

Religious Education Curriculum Intention 2024 - 2025

The RE curriculum at St Matthew's CofE Primary School follows the Sandwell Agreed Syllabus for Religious Education (2024 – 2029) This syllabus includes units from Understanding Christianity (a resource provided by the Church of England Education Office). The Sandwell Agreed Syllabus is the legal basis for RE in Sandwell Schools.

Principle Aim: The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

This syllabus reflects the recent developments in the subject, using the term '**worldviews**' to describe both religious and non-religious perspectives on human life. The syllabus focuses on **lived religion and worldviews**: the 'here and now' of religious and non-religious worldviews, exploring with pupils many ways in which varied contexts in the modern world, interpretations of sacred writings and traditional, and the influences of worldviews on lived experience for us all.

The Threefold Aim The threefold aim of RE elaborates the principal aim.

The curriculum for RE aims to ensure that all pupils can:

- 1. Make sense of a range of religious and non-religious beliefs, so that they can:**
 - identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
 - explain how and why these beliefs are understood in different ways, by individuals and within communities
 - recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation
- 2. Impacts of beliefs: Understand the impact and significance of religious and non-religious beliefs, so that they can:**
 - examine and explain how and why people express their beliefs in diverse ways
 - recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
 - appreciate and appraise the significance of different ways of life and ways of expressing meaning.
- 3. Connections: Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:**
 - evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
 - challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
 - discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

The Teaching and Learning Approach for RE

The teaching and learning approach has three core elements, which are woven together to provide breadth and balance within teaching and learning about religions and beliefs, underpinning the aims of RE. Teaching and learning in the classroom will encompass all three elements, allowing for overlap between elements as suits the religion, concept and question being explored.

Making sense of beliefs

- Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.

Understanding the impact

- Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.

Making Connections

- Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' own thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.

Religions that will be taught

This Agreed Syllabus requires plural teaching of religion and worldviews. All pupils will develop understanding of Christianity in each key stage. In addition, across the ages range, pupils will develop understanding of the principal religions represented in UK, in line with the law. These are Islam, Hinduism, Sikhi, and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all of our classrooms. These worldviews, including for example Humanism, will also be the focus for study in thematic units. In Sandwell, we teach pupils about Sikhs, Muslims and Hindus, at each key stage, reflecting local and regional demographics.

Pupils at St Matthew's will study in depth the religious traditions of the following groups:

Reception (4-5s)

Children will encounter faiths that are represented within St Matthew's and the local area (e.g. Christian, Sikh, Muslim and Hindus) as part of their growing sense of self, their own community and their place within it.

KS1 (5 - 7s)

Christians, Sikhs and Muslims and Hindus,

KS2 (7 – 11s)

Christians, Muslims, Hindus, Sikhs, Jewish people

Religious Education Curriculum Intention

2024 - 2025

Term	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term	<p><u>Being Special: Where do we belong?</u></p> <p>1.What makes us feel special? (What makes Christians feel special to God?)</p> <p>2. Why do many Christians believe that children are special to God?</p> <p>3.Where do you belong? Which groups do some religious people belong to?</p> <p>4.How do we show people they are welcome? How are babies welcomed into the Christian family?</p> <p>5. How is a baby welcomed into the Muslim tradition?</p> <p>6. How do Hindu brothers and sisters show their love for each other at a festival?</p> <p><u>Why do some Christians perform nativity plays at Christmas? Incarnation</u></p> <p>1.Why do some Christians perform nativity plays at Christmas?</p> <p>2.Who do Christians think the new king in the story was?</p> <p>3. What are the Key events of the Christmas story?</p> <p>4. How do churches from around the world celebrate Christmas?</p> <p>5. Why do Christians call Jesus the light of the world?</p> <p>6. Who do Christians believe was born on Christmas day?</p>	<p><u>What do Christians believe God is like?</u></p> <p>1.What is a parable?</p> <p>2.What do Christians learn from parables?</p> <p>3. What does the parable of the Lost Son teach Christians about God?</p> <p>4. What are some different prayer types used by Christians?</p> <p>5. What does the story of Jonah teach Christians about God?</p> <p>6. What do Christians believe God is like?</p> <p>7. Time to Shine</p> <p><u>Incarnation Why does Christmas Matter to Christians?</u></p> <p>1.Who was Jesus?</p> <p>2.What happened in the story of the birth of Jesus?</p> <p>3. Was Jesus born where people would have expected?</p> <p>4. Why is waiting and preparing for Christmas important to many Christians?</p> <p>5. What do some people like to say thank you for at Christmas?</p> <p>6. How do people use the story of the nativity to guide their beliefs at Christmas?</p> <p>7. Time to Shine</p>	<p><u>Who is a Muslim and How do they live?</u></p> <p>1.What do people think about God? What do Muslims think about God?</p> <p>2.What do some of the Muslim beautiful names for God mean?</p> <p>3.What does the Shahadah say about Muslim beliefs?</p> <p>4.What do Muslims think the Prophet Muhammad was like?</p> <p>5.Why is the Prophet Muhammad important to Muslims?</p> <p>6.What do Muslims do because they love to treat the Quran with respect?</p> <p>7. Time to Shine</p> <p><u>What are important ways of life for Sikhs? (Beginning to Learn Sikhi)</u></p> <p>1.What objects and places are special for Sikh people?</p> <p>2.What happens at the gurdwara?</p> <p>3. How do Sikhs worship, pray and sing at the Gurdwara?</p> <p>4.Why does a Gurdwara need a kitchen?</p> <p>5. Visit to Gurdwara</p> <p>6..How does the work of the gurdwara link to worship and service?</p> <p>7.Time to Shine</p>	<p><u>What is it like for someone to follow God?</u></p> <p>1. Which information about bible stories can we get from different types of texts?</p> <p>2. What can we say about Noah from reading the biblical story?</p> <p>3.What is the link between the story of Noah and the idea of covenant?</p> <p>4. What is the link between a Christian wedding ceremony and the idea of covenant?</p> <p>5. Did Abraham show he trusted God?</p> <p>6.Why do people choose to get married? What do wedding ceremonies show us about commitment, love and promises?</p> <p>7.Time to Shine</p> <p><u>What Does it Mean to be a Hindu in Britain Today?</u></p> <p>1.How do many Hindus describe ultimate reality?</p> <p>2.How might the idea of Brahman being in everything affect the way you live?</p> <p>3.What can we find out about some Hindu deities?</p> <p>4. How do many Hindus understand deities?</p> <p>5.What can we learn about deities from Ganesh?</p> <p>6.How do many Hindus describe the divine?</p> <p>7.Time to shine</p>	<p><u>Creation: What do Christians learn from the Bible's Creation Story?</u></p> <p>1.Where does Creation belong in the 'Big Story' of the Bible?</p> <p>2. What kind of world do Christians believe in? What do we mean by good?</p> <p>3. How have Christians interpreted looking after the world?</p> <p>4.How do different Christians think about and look after the environment?</p> <p>5. What do Christians mean by the Fall?</p> <p>6.What do many Christians learn from the story of Creation and the Fall?</p> <p>7. Time to Shine</p> <p><u>Gospel: What kind of world did Jesus want?</u></p> <p>1.How were some of the first disciples called to follow Jesus?</p> <p>2. What is meant by Jesus' words, 'fishers of men'?</p> <p>3.What is the role of an evangelist?</p> <p>4. How did Jesus' actions towards the leper make a difference to the world?</p> <p>5.What is the message of the story of the Good Samaritan?</p> <p>6.How do Christians try to show love to all? (Visitor –Rev)</p> <p>7.Time to Shine</p>	<p><u>Kingdom of God: For Christians, what kind of king was Jesus?</u></p> <p>1.In Jesus' parables, who was invited into God's Kingdom?</p> <p>2. According to Jesus' teachings, how important is forgiveness in God's kingdom?</p> <p>3. How does Christian Aid try to make the world more like God's kingdom?</p> <p>4.How do Christians see God's Kingdom as being now and in the future?</p> <p>5. For Christian's, what are the features of God's kingdom and Jesus' kingship.</p> <p>6.How do Christians try to live in God's kingdom?</p> <p><u>Can religions help people when times get hard?</u></p> <p>1.What questions have you got about what happens when we die?</p> <p>2.What do some people think carries on after we have died? What is our soul?</p> <p>3.Do some people believe that you come back to life as a different thing? What is reincarnation? Hindu beliefs and ideas.</p> <p>4.Do you get to heaven if you do things wrong?</p> <p>5.What do Christians think happens when we die? Resurrection and heaven.</p> <p>6.What do people who don't believe in God think happens when we die? Humanist ideas about death and dying</p> <p>7.Time to Shine</p>	<p><u>Why do Hindus try to be good?</u></p> <p>1.Who or what is Brahman?</p> <p>2.What is atman? What can be learned about atman through a Hindu story?</p> <p>3.What is samsara? Why is atman important? What else is important?</p> <p>4.How might dharma affect the way that someone might live their life?</p> <p>5.What is ahimsa and how does it affect the lives of Hindu people?</p> <p>6.Why do Hindus try to be good?</p> <p>7. Time to Shine</p> <p><u>God: What does it mean if God is holy and loving?</u></p> <p>1.What words do pupils connect to the idea of God? What words do Christians connect to their idea of God?</p> <p>2.What does the bible say God is like?</p> <p>3.How can the ideas of God be expressed in art?</p> <p>4. How do some Christians respond to a holy and loving God?</p> <p>5. How do churches and cathedrals reflect Christian ideas about God?</p> <p>6. what does it mean if Christians believe that God is holy and loving?</p> <p>7. Time to Shine</p>

Spring	<p><u>Why is the word 'God' so important to Christians?</u></p> <ol style="list-style-type: none"> 1.How do some Christians believe that God created the world? 2. What is a Harvest Festival for Christians. 3. How do Christians believe that God has asked them to care for the world? 4. Why do Christians believe that God's name is holy? 5.What do most Christians think is the most precious thing? 6. What is precious to you? <p><u>Salvation: Why do Christians put a cross in an Easter garden?</u></p> <ol style="list-style-type: none"> 1.What happened on Palm Sunday? 2.What are the key events of Palm Sunday? 3. Why is the cross an important symbol for Christians? 4.What happened on Easter Sunday? 5. What is the meaning of Easter for Christians? 6. What is an Easter Garden? 	<p><u>How and Why are some books Holy?</u> <u>Download from Natre</u></p> <p><u>Unit 1.4 What Can We Learn about The Sikh Faith Through Stories of the Gurus</u></p> <ol style="list-style-type: none"> 1.What makes a birthday a special day? 2. Why is the Birthday of Guru Nanak celebrated by over 20 million people? 3.What is the hidden message in the story of Guru Nanak and the Sacred Thread? 4.What is the hidden message in the story of Guru Har Gobind and the cloak? 5.What can we learn from the story of Dunni Chand and the needle? 6.Thinking back on our three stories: what did we like? What did we learn? 	<p><u>Who are the humanists and what is their way of life?</u> (To download from Natre)</p> <p><u>Salvation: Why does Easter Matter to Christians?</u></p> <ol style="list-style-type: none"> 1.Why is Easter important to Christians? 2.Why is Palm Sunday is important to Christians? 3.What happened at the Last Supper? 4. What happened on Good Friday? 5. What happened on Easter Sunday? 	<p><u>What is it like to be a Sikh in Sandwell? Sikh beliefs and ways of living?</u></p> <ol style="list-style-type: none"> 1.What are the most important Sikh beliefs? 2. Why are the Ten Guru's so important in the sikh religion? 3.Why do Sikhs treat their holy scriptures like a living guru? 4.Sikh symbols and teachings: why do they matter? 5.What is most important in the Sikh way of life? 6. What have we learnt from Sikhs? 7. Time to shine <p><u>Salvation: Why do Christians call the day Jesus died Good Friday?</u></p> <ol style="list-style-type: none"> 1.The big story of Easter. 2.Mary's story. 3.The Last Supper, washing the disciple's feet. 4. The Last Supper – bread and wine, remembrance. 5. What would I stand up for? 	<p><u>What is it like to be Jewish?</u></p> <ol style="list-style-type: none"> 1.Where, how and why do Jewish people worship? 2.Why do Jewish people treat the Torah scroll with great respect? 3.Why is Shabbat a special time for Jewish people? 4.Why is Moses important to Jewish people today? 5. Why is Pesach important to Jewish people? <p><u>Why does the Prophet Muhammad (PBUH) matter to Muslims?</u></p> <ol style="list-style-type: none"> 1.What do stories of the Prophet Muhammad (PBUH) teach us? 2.What can we find out about the story of Muhammad at the Gates of Makkah? 3.What can we learn from the story of Bilal: the slave who would not be quiet? 4.What can we do with the story, to help us learn from the Muslims? 5.What do we think about leaders and followers? Do our ideas connect to the idea of Prophets in Islam? 6. Is The Prophet Muhammad (PBUH) still important today? 	<p><u>How and why do Jewish people, Muslims and Hindus pray? (moved)</u></p> <ol style="list-style-type: none"> 1.What is prayer? Is prayer helpful? How could we answer this question? 2.What happens in Islamic prayer? What does this show us about Muslim beliefs and ways of life? 3.How and why do Jewish people like to pray and worship? 4.How do Hindus pray and worship at home and in the Mandir? 5.What is similar and different in the words of three prayers (Muslim, Jewish, Hindu) 6. Prayer and me: why do some people pray every day, but others not at all? 7.What have we learned from Muslims, Hindus + Jews about prayer, symbols and worship? <p><u>Salvation: What did Jesus do to save human beings?</u></p> <ol style="list-style-type: none"> 1.What the events of Holy Week? 2.Who was responsible for Jesus' death? 3.What is Salvation? 4.Why did Jesus die? 5.Isaiah's prophecy. 6.What difference does Jesus' sacrifice make to Christians? 	<p><u>What will make our town a more respectful community?</u></p> <ol style="list-style-type: none"> 1.Which religions are found in our local area and id this typical of other UK towns. 2.What are the key features and artefacts in a Hindu mandir and how do they help Hindus to worship? 3.What are the key features and artefacts in a Christian church and how does a church help people to worship? 4. What difference does faith make to a believers everyday live? 5.How are religions in our local area different but still have some important similarities? 6.What makes people more respectful and how can we live in harmony? 7. Assessment week <p><u>Atheists and believers in God: what are the arguments?</u> (to be downloaded from Natre)</p>
Summer Term	<p><u>Which Places are Special and Why?</u></p> <ol style="list-style-type: none"> 1.Which place is special to me? 2.Church is a holy building for Christians. 3.A mosque is a religious building, where Muslims pray. 4.Recognise and talk about features of a mosque. 5.Identify similarities and differences between two places of worship. 6.Create a place that is 	<p><u>What can we learn about stories of the Prophet?</u></p> <ol style="list-style-type: none"> 1. Why are some books special? 2. Muhammad and the cat. 3. Muhammad and the ants. 4. Muhammad and the crying camel. 5. Mohammad and the woman at the Gates of Makka 6.What can we learn from the Stories of Mohammad? 7.Time to shine 	<p><u>Who Celebrates What? How and where? Celebrations that matter in Sandwell.</u></p> <p>To be uploaded from Natre</p>	<p><u>What is the Trinity and why is it important to Christians? UC</u></p> <ol style="list-style-type: none"> 1.Jesus is baptised by John the Baptist. 2.What are the differences between infant and adult baptism? 3.What is the Grace? 4.What is the Trinity? 5.What is meant by Incarnation? 6.How do Christians show their beliefs about God the Trinity in the way they live? 	<p><u>Kingdom of God: For Christians, when Jesus left, what was the impact of the Pentecost?</u></p> <ol style="list-style-type: none"> 1. What happened on the day of Pentecost? 2.How was Peter changed at Pentecost? 3. What is the Kingdom of God on Earth? 4.'Looking After Number One' or being 'The Body'? 5.What are the fruits of the Spirit? 	<p><u>What can we learn from religion about temptation? (Christians, Muslims)</u></p> <ol style="list-style-type: none"> 1.What is temptation? 2.Reacting to temptation: how do people deal with it? 3.Consequences: what happens if you give in to temptation? 4.Forgiveness: can it help people to be good? 5.What is Christian and Muslim wisdom on temptation? 	<p><u>Can Christian Aid and Islamic Relief change the world? (Beliefs and Actions in the world)</u></p> <ol style="list-style-type: none"> 1.What do we already know about charities? 2.How and why does Islamic Relief try to change the world? 3.How and why does Christian Aid try to change the world? 4.Will I make a positive difference to the world in my lifetime?

	<p>special to everyone.</p> <p><u>Which Stories are Special and Why?</u></p> <ol style="list-style-type: none"> 1.Name and identify features of the bible 2.Listen to and talk about the story of David and Goliath. 3.Think about what Jesus teaches about promises 4.How did Muhammad receive the Qur'an? 5.Name and identify features of the Qur'an. 6.Identify stories that are found in the bible or the Qur'an. 	<p><u>Good News: What is the Good News Christians believe that Jesus brings? (Unit 13)</u></p> <ol style="list-style-type: none"> 1.What did Jesus' good news mean to Matthew in the bible story? 2.What might a Christian say was the 'good news' Jesus brought to Matthew? 3.What do many Christians believe is the 'good news' that Jesus brings about forgiveness? 4.What do many Christians believe is the 'good news' that Jesus brings about peace? 5.What might Christians do to follow the life of Jesus and bring 'good news' to people? 6.How might Christian prayer link to saying sorry and forgiveness? 7.Time to Shine 	<p><u>Questions that Puzzle Us</u></p> <ol style="list-style-type: none"> 1.What questions would you put in a mystery box? 2.What are the most puzzling questions we can think of? 3.What questions would you like to ask the person who knows everything? 4.What would you like to ask God if you could have one question? 5. Asking puzzling questions about a religious story: How did Jesus help people? 6. How do people's beliefs make a difference to what they do? 	<p>7. Time to shine</p> <p><u>What are the 5 Pillars of Islam?</u></p> <ol style="list-style-type: none"> 1.Is life like a journey? 2.What are the Five Pillars of Islam? What does the first pillar mean? 3.How and why do Muslims pray? (Second Pillar) 4.Giving charity is the third pillar. How is charity important to Muslims? How is charity important to you? 5. How and why do Muslims fast? (Fasting is the fourth pillar) 6. How and why do Muslims journey to Makkah? Hajj is the fifth pillar. 7.Anyone can learn from the Muslim way of life. What have you learned? 	<p><u>What matters most to Humanists and Christians?</u></p> <ol style="list-style-type: none"> 1.Do rules matter? Why? What is a code for living? 2.What codes for living do non-religious people use? 3.What can we learn from discussion and drama about good & bad, right & wrong? 4.What codes for living do Christians try to follow? 5.What can we learn from a values game? 6.Peace: is it more valuable than any money? 7.Time To shine 	<p>6. Time to shine</p> <p><u>Gospel: Christians and how to live: What would Jesus do?</u></p> <ol style="list-style-type: none"> 1.What did Jesus teach in the Sermon on the mount? 2.What are the Foundations for Living for Christians? 3. What is our response to Jesus' healing stories? 4.What is betrayal and restoration? 5.Why does Jesus gets angry in the temple? 6. Forgiveness or Judgement? 7. Time to Shine 	<p>5.. How can I express my ideas about unfairness in our world through a creative piece of work?</p> <p>6.Complete entries Time to Shine</p> <p><u>What impact do people's belief have on their lives?</u></p> <ol style="list-style-type: none"> 1.Spiritual – what's that? What is the human spirit? 2.how do architecture and art express Sikh visions of life? 3. What is Inspiring about Muslim calligraphy, painting and architecture? 4. How do Christians use music in worship to express a variety of ideas and feelings to God and about God? 5. How do banners, triptychs, icons and stained glass windows help Christians to worship? Do these art forms show beliefs? 6. How do colours express ideas and feelings? What meanings can we find in colours? 7. Time to Shine
--	--	---	---	--	--	--	--

Religious Education Curriculum Implementation

Sandwell Agreed Syllabus 2024 - 2029

	Autumn 7 weeks Autumn 1 – 7 weeks Autumn 2		Spring 6 weeks Spring 1 – 7 weeks Spring 2		Summer 4 weeks Summer 1 – 7 weeks Summer 2	
Reception	Unit F1: Being Special: Where do we belong? St Matthews visit	F2 Incarnation: Why do Christians perform nativity plays at Christmas? UC	F3 Why is the word God so important to Christians? UC	F4 Salvation: Why do Christians put a cross in an Easter garden? UC	Unit F5 Which Places Are Special and Why?	Unit F6: Which Stories Are Special and Why?
Year 1	1.1 What do Christians believe God is like? UC God	Unit 1.2 Why is Christmas special to Christians? How and why do we celebrate special times? UC Incarnation	Unit 1.10 Why are some books holy?	Unit 1.4 What can we learn about the Sikh faith? Stories of the Gurus	Unit 1.7 What can we learn from stories of the prophet?	What is the Good News Christians believe that Jesus brings? UC
Year 2	Unit 1.8 Who is a Muslim and How do they Live? (Part 1)	Unit 1.5 Beginning to learn about Sikhs: Gurdwara - Why is there a kitchen? Gurdwara visit	Unit 1.13 Who are the humanists and what is their way of life?	Unit 1.5: Why does Easter Matter to Christians? UC Salvation	Unit 1.13 Who celebrates what? How and Where? Celebrations that matter in Sandwell	Unit 1.11 Questions that Puzzle Us.
Year 3	Unit L2.1 What is it like for someone to follow God? (UC People of God)	Unit L2.2 What is it like to be a Hindu? Community, Worship, Celebration Mandir Visit	Unit L2.4 What is it like to be a Sikh in Sandwell? Sikh beliefs and ways of living?	Unit L2.8 Why do Christians call the day Jesus died Good Friday? UC Salvation	Unit L2.5 What is the Trinity and why is it important to Christians? UC Kingdom of God	Unit L2.11 How do Muslim beliefs make a difference to their way of living? Keeping the 5 Pillars of Islam
Year 4	Unit What do Christians learn from the Bible's Creation Story? (UC – Creation)	Unit L2.7 What kind of world did Jesus want? UC Gospel	Unit L2.9 What is it like to be Jewish? Family. Synagogue, and Torah	Unit L2.12 Why does the Prophet Muhammad (PBUH) matter to Muslims?	Unit L2.10 For Christians, when Jesus left, what was the impact of the Pentecost? UC Kingdom of God	Unit L2.6 What matters most to Humanists and Christians?
Year 5	For Christians, what kind of king was Jesus? UC Kingdom of God	Unit U2.3 Can religions help people when times get hard? Christian, Muslim, Hindu, non-religious.	Unit 2.5. How and why do Jewish people, Muslims and Hindus pray? Mosque Visit	Unit U2.4 What do Christians believe that Jesus did to save all human beings? UC - Salvation	Unit U2.6 What can we learn from religion about temptation? (Christians, Muslims)	Unit 2.8 Christians and How to Live. What would Jesus do? (UC Gospel)
Year 6	Unit U2.11 Why do Hindus try to be good?	Unit U21 What does it mean if Christians believe that God is holy and loving? UC God	Unit 9.2 What will make our town a more respectful community?	U2.13 Atheists and believers in God: what are the arguments?	Unit U210 Beliefs and Actions in the world: Can Christian Aid and Islamic Relief change the world?	Unit U2.12 What impact do people's belief have on their lives?

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Multi-faith non-faith	•	•	•	•	•	•	•
Christianity	•	•	•	•	•	•	•
Islam	•	•	•	•	•	•	•
Hinduism				•		•	•
Sikhi		•	•	•			
Judaism					•	•	

Faiths and topics covered						
Christianity	Islam	Hinduism	Sikhi	Judaism	Humanist	All
R.F2 Incarnation: Why do Christians perform nativity plays at Christmas? (UC)	Y1 Unit 1.7 What can we learn from stories of the prophet?	Y3. Unit L2.2 What is it like to be a Hindu? Community, Worship, Celebration. Mandir Visit	Y1.Unit 1.4What can we learn about the Sikh faith? Stories of the Gurus	Y4. Unit L2.9 What is it like to be Jewish? Family. Synagogue, and Torah	Y2.Unit1.13 Who are the humanists and what is their way of life?	R. Unit F1: Being Special: Where do we belong?
R.F3 Why is the word God so important to Christians? (UC)	Y2. Unit 1.8 Who is a Muslim and How do they Live? (P1)	Y5. Unit 2.5 How and why do Jewish people, Muslims and Hindus pray?	Y2. Unit 1.5 Beginning to learn about Sikhs: Gurdwara - Why is there a kitchen? Gurdwara visit	Y5. Unit 2.5 How and why do Jewish people, Muslims and Hindus pray?	Y4. Unit L2.6 What matters most to Humanists and Christians?	R. Unit F5 Which Places Are Special and Why?
R.F4 Salvation: Why do Christians put a cross in an Easter garden?(UC)	Y3. Unit L2.11 How do Muslim beliefs make a difference to their way of living? Keeping the 5 Pillars of Islam	Y6. Unit U2.11 Why do Hindus try to be good?	Y3. Unit L2.4 What is it like to be a Sikh in Sandwell? Sikh beliefs and ways of living?			R. Unit F6: Which Stories Are Special and Why?
Y1. What do Christians believe is God like? (UC God)	Y4. Unit L2.12 Why does the Prophet Muhammad (PBUH) matter to Muslims?					Y1. Unit 1.10 Why are some books holy?
Y1. Unit 1.2 Why is Christmas special to Christians? How and why do we celebrate special times? (UC Incarnation)	Y5. Unit 2.5 How and why do Jewish people, Muslims and Hindus pray?					Y2. Unit 1.13 Who celebrates what? How and Where? Celebrations that matter in Sandwell
Y1. What is the Good News Christians believe that Jesus brings? (UC Gospel)	Y5. Unit U2.6What can we learn from religion about temptation? (Christians, Muslims)					Y2. Unit 1.11 Questions that Puzzle Us.
Y2. Unit 1.5: Why does Easter Matter to Christians? (UC Salvation)	Y6. Unit U210 Beliefs and Actions in the world: Can Christian Aid and Islamic Relief change the world?					Y5. Unit U2.3 Can religions help people when times get hard? Christian, Muslim, Hindu, non-religious
Y3.Unit L2.1 What is it like for someone to follow God? (UC People of God)						Y6. Unit U2.9 What will make our town a more respectful community?
Y3Unit L2.8 Why do Christians call the day Jesus died Good Friday? (UC Salvation)						Y6. Unit U2.12 What impact do people's belief have on their lives?
Y3 Unit L2.5 What is the Trinity and why is it important to Christians? (UC Kingdom of God)						Y6. U2.13 Atheists and believers in God: what are the arguments?
Y4.Unit What do Christians learn from the Bible's Creation Story? (UC Creation)						
Y4. Unit L2.7 What kind of world did Jesus want? (UC Gospel)						
Y4. Unit L2.6 What matters most to Humanists and Christians?						

Y4. Unit L2.10 For Christians, when Jesus left, what was the impact of the Pentecost? Y4. (UC Kingdom of God)						
Y5.For Christians, what kind of king was Jesus? (UC Kingdom of God)						
Y5. Unit U2.4 What do Christians believe that Jesus did to save all human beings? (UC Salvation)						
Y5. Unit U2.6What can we learn from religion about temptation? (Christians, Muslims)						
Y5. Unit 2.8 Christians and How to live. What would Jesus do? (UC Kingdom of God)						
Y6. What does it mean if Christians believe that God is holy and loving? (UC God)						
Y6. Unit U210 Beliefs and Actions in the world: Can Christian Aid and Islamic Relief change the world?						

Religious Education Curriculum - Impact

Assessment is based on ongoing formative assessment and end of unit summative assessments. The first lesson of a new unit begins by introducing the enquiry question (the big picture) to orientate the children. At the beginning of the following lessons in the unit, pupils complete a 'sticky knowledge' question, which provides them with an opportunity to recall learning from the current unit being studied or prior units. At the end of each unit, pupils complete a 'time to shine' assessment, which provides them with an opportunity to let their light shine by showing off what they have learnt over the last half term. The 'time to shine' assessment has four questions, which get progressively harder, to assess pupil's knowledge and understanding and highlight any errors and/or misconceptions; this is used as an opportunity to close gaps. Both the sticky knowledge questions and the 'time to shine' assessment provide pupils with the opportunity to share their knowledge linked to the three key assessment elements:

Element 1: Make sense of a range of religious and non-religious beliefs.

Element 2: Understanding the impact

Element 3: Making connections

At the end of each unit, 'time to shine' assessments and formative assessments (which includes: observations; questioning; written and verbal feedback) are used to make teacher assessment judgements, which are recorded on whole class end of unit assessment sheets. These record sheets provide a summative assessment for each pupil at the end of each unit. The assessment uses outcomes from the syllabus to describe what most pupils can do ('expected'), and offer differentiated 'emerging' and 'exceeding' outcomes. Teachers use the outcomes of assessment to reflect on the unit taught and highlight key elements that the pupils benefited from, or in some cases, how the teaching and learning will be adapted going forward to meet the needs of all learners.

What we are aiming for pupils to achieve. End of phase outcomes.

Each of the three elements of the teaching and learning approach is important and pupils should make progress in all of them. Below are the end-of-phase outcomes for each element. Each unit provides learning outcomes specific to each question, leading to these end-of-phase outcomes. This approach balances skills with core knowledge. The outcomes below are woven into every aspect of the planning, teaching, learning and assessment of the Sandwell Agreed Syllabus

Religious Education Curriculum Impact				
		End KS1, aged 7 Pupils can...	End lower KS2, aged 9 Pupils can...	End KS2, aged 11 Pupils can...
END-OF-PHASE OUTCOMES	Element 1: Make sense of a range of religious and non-religious beliefs.	<ul style="list-style-type: none"> Identify the core beliefs and concepts studied and give a simple description of what they mean. Give examples of how stories show what people believe (e.g. the meaning behind a festival). Give clear, simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> Identify and describe the core beliefs and concepts studied Make clear links between texts / sources of authority and the core concepts studied Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers. 	<ul style="list-style-type: none"> Identify and explain the core beliefs and concepts studied, using examples from texts / sources of authority in religions Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts Give meanings for texts / sources of authority studied, comparing these ideas with some ways in which believers interpret texts / sources of authority.
	Element 2: Understanding the impact	<ul style="list-style-type: none"> Give examples of how people use stories, texts and teachings to guide their beliefs and actions Give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> Make simple links between stories, teachings and concepts studied and how people live, individually and in communities Describe how people show their beliefs in how they worship and in the way they live Identify some differences in how people put their beliefs into practice. 	<ul style="list-style-type: none"> Make clear connections between what people believe and how they live, individually and in communities Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures
	Element 3: Making connections	<ul style="list-style-type: none"> Think, talk and ask questions about whether the ideas they have been studying, have something to say to them. Give a good reason for the views they have and the connections they make. 	<ul style="list-style-type: none"> Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live. Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly Give good reasons for the views they have and the connections they make 	<ul style="list-style-type: none"> Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently. Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.