practices of the faiths studied – as identified by members of the faith communities.		Living Religious Traditions This refers to the ways in which people who are, for example, Christians, Hindus, Muslims, Jews or Sikhs follow their religions and their ways of life today.		Shared Human Experience This refers to those inclusive experiences, common to all human beings, which raise questions of meaning, purpose, identity, origins, destiny, value and authority. These experiences include love and loss, thankfulness and despair, community and solitude.		Search for Personal Meaning This refers to the development of the sense of personal meaning for every pupil – how have the insights derived from the other three aspects of the field of enquiry, shared human experience, living religious tradition and their beliefs and values, aided the development of my beliefs, values and attitudes and search for meaning? This threshold concept will contribute to the provision of spiritual, moral, social and cultural development.	
		Search for Personal Meaning	<ul style="list-style-type: none"> reflect on their own concept of 'goodness' discuss what gives them hope during difficult times 	<ul style="list-style-type: none"> reflect on their own understanding of morality and where it comes from raise questions and discuss responses to different ideas about how to live well 	<ul style="list-style-type: none"> Reflect on their own commitments and the impact that these have on their lives Ask questions about the value of having commitments 	<ul style="list-style-type: none"> give examples of acts of sacrifice that have been done by or for them discuss who or what they would be prepared to make sacrifices for consider the value of sacrifice – as an expression of love and commitment 	<ul style="list-style-type: none"> reflect on their own beliefs, values and commitments consider and discuss how they demonstrate their personal commitments 	<ul style="list-style-type: none"> discuss examples of wisdom and guidance that they have learnt from stories consider what messages/words of wisdom they would want to pass on to future generations – and how they would do this 	
Assessment questions	B	Basic	Basic	Basic	Basic	Basic	Basic	Basic	
	A	Advancing	Advancing	Advancing	Advancing	Advancing	Advancing	Advancing	
	D	Deep	Deep	Deep	Deep	Deep	Deep	Deep	
Year 5	Where do we find guidance about how to live our lives?	Religion	Christianity (God) Why is it sometimes difficult to do the right thing? Sin Adam and eve's disobedience Temptation and morality	Islam Why is the Qur'an so important to Muslims? The Qur'an The night of power	Hindu Dharma What might Hindus learn from stories about Krishna? Krishna Holi	Christianity (Jesus) What do we mean by a miracle? The miracle of Jesus Pilgrimage	Christianity (Church) How do people decide what to believe? The Trinity Use of symbols and metaphors The Worldwide Church	Judaism Do people need laws to guide them? The Torah The synagogue	
		Awe and Wonder			Visit to a Mandir				
		RE skills	Beliefs and Values <ul style="list-style-type: none"> make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers explain the impact of beliefs and values – including reasons for diversity Living Religious Traditions <ul style="list-style-type: none"> explain differing forms of expression and why these might be used describe diversity of religious practices and lifestyle within the religious tradition interpret the deeper meaning of symbolism – contained in stories, images and actions Shared Human Experiences <ul style="list-style-type: none"> explain (with appropriate examples) where people might seek wisdom and guidance consider the role of rules and guidance in uniting communities Search for Personal Meaning <ul style="list-style-type: none"> discuss and debate the sources of guidance available to them consider the value of differing sources of guidance 						



Threshold Concepts		Knowing about and understanding religions and world views				Expressing and communicating ideas related to religious and world views			
		Beliefs and Values This refers to the beliefs and values that lie at the heart of the ways of life and religious practices of the faiths studied – as identified by members of the faith communities.		Living Religious Traditions This refers to the ways in which people who are, for example, Christians, Hindus, Muslims, Jews or Sikhs follow their religions and their ways of life today.		Shared Human Experience This refers to those inclusive experiences, common to all human beings, which raise questions of meaning, purpose, identity, origins, destiny, value and authority. These experiences include love and loss, thankfulness and despair, community and solitude.		Search for Personal Meaning This refers to the development of the sense of personal meaning for every pupil – how have the insights derived from the other three aspects of the field of enquiry, shared human experience, living religious tradition and their beliefs and values, aided the development of my beliefs, values and attitudes and search for meaning? This threshold concept will contribute to the provision of spiritual, moral, social and cultural development.	
	Beliefs and Values	<ul style="list-style-type: none"> describe Christian beliefs about sin and forgiveness describe and explain the teaching from Genesis 3 – of how Adam and Eve disobeyed God suggest different ways that this story might be understood by Christians 	<ul style="list-style-type: none"> explore Islamic beliefs about the Qur'an as the word of God explain how and why the Qur'an is a source of guidance for life for a Muslim explain the impact of believing that the Qur'an is divine revelation describe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets 	<ul style="list-style-type: none"> Make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty Explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus Explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer 	<ul style="list-style-type: none"> describe Christian beliefs about miracles as 'signs' of the divinity of Jesus retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus 	<ul style="list-style-type: none"> Describe what Christians mean when they talk about one God in Trinity Identify the beliefs contained within the Apostle's Creed Explain why the Christian community (The Church) might want/need an agreed statement of belief 	<ul style="list-style-type: none"> Make links between beliefs and sacred texts (in this case, the Torah), including how and why religious sources are used to teach and guide believers Explain the impact of Jewish beliefs and values – including reasons for diversity 		
	Living Religious Traditions	<ul style="list-style-type: none"> describe and explain how and why Christians might use the Lord's Prayer analyse and interpret the Lord's Prayer – and what guidance it provides for Christians suggest things that might lead Christians into temptation in the modern world – and how and why they might try to resist these temptations 	<ul style="list-style-type: none"> explain how and why Muslims might commemorate the Night of Power describe and explain a variety of ways that Muslims might show respect for the Qur'an – and how this symbolises their respect for God explain how the teachings of the Qur'an might influence the actions and choices of a Muslim 	<ul style="list-style-type: none"> Describe and explain a variety of ways that Hindus might celebrate the festival of Holi <ul style="list-style-type: none"> Suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate Explain how Holi celebrations might express Hindu beliefs about equality 	<ul style="list-style-type: none"> describe why some Christians might go on pilgrimage to places associated with miraculous events explain the impact that belief in miracles and the power of prayer might have on a Christian 	<ul style="list-style-type: none"> describe and explain the meaning of a range of symbols that might be used for the Trinity explain how symbols might unite the worldwide Christian Church describe the role of places like Taizé where Christians from different backgrounds might come together to worship 	<ul style="list-style-type: none"> Explain differing forms of expression within the context of Jewish worship. Describe diversity of religious practices and lifestyle within Interpret the deeper meaning of symbolism – contained in stories, images and actions 		
	Shared Human Experiences	<ul style="list-style-type: none"> consider the different ways that myth and stories are and used explain how a 'truth' might be contained within a story 	<ul style="list-style-type: none"> discuss where people might look to for guidance about how to live – consider a range of sources of wisdom and authority suggest when and why people might want guidance about how to live 	<ul style="list-style-type: none"> Explain how festivals and celebrations might be helpful ways for communities and societies to pass on values, guidance and traditions Consider the different ways that myth and stories are and used Explain how a 'truth' might be contained within a story 	<ul style="list-style-type: none"> explain the difference between fact, opinion and belief consider differing interpretations of the word miracle – i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God 	<ul style="list-style-type: none"> consider what we mean by sources of authority. Give examples of sources of authority that might guide individuals and communities – and the value of these as guidance for life discuss different responses to sources of authority 	<ul style="list-style-type: none"> Explain (with appropriate examples) where people might seek wisdom and guidance Consider the role of rules and guidance in uniting communities 		
	Search for Personal Meaning	<ul style="list-style-type: none"> consider how they decide what is 'true' – and how there might be different types of truth (eg. empirical 	<ul style="list-style-type: none"> discuss who or what has guided them in their own beliefs, values and commitments 	<ul style="list-style-type: none"> Consider how they decide what is 'true' – and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth) Discuss and 	<ul style="list-style-type: none"> discuss their own beliefs – is there anything that they accept as truth which others may not agree with? 	<ul style="list-style-type: none"> raise meaningful questions about things that puzzle them differentiate between questions that can be 	<ul style="list-style-type: none"> Discuss and debate the sources of guidance available to them 		



Threshold Concepts		Knowing about and understanding religions and world views				Expressing and communicating ideas related to religious and world views			
		Beliefs and Values This refers to the beliefs and values that lie at the heart of the ways of life and religious practices of the faiths studied – as identified by members of the faith communities.		Living Religious Traditions This refers to the ways in which people who are, for example, Christians, Hindus, Muslims, Jews or Sikhs follow their religions and their ways of life today.		Shared Human Experience This refers to those inclusive experiences, common to all human beings, which raise questions of meaning, purpose, identity, origins, destiny, value and authority. These experiences include love and loss, thankfulness and despair, community and solitude.		Search for Personal Meaning This refers to the development of the sense of personal meaning for every pupil – how have the insights derived from the other three aspects of the field of enquiry, shared human experience, living religious tradition and their beliefs and values, aided the development of my beliefs, values and attitudes and search for meaning? This threshold concept will contribute to the provision of spiritual, moral, social and cultural development.	
			truth, historical truth, spiritual truth) <ul style="list-style-type: none"> discuss and debate things that they consider to be true that others might disagree with 	<ul style="list-style-type: none"> reflect on what 'ultimate authority' might mean for them 	debate things that they consider to be true that others might disagree with	<ul style="list-style-type: none"> reflect on how they make decisions about what is/is not true 	answered factually and those that have a range of answers, including personal beliefs and values	<ul style="list-style-type: none"> Consider the value of differing sources of guidance 	
Assessment questions	B	Basic	Basic	Basic	Basic	Basic	Basic	Basic	
	A	Advancing	Advancing	Advancing	Advancing	Advancing	Advancing	Advancing	
	D	Deep	Deep	Deep	Deep	Deep	Deep	Deep	
Year 6	Is Life like a journey?	Religion	Christianity (God) How do Christians mark the 'turning points' on the journey of life? Christian rites of passage Denominational differences	Hindu Dharma Is there one journey or many? Reincarnation Karma The 4 Ashrams	Islam What is Hajj and why is it important to Muslims? The Ummah Hajj	Christianity (Jesus) Why do Christians believe Good Friday is 'good'? Holy Week The Eucharist Denominational differences	Buddhism What do we mean by a 'good life'? The Buddha The Four Noble Truths The Eightfold path	Christianity (Church) If life is like a journey, what's the destination? Salvation Forgiveness	
		Awe and Wonder					Visit to a temple		
		RE skills	Beliefs and Values <ul style="list-style-type: none"> analyse beliefs, teachings and values and how they are linked explain how the beliefs and values of a religious tradition might guide a believer through the journey of life explain the impact of beliefs, values and practices – including differences between and within religious traditions Living Religious Traditions <ul style="list-style-type: none"> use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences explain differing ideas about religious expression Shared Human Experiences <ul style="list-style-type: none"> consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging discuss how people change during the journey of life Search for Personal Meaning <ul style="list-style-type: none"> raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments develop own views and ideas in response to learning demonstrate increasing self-awareness in their own personal development 						
Beliefs and Values	<ul style="list-style-type: none"> explain how beliefs about the death and resurrection of Jesus 	<ul style="list-style-type: none"> analyse Hindu beliefs about samsara, karma and moksha and how these are linked 	<ul style="list-style-type: none"> analyse the Five Pillars of Islam and how they are linked 	<ul style="list-style-type: none"> retell the events leading up to and including the death of Jesus 	<ul style="list-style-type: none"> Analyse Buddhist beliefs and teachings about how to be content 	<ul style="list-style-type: none"> explain how rituals (sacraments/rites of passage) might reflect 			



Threshold Concepts		Knowing about and understanding religions and world views			Expressing and communicating ideas related to religious and world views		
		Beliefs and Values This refers to the beliefs and values that lie at the heart of the ways of life and religious practices of the faiths studied – as identified by members of the faith communities.	Living Religious Traditions This refers to the ways in which people who are, for example, Christians, Hindus, Muslims, Jews or Sikhs follow their religions and their ways of life today.	Shared Human Experience This refers to those inclusive experiences, common to all human beings, which raise questions of meaning, purpose, identity, origins, destiny, value and authority. These experiences include love and loss, thankfulness and despair, community and solitude.	Search for Personal Meaning This refers to the development of the sense of personal meaning for every pupil – how have the insights derived from the other three aspects of the field of enquiry, shared human experience, living religious tradition and their beliefs and values, aided the development of my beliefs, values and attitudes and search for meaning? This threshold concept will contribute to the provision of spiritual, moral, social and cultural development.		
		<p>might affect the life of a Christian</p> <ul style="list-style-type: none"> explain (simply) Christian beliefs about salvation explain how Christian beliefs about life after death might affect a believer's sense of purpose and behaviour throughout the journey of life 	<ul style="list-style-type: none"> explain how belief in reincarnation might affect the way in which a Hindu views the 'journey of life' explain how belief in reincarnation and the law of karma might affect the way a Hindu lives 	<ul style="list-style-type: none"> explain how the beliefs and values of Islam might guide a person through life explain the importance of the Ummah for Muslims and that this is a community of diverse members 	<ul style="list-style-type: none"> explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life 	<ul style="list-style-type: none"> Explain Buddhist beliefs and values contained within the story of Prince Siddhartha Make links between the story of the life of Prince Siddhartha and Buddhist beliefs and teachings about The Four Noble Truths 	<p>Christian beliefs about their relationship with God</p> <ul style="list-style-type: none"> explain how these rituals might differ between different denominations (eg. infant baptism and believer's baptism)
	Living Religious Traditions	<ul style="list-style-type: none"> explore Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven (using terms such as confession, repentance, atonement, reconciliation) analyse Christian teachings about the importance of forgiveness and examples of people who have put these teachings into practice 	<ul style="list-style-type: none"> describe and explain the four ashramas (stages of life) in the life of a Hindu explain how a person might change as they move from one ashrama to the next consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama 	<ul style="list-style-type: none"> describe and explain the importance of Hajj, including the practices, rituals and impact explain how a person might change once becoming a hajji consider how important it is for a Muslim to go on hajj – and what this means for those who are unable to make the pilgrimage 	<ul style="list-style-type: none"> explain how and why Christian individuals and communities might celebrate the events of Holy Week use religious vocabulary to describe and explain the Eucharist explain different Christian beliefs about the Eucharist and its importance 	<ul style="list-style-type: none"> Describe and explain what is involved in following the Eight-Fold Path of Buddhism – and the impact that following this might have on the life of a Buddhist. Consider the importance of daily meditation in Buddhism 	<ul style="list-style-type: none"> analyse the important of Christian rites of passage as an expression of faith and commitment use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies
	Shared Human Experiences	<ul style="list-style-type: none"> discuss differing ideas and opinions about the purpose of human life – and how these beliefs might influence relationships with others discuss the importance of saying sorry and forgiveness in maintaining relationships with others 	<ul style="list-style-type: none"> discuss the special milestones that we might celebrate during a person's lifetime discuss how our rights, responsibilities and relationships with others might change as we go through life 	<ul style="list-style-type: none"> discuss the various events that might happen on the journey of life and how people might change over the course of their life consider what support people might need on life's journey 	<ul style="list-style-type: none"> consider how people might mature and become stronger through overcoming difficulties consider the value of being part of a community on the 'journey of life' 	<ul style="list-style-type: none"> Discuss the meaning of contentment – is it the same as happiness, or something different? Raise questions about the human experience of being unsatisfied – why do humans so often want more than they have? To what extent does this prevent people from ever being happy? 	<ul style="list-style-type: none"> discuss how people change during the course of their lifetime – and the key events that humans might mark on the journey of life consider the value of celebrating landmarks in life – for individuals and communities
	Search for Personal Meaning	<ul style="list-style-type: none"> raise questions about the meaning and purpose of life and explain their own ideas 	<ul style="list-style-type: none"> ask and respond thoughtfully to questions about their own journey of life – consider how events and influences so 	<ul style="list-style-type: none"> ask and respond thoughtfully to questions about their own journey of life – consider how they 	<ul style="list-style-type: none"> raise questions and discuss the extent to which they agree that 'suffering makes you stronger' 	<ul style="list-style-type: none"> Ask and respond thoughtfully to questions about their own happiness – consider this as 	<ul style="list-style-type: none"> ask and respond thoughtfully to questions about how they have changed during their life so



RELIGIOUS EDUCATION



Threshold Concepts		Knowing about and understanding religions and world views				Expressing and communicating ideas related to religious and world views			
		Beliefs and Values This refers to the beliefs and values that lie at the heart of the ways of life and religious practices of the faiths studied – as identified by members of the faith communities.		Living Religious Traditions This refers to the ways in which people who are, for example, Christians, Hindus, Muslims, Jews or Sikhs follow their religions and their ways of life today.		Shared Human Experience This refers to those inclusive experiences, common to all human beings, which raise questions of meaning, purpose, identity, origins, destiny, value and authority. These experiences include love and loss, thankfulness and despair, community and solitude.		Search for Personal Meaning This refers to the development of the sense of personal meaning for every pupil – how have the insights derived from the other three aspects of the field of enquiry, shared human experience, living religious tradition and their beliefs and values, aided the development of my beliefs, values and attitudes and search for meaning? This threshold concept will contribute to the provision of spiritual, moral, social and cultural development.	
			and opinions (including influences) • reflect on the benefits and difficulties of forgiveness	far have made them the person they are today and what has been important learning to prepare them for the future	have changed so far, how they will continue to change and the support and guidance that might be needed	• discuss own experiences and attitudes towards the importance of having companionship on the journey of life	something that they are in control of • Discuss the potential barriers to their happiness and what they can do to overcome these	far – and how they might continue to change • discuss where they might find wisdom and guidance to help prepare them for the changes and responsibilities of different stages of life	
Assessment questions	B	Basic	Basic	Basic	Basic	Basic	Basic	Basic	
	A	Advancing	Advancing	Advancing	Advancing	Advancing	Advancing	Advancing	
	D	Deep	Deep	Deep	Deep	Deep	Deep	Deep	