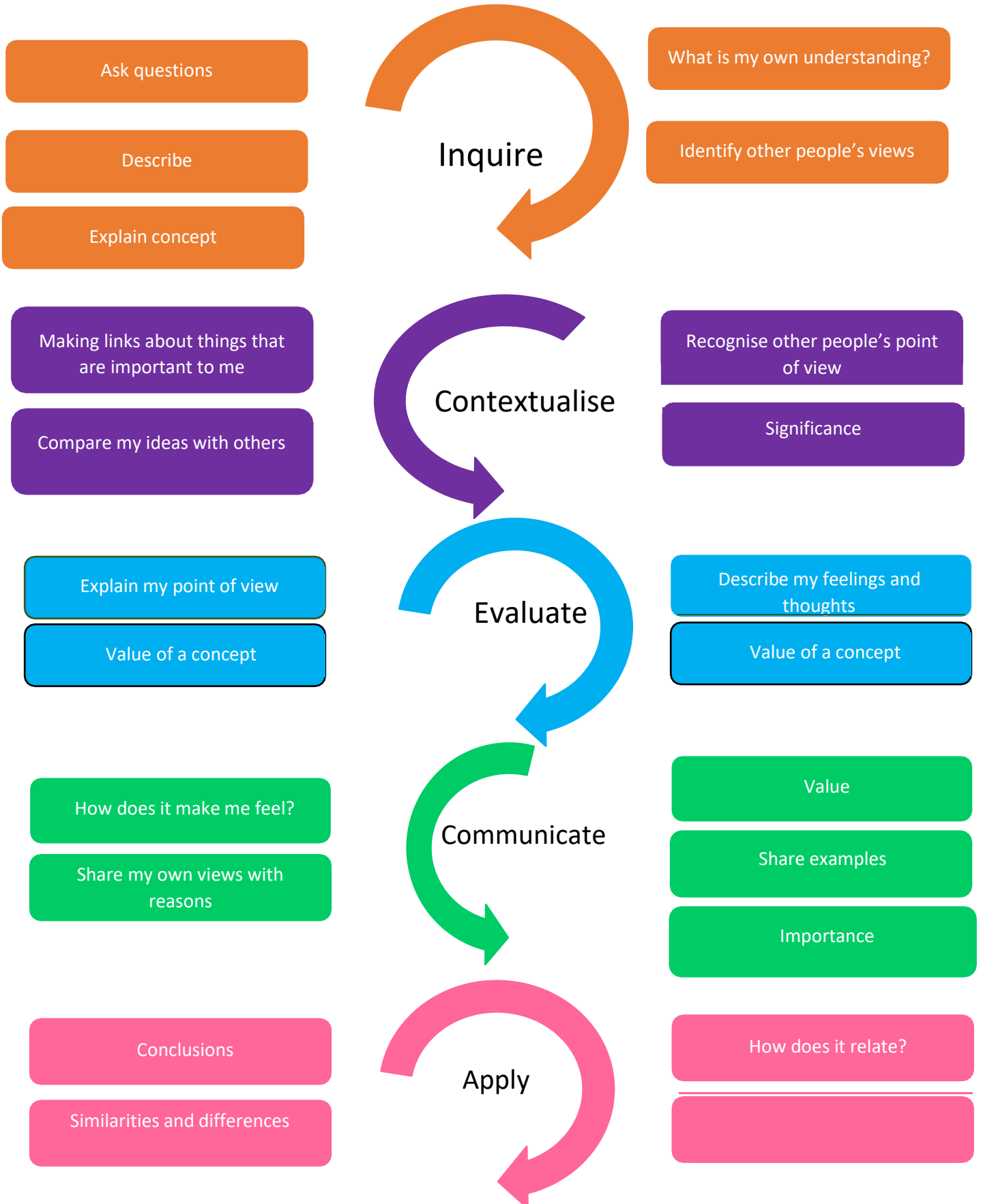


## RE Curriculum Led by: Lucy Gatrell

Why do we teach RE?	How is RE sequenced within our school?	What will our children learn?
<ul style="list-style-type: none"> <li>● The World and community around us are diverse in terms of culture, religion and belief. Our children need to develop an understanding and respect of others.</li> <li>● Support our children to engage in effective and meaningful discussions, such as sharing their thoughts and opinions with others.</li> <li>● Support children to value difference as something to be celebrated.</li> <li>● Support our children to develop skills of acceptance and interest in people in the World around them.</li> <li>● As people struggle to express their experiences of their own existence in the world, understanding concepts can be significant to the emotional development of our children.</li> </ul>	<ul style="list-style-type: none"> <li>● The RE curriculum is based on The Hampshire Living Difference Syllabus.</li> <li>● Children will be able to explore a range of concepts common to all people and those shared by some religions.</li> <li>● 'Golden Threads'- community, belonging, special and love, ensure that children are able to explore fundamental concepts in a variety of ways, in a variety of contexts and allow for building of their understanding across the key stage.</li> <li>● RE is delivered as a process of enquiry into concepts (concepts being a name for, way of referring to, an idea that exists etc).</li> <li>● The element of enquiry considers: Inquire, Contextualise, Evaluate, Communicate and Apply.</li> <li>● Christianity is taught across all year groups as the named religion of our country. Children also consider Hindi, Sikhi and Islam (two-year study as a significant religion for our community).</li> </ul>	<ul style="list-style-type: none"> <li>● About religious traditions and consider their importance to others and themselves.</li> <li>● Will reflect on what the ideas and concepts mean to them.</li> <li>● Understand, explain and evaluate significant aspects of religions.</li> <li>● Understand the meaning of, value, importance and application of key concepts.</li> <li>● Develop skills to inquire, including effective questioning and discussion.</li> <li>● Understand religious ways at looking and existing in the world.</li> </ul>

Concept Map for RE



## RE Curriculum Led by: Lucy Gatrell

RE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Concept- Messages Context- Christianity Theme- Stories with Messages	Concept- Imagery Context- Christianity Theme- Angels	Concept- Creation Context- Christianity Theme- Creation Stories Golden Thread: Love for our world and for creation	Concept- Symbol Context- Christianity Theme- The Cross as a Christian Symbol	Concept- Ceremony Context- Sikhi Theme- Dastar Bandi	Concept - Sacred Places Context- Sikhi Theme- Sacred Places Golden Thread: Special- is asacred place always special? What makes a place special?
Year 4	Concept- Good & Evil Context- Hindi Theme- Holi	Concept-Holy Context- Christianity Theme- Angels	Concept- Ritual Context- Christianity Theme- Paschal Candle Golden Thread: Belonging- do rituals help us gain a sense of belonging?	Concept- Symbol Context- Christianity Theme- Eucharist Golden Thread: Community- How do Christian's show a sense of belonging?	Concept- Temptation Context- Christianity Theme- Jesus' temptation	Concept- Protection Context- Hindi Theme- Raksha Bandhan
Year 5	Concept- Belonging Context- Islam Theme- Belonging in Islam Golden Thread: Belonging- What gives usa sense of belonging?	Concept- Interpretation Context- Christianity Theme- Birth Narratives	Concept- Stewardship Context- Christianity Theme- Creation	Concept- Sacrifice Context- Christianity Theme- What does Easter mean?	Concept- Justice Context- Christianity and Islam Theme- Stories of Justice	Concept - Faith Context- Islam Theme- Expressing faith Golden Thread: How can a common faith/ belief/ understanding create a sense of community?
Year 6	Concept- Laws Context- Christianity Theme- Jesus the Law Breaker	Concept- Prophecy Context- Christianity Theme- The Magi and their gifts	Concept- Power Context- Christianity Theme- Who has Power?	Concept- Resurrection Context- Christianity Theme- Easter: What happened next?  Golden Thread: Special (How are special events remembered?	Concept- Wisdom Context- Christianity and Islam Theme- Sacred books  Golden Thread: Love (How important is it to share wisdom and knowledge with those we love?)	Concept- Rites of Passage Context- Islam Theme- The Journey of Life

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Year 2	Year 3	Year 4	Year 5	Year 6
<b>Enquire- What does the concept mean? Does everyone agree?</b>				
<ul style="list-style-type: none"> <li>➤ Ask simple questions about the meaning of a concept.</li> <li>➤ Describe in simple terms key concepts explored that are common to all people.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ask questions to understand the meaning a concept.</li> <li>➤ Describe clearly, in simple terms, key concepts explored that are common to all people.</li> <li>➤ Identify and talk about concepts that are common to many religions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ask questions to understand the meaning of a concept in my own life and the lives of those around me.</li> <li>➤ Describe fully key concepts explored that are common to all people.</li> <li>➤ Identify and talk about concepts that are common to many religions.</li> <li>➤ Be able to give an example of how the concept studied might be seen in my own life.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ask questions to understand the meaning of a concept, drawing on my previous knowledge of concepts.</li> <li>➤ Build on others ideas in order to explore the concept being studied.</li> <li>➤ Be able to give reasons for my viewpoint and reasons why others may disagree.</li> <li>➤ Describe and give examples of key concepts that are common to all people.</li> <li>➤ Identify and talk about concepts that are common to many religions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain key concepts that are common to all people as well as those that are common to many religions.</li> <li>➤ Explain that some key concepts are particular to the specific religion being studied.</li> <li>➤ Ask and respond to questions in order to identify the meaning of a key concept.</li> <li>➤ Be able to explain my own understanding of the concept, the ways it relates to my life and why.</li> <li>➤ Identify that others may have a different understanding of the concept and explain whether or not I agree and why.</li> </ul>

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Contextualise- What do religious people make of the concept? Can we find it in their stories?				
<p><b>Simply describe ways in which these concepts are expressed in the context of the 'ways of life' of people living a religious life in the religion studied.</b></p> <ul style="list-style-type: none"> <li>➤ I can give examples of how religious people celebrate.</li> <li>➤ I can talk about the meaning of a concept within a religion and how it makes me feel.</li> <li>➤ I can describe feelings I have about something important to me.</li> </ul>	<p><b>Clearly describe ways in which these concepts are expressed in the context of the ways of life' of people living a religious life in the religion studied.</b></p> <ul style="list-style-type: none"> <li>➤ I can describe things religious people do and give reasons as to why.</li> <li>➤ I can give examples of how different people show that religion is important to them.</li> <li>➤ I can understand the importance of a concept to a religious person and begin to express its importance to me.</li> <li>➤ I can describe the feelings I have about things that are important to me and explain why.</li> </ul>	<p><b>Fully describe how these concepts are contextualised within some of the beliefs and/ or practices and/ or ways of life of people living a religious life in the religion studied.</b></p> <ul style="list-style-type: none"> <li>➤ I can describe and explain the concept and how these are important aspects of the faiths studied.</li> <li>➤ I can describe how special times are important to some people.</li> <li>➤ I can compare my ideas with others.</li> <li>➤ I can talk about my own feelings on what is important to me.</li> </ul>	<p><b>Fully describe with examples how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religions studied.</b></p> <ul style="list-style-type: none"> <li>➤ I can describe and explain the concept being studied, relate it to the wider faith and express its significance within key religious festivals.</li> <li>➤ I can describe some practical ways Christians and Muslims might care for the world and why key concepts in their faith support this.</li> <li>➤ I can link the things that are important to me and to other people whilst also identifying that the basis for these may be different.</li> </ul>	<p><b>Explain how these concepts are contextualised within the beliefs and/ or practices and/ or ways of life of people living a religious life in the religions studied.</b></p> <ul style="list-style-type: none"> <li>➤ I can show an insight and understanding into some of the way's religion can influence a person's life.</li> <li>➤ I can describe an important event and compare difference people's accounts and experiences of this same event.</li> <li>➤ I can explain the significance of stories/ myths/ events in faiths and how these affect the lives of a person of faith, my life, others' lives and how this contributes to world difference.</li> </ul>

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			<ul style="list-style-type: none"> <li>➤ I can identify how I might behave in a similar way to those of a believer. I can draw similarities and differences to the values we hold.</li> </ul>	
<b>Evaluate- Why is the concept important to religious people? How do we feel about how they feel?</b>				
<p><b>Evaluate human experience of the concept studied by describing in simple terms their value to people who are religious.</b></p> <ul style="list-style-type: none"> <li>➤ I realise that some ideas are hard to explain.</li> <li>➤ I realise that some actions are right and others are wrong.</li> <li>➤ I can reflect on important issues and talk about my feelings.</li> <li>➤ I can talk about the meaning of a range of religious stories.</li> </ul>	<p><b>Evaluate human experience of the concept studied by describing clearly their value to people who are religious and, by dialoguing with others, recognise an issue raised.</b></p> <ul style="list-style-type: none"> <li>➤ I can recognise and describe accurately some things to do with religion.</li> <li>➤ I can give an example as to why a concept is important to a person of faith. I can say whether I agree or disagree.</li> <li>➤ I can describe some symbols used in festivals and explain their meaning.</li> <li>➤ I understand the importance of reflection.</li> </ul>	<p><b>Evaluate human experience of the concepts studied by describing more fully their value to people and, through dialoguing with others, can recognise, identify and describe some issues raised.</b></p> <ul style="list-style-type: none"> <li>➤ I am beginning to describe simple some of the links between different features of religion.</li> <li>➤ I can explain why a concept is important to a person of faith and why.</li> <li>➤ I can identify similarities with my own views.</li> <li>➤ I can make connections between religions.</li> <li>➤ I realise that some features of a religion influence my own life.</li> <li>➤ I can show ways in which people reflect at a special time.</li> </ul>	<p><b>Evaluate human experience of the concepts, by fully describing with examples their value to people and, through dialoguing with others, can recognise, identify and describe some issues raised. They can explain and provide reasons for their own viewpoint and explain how and why this may differ to others.</b></p> <ul style="list-style-type: none"> <li>➤ I can describe some ways in which people show that religion is important to them and why.</li> <li>➤ I can recognise that some features are different in the same religion and explain why this might be.</li> <li>➤ I can state how a religious person view of a concept makes me feel and explain why.</li> </ul>	<p><b>Evaluate the concept by explaining their value to people living a religious life by drawing on examples. Dialogue with other children and discern for themselves, and so identify and describe in increasingly complex ways some of the issues raised.</b></p> <ul style="list-style-type: none"> <li>➤ I can reflect on my own views and feelings with reasons on religious issues.</li> <li>➤ I can explain some of the way's religion can influence a person's life.</li> <li>➤ I can express my own ideas on values concerning me and how religion affects how I behave.</li> <li>➤ I can evaluate and offer thoughtful comments</li> </ul>

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	<ul style="list-style-type: none"> <li>➤ I am beginning to see some similarities in different religions and link together aspects of religious life and practice.</li> </ul>		<ul style="list-style-type: none"> <li>➤ I can make comparisons between different styles of worship and explain different viewpoints.</li> <li>➤ I can also explain different people's ideas about the things they value and their vision in life.</li> </ul>	<p>about the beliefs of a person/ community.</p>
<b>Communicate- What does the concept mean to you in your life? How do you feel about it?</b>				
<p><b>State how the concept makes them feel.</b></p> <ul style="list-style-type: none"> <li>➤ I can say how I feel about a concept.</li> <li>➤ I can talk about some things people believe about God.</li> <li>➤ I can describe different experiences and feelings I have about a range of important issues.</li> <li>➤ I can describe the feelings I have about belonging to a community.</li> </ul>	<p><b>Describe in simple terms, their responses to their experiences of the concepts studied.</b></p> <ul style="list-style-type: none"> <li>➤ I can express how the concept makes me feel.</li> <li>➤ I can give an example of the concept in my life.</li> <li>➤ I can describe feelings and experiences of a range of issues including special times and new life.</li> <li>➤ I can describe some of the ways in which people show that religion is important to them and recognise different viewpoints.</li> <li>➤ I can explain some of the ways in which religion can influence a person's life.</li> </ul>	<p><b>Describe their own responses to the human experiences of the concepts studied.</b></p> <ul style="list-style-type: none"> <li>➤ I can describe and express how the concept makes me feel and why.</li> <li>➤ I can give examples of the concept in my life.</li> <li>➤ I can describe some of the beliefs of a religion.</li> <li>➤ I can discuss my own and others' ideas.</li> <li>➤ I can describe how special places or experiences are important to some people.</li> <li>➤ I can describe some of the ways in which people show that religion is important.</li> </ul>	<p><b>Fully describe their own responses to the human experiences of the concepts studied with some examples.</b></p> <ul style="list-style-type: none"> <li>➤ I can share my own beliefs about key concepts referring to ideas from religion.</li> <li>➤ I can give examples of how the concept relates to my own life and the lives of others.</li> <li>➤ I can explain how ritual and symbolism help in worship.</li> <li>➤ I can describe different ways that people reflect in special places.</li> </ul>	<p><b>Explain their own response to the human experience of the concepts explored with examples from their own life.</b></p> <ul style="list-style-type: none"> <li>➤ I can explain why different people think some concepts are special/ important and different people's ideas about things they value.</li> <li>➤ I can explain different people's ideas about the things they value in life or their 'vision of life'.</li> <li>➤ I can give an accurate explanation as to the ways in which a religious person might value a given concept.</li> </ul>

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			<ul style="list-style-type: none"> <li>➤ I can explain the importance of a concept, why some people think they are important and special and offer different people's ideas about the things they value.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can then share my own views of a concept giving reasons and examples for my viewpoint.</li> </ul>
<b>Apply- What difference does it make to you? What difference does it make to other people? What if it didn't exist?</b>				
<ul style="list-style-type: none"> <li>➤ Identify simple examples of how their responses relate to their own lives and those of others.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Describe simple examples of how these responses relate to their own lives and those of others.</li> <li>➤ Identify some differences the concept makes to the lives of religious people and myself.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Describe examples of how their responses are, or can be, applied in their own lives and the lives of others.</li> <li>➤ Explain the difference that the concept makes to the lives of religious people and myself.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Fully describe examples of how their responses are, or can be, applied in their own lives and the lives of others.</li> <li>➤ Explain, with examples to support, the difference that the concept makes to the lives of religious people and myself.</li> <li>➤ Begin to explore the significance of the concept and the implications if it didn't exist.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.</li> <li>➤ Form a view as to how important the concept is to themselves and provide examples/ reasoning to this view.</li> <li>➤ Be able to explain why some people may hold a different view to themselves, drawing on examples from the religions studied.</li> </ul>



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				<p>➤ Draw conclusions as to their view as to the implications if the concept studied did not exist. Be able to justify their opinion and give reasons as to why some people may not agree.</p>
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Year 3		
Autumn	<p><u>Messages</u></p> <p><u>Inquire</u></p> <ul style="list-style-type: none"> <li>I can describe clearly, in simple terms, the meaning of the concept of messages.</li> <li>I can begin to express ideas about the benefits of messages within stories.</li> </ul> <p><u>Contextualise</u></p> <ul style="list-style-type: none"> <li>I can retell the key parts of Christian stories.</li> <li>I can begin to identify why the messages contained within a story are important to believers.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>I can say whether I agree or disagree with all or some parts of the Christian message within a story.</li> <li>I can express my view on the importance/ value of messages within stories.</li> </ul> <p><u>Communicate</u></p> <ul style="list-style-type: none"> <li>I can identify a message that I think is important to the world around me.</li> <li>I can express whether an understanding of the concept of messages is important to me and why I think it might be important to others.</li> </ul> <p><u>Apply</u></p> <ul style="list-style-type: none"> <li>I can describe simple examples of how responses to the concept of messages relates to my own life and the lives of others.</li> <li>I can identify some differences the concept makes to the lives of religious people and myself</li> </ul>	<p><u>Imagery</u></p> <p><u>Inquire</u></p> <ul style="list-style-type: none"> <li>I can describe clearly, in simple terms, the meaning of the concept of imagery.</li> <li>I can begin to express ideas about my own self-image.</li> </ul> <p><u>Contextualise</u></p> <ul style="list-style-type: none"> <li>I can identify how images can lead to stereotypes.</li> <li>I can begin to identify how to challenge stereotypes using drama.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>I can describe the meaning of the concept of imagery.</li> <li>I can express the image created by the word 'angels' and how this may be different for different people.</li> </ul> <p><u>Communicate</u></p> <ul style="list-style-type: none"> <li>I can identify how images of angels can change in the context of a story.</li> <li>I can identify what the concept of angels means to myself and Christians.</li> </ul> <p><u>Apply</u></p> <ul style="list-style-type: none"> <li>I can give an example of why imagery is important to the nativity story.</li> <li>I can say whether I agree or disagree with the image created of angels in the nativity story.</li> </ul>
Spring	<p><u>Creation</u></p> <p><u>Inquire</u></p> <ul style="list-style-type: none"> <li>I can describe clearly, in simple terms, the meaning of the concept of creation.</li> </ul>	<p><u>Symbol</u></p> <p><u>inquire</u></p>

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	<ul style="list-style-type: none"> <li>I can begin to express ideas about how and why things are created.</li> </ul> <p><u>Contextualise</u></p> <ul style="list-style-type: none"> <li>I can retell the key parts of the Christian story of creation.</li> <li>I can begin to identify why the Christian creation story is important to believers.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>I can say whether I agree or disagree with all or some parts of the Christian story of creation.</li> <li>I can express my view on the creation of the world and/or living things.</li> </ul> <p><u>Communicate</u></p> <ul style="list-style-type: none"> <li>I can record my understanding of how the world came to be</li> <li>I can express whether an understanding of creation is important to me and why I think creation stories are important to others.</li> </ul> <p><u>Apply</u></p> <ul style="list-style-type: none"> <li>I can describe simple examples of how responses to the concept of creation relates to my own life and the lives of others.</li> <li>I can identify some differences the concept makes to the lives of religious people and myself.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain that symbols can have a different meaning/ value depending on the symbol using examples to explain my answer.</li> <li>I can identify and provide an example of how a symbol is different to a sign.</li> </ul> <p><u>Contextualise</u></p> <ul style="list-style-type: none"> <li>I can give examples of how the cross is symbolic for Christian's.</li> <li>I can identify how two different crosses can have a different meaning. I can explain why this is drawing on my knowledge from the Easter story.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>I can give an example as to why the concept of symbol is important to a person of faith. I can say whether I agree or disagree.</li> <li>I can express my own views of the importance of symbol to Christians and explain my answer with an example.</li> </ul> <p><u>Communicate</u></p> <ul style="list-style-type: none"> <li>I can give an example of what I would consider to be important in my life and develop a symbol around it.</li> <li>I can give opinions as to what I think makes an effective symbol and the meaning behind it.</li> </ul> <p><u>Apply</u></p> <ul style="list-style-type: none"> <li>I can describe simple examples of how their response to concept of symbol relates to their own lives and those of others.</li> <li>I can identify some differences the concept of symbol makes to the lives of religious people and myself.</li> </ul>
Summer	<p><u>Ceremony</u></p> <p><u>Inquire</u></p> <ul style="list-style-type: none"> <li>I can explain that ceremonies can have a different meaning/ value depending on the purpose.</li> </ul>	<p><u>Sacred Places</u></p> <p><u>Inquire</u></p> <ul style="list-style-type: none"> <li>I can explain that concept of sacred/ sacred places can have a different meaning/ value to different people.</li> </ul>

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- I can identify and provide an example of how a ceremony is different to a party for example.

### Contextualise

- I can give examples of how and why the Dasta Bandi and naming ceremonies are considered important to Sikh's.
- I can give examples of the things that make a Sikh ceremony special and why this is important to a person of faith.

### Evaluate

- I can express how a Sikh may feel if they were not able to keep to their traditional ceremonies.
- I can express how and why I might feel a certain way about ceremonies I have seen or been a part of in my life.

### Communicate

- I can express how the concept of ceremonies makes me feel.
- I can give an example of why the ceremony was important and give an example of how the importance is shown.
- I can give opinions as to what I think makes an effective ceremony and the meaning behind it.

### Apply

- I can describe how my response to concept of ceremonies relates to my life and those of others.
- I can discuss how the value of a ceremony is shown and how this can differ in different situations.

- I can identify and provide an example of how sacred is different to special.

### Contextualise

- I can give examples of how/ why the Gurdwara is considered a sacred place to Sikh's.
- I can understand the importance of the concept of sacred in the Sikh religion and provide an example.

### Evaluate

- I can express how a Sikh may feel if they were not able to keep/ visit their sacred place and provide a reason for my opinion.
- I can give an example as to why the concept of sacred place is important to a person of faith. I can say whether I agree or disagree.

### Communicate

- I can give an example of what I would consider to be important/ sacred in my life and identify an object to represent it.
- I can give opinions as to what I think makes an effective sacred place and the meaning behind it.

### Apply

- I can give opinions as to what I think makes something sacred and the meaning behind it.
- I can describe how my response to concept of sacred places relates to my life and those of others.

Year 4		
Autumn	<u>Good and Evil</u> <u>Inquire</u>	<u>Holy Mary Mother of God</u> <u>Inquire</u> <ul style="list-style-type: none"> <li>• I can explain what the concept of holy means.</li> </ul>

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	<ul style="list-style-type: none"> <li>I can identify and provide an example of how I have experienced good and evil.</li> <li>I can ask questions to understand the meaning of the concept of good and evil.</li> </ul> <p><u>Contextualise</u></p> <ul style="list-style-type: none"> <li>I can identify and explain how good and evil features in Hindu stories.</li> <li>I can understand the importance of the concept of good and evil in Hindu religion and provide an example.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>I can recognise and describe accurately how good over evil is important to the Hindu faith.</li> <li>I can explore and explain my opinion as to how and why good and evil is shown in the Hindu celebration of Holi.</li> </ul> <p><u>Communicate</u></p> <ul style="list-style-type: none"> <li>I can give an example of good/ evil in my own life and in the world around me.</li> <li>I can give opinions as to what I think makes good/ evil and explain why.</li> </ul> <p><u>Apply</u></p> <ul style="list-style-type: none"> <li>I can describe simple examples of how good comes out of evil in my life and the world around me.</li> <li>I can identify some differences the concept of good and evil makes to the lives of religious people and myself.</li> </ul>	<ul style="list-style-type: none"> <li>I can ask questions to understand the meaning of the concept of holy.</li> </ul> <p><u>Contextualise</u></p> <ul style="list-style-type: none"> <li>I can give examples of how Christian's show that Mary is holy.</li> <li>I can understand the importance of the concept of Holy in the Christian religion and provide an example.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>I can recognise and describe accurately why Mary is considered holy to Christians.</li> <li>I can give an example as to why the concept of Holy is important to a person of faith. I can say whether I agree or disagree.</li> </ul> <p><u>Communicate</u></p> <ul style="list-style-type: none"> <li>I can give an example of what I consider to be holy or similar in my life.</li> <li>I can give opinions as to what I think makes something holy and explain why.</li> </ul> <p><u>Apply</u></p> <ul style="list-style-type: none"> <li>I can explain how the concept of holy/ special relates to my own life.</li> <li>I can explain how the concept of holy impacts on my own life and the lives of others.</li> </ul>
Spring	<p><u>Ritual</u> <u>Inquire</u></p> <ul style="list-style-type: none"> <li>I can describe the concept of ritual and how this is common to all people.</li> <li>I can identify and provide an example of how ritual is different to a routine.</li> </ul> <p><u>Contextualise</u></p>	<p><u>Symbol</u> <u>Inquire</u></p> <ul style="list-style-type: none"> <li>I can explain clearly, in simple terms, the concept of symbol and how this is common to all people.</li> <li>I can identify and provide an example of how a symbol is different to a sign.</li> </ul> <p><u>Contextualise</u></p> <ul style="list-style-type: none"> <li>I can explain and describe what the eucharist is and it's meaning to Christians.</li> </ul>

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	<ul style="list-style-type: none"> <li>• I can give examples of how Christians remember the resurrection of Jesus through the ritual of the Paschal candle.</li> <li>• I can understand the importance of the concept of ritual to a Christian and begin to express its importance to me.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>• I can recognise and describe accurately why the Paschal ritual is important to Christians.</li> <li>• I can express my own views of the importance of rituals to Christians and explain my answer with an example.</li> </ul> <p><u>Communicate</u></p> <ul style="list-style-type: none"> <li>• I can give an example of what I would consider to be important in my life and plan a ritual around it.</li> <li>• I can give opinions as to what I think makes something important enough to become a ritual and explain why.</li> </ul> <p><u>Apply</u></p> <ul style="list-style-type: none"> <li>• I can describe simple examples of how my response to the concept of ritual relates to their own lives and those of others.</li> <li>• I can identify some differences the concept of ritual makes to the lives of religious people and myself.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify and explain how Christians use the concept of symbols when they share the eucharist.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>• I can recognise and describe accurately why the symbols of bread and wine are important to Christians.</li> <li>• I can explain why replacing the symbols of bread and wine with other items will not have the same meaning or importance to Christians.</li> </ul> <p><u>Communicate</u></p> <ul style="list-style-type: none"> <li>• I can give an example of the concept of symbol in my own life and express what it means to me.</li> <li>• I can give opinions as to why symbols are important in my life and the lives of others.</li> </ul> <p><u>Apply</u></p> <ul style="list-style-type: none"> <li>• I can explain their emotional response/ feelings I have about their own symbol with examples.</li> <li>• I can explain how their symbol/ understanding of the concept of symbol affects their own and others' lives.</li> </ul>
Summer	<p><u>Temptation</u></p> <p><u>Inquire</u></p> <ul style="list-style-type: none"> <li>• I can identify and provide an example of how I have experienced temptation or give examples of temptation.</li> <li>• I can ask questions to understand the meaning of the concept of temptation.</li> </ul> <p><u>Contextualise</u></p> <ul style="list-style-type: none"> <li>• I can identify and explain how temptation features in Christian stories.</li> </ul>	<p><u>Protection</u></p> <p><u>Communicate</u></p> <ul style="list-style-type: none"> <li>• I can give an example of what makes me feel safe (protected) and why it is important in my life.</li> <li>• I can give an example of the places and or people who make me feel protected and why.</li> </ul> <p><u>Apply</u></p> <ul style="list-style-type: none"> <li>• I can identify examples of how the concept of protection relates to their own lives and those of others.</li> </ul>

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- I can identify and explain how other people from Christian stories may have felt about temptation.

### Evaluate

- I can explain how Christian stories of temptation can help a Christian in their life when facing temptation.
- I can give an example as to why the concept of temptation is important to a person of faith. I can say whether I agree or disagree.

### Communicate

- I can express how the concept of temptation makes me feel.
- I can give an example of the concept of temptation in my own life and express what it means to me.

### Apply

- I can explain my emotional response feelings during situations where I have been tempted.
- I can explain how the concept of temptation impacts on my own life and the lives of others.

- I can identify times when I need others to help keep me safe and those when I need to take some responsibility for my own protection.

### Inquire

- I can describe clearly, in simple terms, the concept of protection and how this is common to all people.
- I can generate and ask questions around the concept of protection to someone in the role of a protector.

### Contextualise

- I can give examples of how Hindu's express the concept of protection through the festival of Raksha Bandhan.
- I can understand the importance of the concept of protection in the Hindu faith and provide an example.

### Evaluate

- I can recognise and describe accurately why the festival of Raksha Bandhan is important to Hindu's.
- I can give an example as to why the concept of protection is important to a person of faith. I can say whether I agree or disagree.

Year 5		
Autumn	<p><u>Belonging</u></p> <p><u>Communicate</u></p> <ul style="list-style-type: none"> <li>• I can share my own experiences of belonging and give some examples of things that show I belong.</li> <li>• I can explain some of the challenges I have faced in experiencing a sense of belonging as well as some positives.</li> </ul> <p><u>Apply</u></p> <ul style="list-style-type: none"> <li>• I can begin to explore the significance of the concept and the implications if it didn't exist.</li> </ul>	<p><u>Interpretation</u></p> <p><u>Inquire</u></p> <ul style="list-style-type: none"> <li>• I can ask questions and draw on previous knowledge of concepts to help me understand what the concept of interpretation means.</li> <li>• I can give examples of the concept of interpretation and express why others might not share the same examples.</li> </ul> <p><u>Contextualise</u></p>

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	<ul style="list-style-type: none"> <li>I can explain how the concept of Belonging features in my own life with examples.</li> </ul> <p><u>Inquire</u></p> <ul style="list-style-type: none"> <li>I can ask questions to understand the meaning of concepts.</li> <li>I can use examples and build on others' ideas to help define the meaning of belonging.</li> </ul> <p><u>Contextualise</u></p> <ul style="list-style-type: none"> <li>I can describe some practical things which a Muslim which creates a sense of belonging to the wider Islamic community.</li> <li>I can identify how I might behave in a similar way to those of a believer. I can draw similarities and differences to the values we hold.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>I can make comparisons between a Muslims understanding/ sense of belonging and explain the significance of different viewpoints.</li> <li>I can recognise that some features are different in the same religion and explain why this might be.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how interpretation can impact on how a story/ event is recorded and why this is important.</li> <li>I can explain the concept of interpretation is seen in the Christian faith and identify difficulties with this.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>I can make comparisons between different interpretations and explain the significance of different viewpoints/ interpretations.</li> <li>I can recognise that some features are different in the same religion and explain why this might be.</li> </ul> <p><u>Communicate</u></p> <ul style="list-style-type: none"> <li>I can explain some of the challenges I have faced with the idea of interpretation as well as some positives.</li> <li>I can explain the importance of the concept to myself and Christians.</li> </ul> <p><u>Apply</u></p> <ul style="list-style-type: none"> <li>I can begin to explore the significance of the concept of interpretation and the implications if it didn't exist.</li> <li>I can describe how the concept of interpretation impacts on my life and use examples to support my viewpoint.</li> </ul>
Spring	<p><u>Stewardship</u></p> <p><u>Communicate</u></p> <ul style="list-style-type: none"> <li>I can share my own experiences of precious items and give examples as to why I think they are precious.</li> <li>I can explain how my idea of what makes something precious may differ from others.</li> <li>I can explain the importance of caring for precious items belonging to myself and others.</li> </ul> <p><u>Apply</u></p>	<p><u>Sacrifice</u></p> <p><u>Inquire</u></p> <ul style="list-style-type: none"> <li>I can share my own experiences of sacrifice and give examples as to how it makes me feel.</li> <li>I can explain what sacrifice means to myself and others.</li> </ul> <p><u>Contextualise</u></p> <ul style="list-style-type: none"> <li>I can identify how sacrifice is a central part of the Christian faith.</li> <li>I can explain how and why Jesus is seen as having made a sacrifice within the Christian faith.</li> </ul> <p><u>Evaluate</u></p>



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	<ul style="list-style-type: none"> <li>• I can describe examples of how the concept of precious and stewardship are, or can be, applied in my own life and the lives of others.</li> <li>• I can explain, with examples, the difference the concepts of precious and stewardship makes to the lives of religious people and myself.</li> </ul> <p><u>Inquire</u></p> <ul style="list-style-type: none"> <li>• I can depict and promote my understanding of the importance of stewardship.</li> <li>• I can express my own thoughts and understanding of the concept of stewardship to provide inspiration to others.</li> </ul> <p><u>Contextualise</u></p> <ul style="list-style-type: none"> <li>• I can describe and explain how the concept of stewardship is seen within both the Muslim and Christian stories of how the world came to be.</li> <li>• I can compare the two understandings of how the world came to be from a Muslim and Christian perspective.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>• I can make comparisons between the Muslim and Christian understanding of stewardship and explain the significance of different viewpoints.</li> <li>• I can identify some of the issues raised with the idea of stewardship and consider the value of stewardship within religion and my own life. I can give reasons/ examples for my viewpoint.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain the importance and relevance of sacrifice of Christians and provide examples within religious practice.</li> <li>• I can express what the idea of Jesus' sacrifice means to me and give reasons for my opinions.</li> </ul> <p><u>Communicate</u></p> <ul style="list-style-type: none"> <li>• I can explain some of the challenges I have faced with the idea of sacrifice in my own life as well as some positives.</li> <li>• I can explain the importance of the concept of sacrifice to myself and those of the Christian faith. I can identify differences in opinions and express why this might be.</li> </ul> <p><u>Apply</u></p> <ul style="list-style-type: none"> <li>• I can describe how the concept of sacrifice can be applied in their own lives and the lives of others.</li> <li>• I can identify the significance of the concept of sacrifice within world history</li> </ul>
Summer	<p><u>Justice</u></p> <p><u>Inquire</u></p> <ul style="list-style-type: none"> <li>• I can ask questions to understand the meaning of the concept of justice.</li> </ul>	<p><u>Faith</u></p> <p><u>Inquire</u></p> <ul style="list-style-type: none"> <li>• I can ask questions to understand the meaning of a concept of faith, drawing on my previous knowledge of concepts.</li> </ul>

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- I can give reasons for my opinion on the concept of justice and explain why others may disagree.

### Contextualise

- I can identify how justice is important in both Christianity and Islam.
- I can draw similarities and differences between the concept of justice in Christian and Islamic stories.

### Evaluate

- I can make comparisons between different religions and explain the significance of justice within their stories.
- I can identify some of the issues raised with different religious stories of justice but also identify the value of justice in stories for Christians, Muslims and my own life.

### Communicate

- I can explain some of the challenges I have faced with the idea of justice in my own life as well as some positives.
- I can explain the importance of the concept of justice to myself, Muslims and Christians.

### Apply

- I can identify the significance of the concept of justice within world history.

I can begin to explore the significance of the concept justice and the implications if it didn't exist.

- I can give reasons for my opinion on the concept of faith and explain why others may disagree.

### Contextualise

- I can describe and explain the concept of faith and identify the significance within key religious practices of the Islamic faith.
- I can explain, with examples, how many Muslims show faith within their religion and day to day religious practices.

### Evaluate

- I can recognise that some features of faith within the Islamic religion might not be the same for a person not of faith.
- I can identify some of the issues raised with different practices of faith but also identify the value of faith in the practice of the Islamic faith and in my own life.

### Communicate

- I can share my own experiences of faith and link some of the issues identified with those in religious stories studied.
- I can explain some of the challenges I have faced with the idea of faith in my own life as well as some positives.

### Apply

- I can explain, with examples to support, the difference that the concept makes to the lives of religious people and myself.

I can begin to explore the significance of the concept faith and the implications if it didn't exist.

Year 6		
Autumn	<p><u>Laws</u></p> <p><u>Inquire</u></p> <ul style="list-style-type: none"> <li>• I can ask and respond to questions to identify the meaning of a key concept (Laws).</li> <li>• I can explain my own understanding of the concept of Laws, the ways in relates to my life and why.</li> </ul>	<p><u>Prophecy</u></p> <p><u>Inquire</u></p> <ul style="list-style-type: none"> <li>• I can ask and respond to questions to identify the meaning of a key concept (Prophecy).</li> </ul>

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	<p><u>Communicate</u></p> <ul style="list-style-type: none"> <li>• I can describe an important event and compare difference people's accounts and experiences of this same event.</li> <li>• I can explain how Jesus broke the laws and how this was acceptable.</li> </ul> <p><u>Contextualise</u></p> <ul style="list-style-type: none"> <li>• I can evaluate and offer thoughtful comments about the beliefs of a person/ community.</li> <li>• I can express my own ideas on values concerning me and how religion affects how I behave.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>• I can give an accurate explanation as to the ways in which a religious person might value the concept of laws.</li> <li>• I can then share my own views of the concept of laws giving reasons and examples for my viewpoint.</li> </ul> <p><u>Apply</u></p> <ul style="list-style-type: none"> <li>• I can explain how the concept of laws features in my own life and express its importance to me.</li> <li>• I can provide examples of how the concept of laws features in my own life and the lives of others.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify that others may have a different understanding of the concept of prophecy and explain whether I agree and why.</li> </ul> <p><u>Communicate</u></p> <ul style="list-style-type: none"> <li>• I can show an insight and understanding into some of the way's religion can influence a person's life.</li> <li>• I can describe an important event and compare difference people's accounts and experiences of this same event.</li> </ul> <p><u>Contextualise</u></p> <ul style="list-style-type: none"> <li>• I can reflect on my own views and feelings with reasons on religious issues.</li> <li>• I can explain how prophecy can influence a person's life.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>• I can give an accurate explanation as to the ways in which a religious person might value the concept of prophecy.</li> <li>• I can explain why different people think that prophecy is important to the Christian faith.</li> </ul> <p><u>Apply</u></p> <ul style="list-style-type: none"> <li>• I can explain how the concept of prophecy features in my own life and express its importance to me.</li> <li>• I can provide examples of how the concept of prophecy features in my own life and the lives of others.</li> </ul>
Spring	<p><u>Power</u></p> <p><u>Inquire</u></p> <ul style="list-style-type: none"> <li>• I can Identify that the concept of power may mean different things to different people.</li> <li>• I can identify that others may have a different understanding of the concept of power and explain whether I agree and why.</li> </ul> <p><u>Contextualise</u></p>	<p><u>Resurrection</u></p> <p><u>Inquire</u></p> <ul style="list-style-type: none"> <li>• I am able to explain my own understanding of the concept of resurrection, the ways in relates to my life and why.</li> <li>• I can identify that others may have a different understanding of the concept of resurrection and explain whether I agree and why.</li> </ul> <p><u>Contextualise</u></p>

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	<ul style="list-style-type: none"> <li>• I can identify the ways in which God’s power is significant for Christian’s and give examples of how this is shown in religious literature/ scripture.</li> <li>• I can identify the ways in which Allah’s power is significant for Muslims and give examples of how this is shown in religious literature/ scripture.</li> <li>• I can draw comparisons between the concept of power within the Christian religion and the Muslim religion.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>• I can evaluate by explain the significance of a believers’ interpretation of God’s power.</li> <li>• I can explain how Christians and Muslims understanding of God’s/ Allah’s power can influence their faith.</li> </ul> <p><u>Communicate</u></p> <ul style="list-style-type: none"> <li>• I can pose questions to explore the inconsistencies/ issues I identify with seeing God/ Allah as all powerful.</li> <li>• I can share my own views of the concept of power giving reasons and examples for my viewpoint.</li> <li>• I can explain my ideas about the value of power in my life or my ‘vision of life’.</li> </ul> <p><u>Apply</u></p> <ul style="list-style-type: none"> <li>• I can explain, justify and provide examples as to why the concept of power is important in my own life and the lives of others.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe an important event and compare difference people’s accounts, thoughts and experiences of the same event.</li> <li>• I can explain how the concept of resurrection is significant to a person of the Christian faith.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>• I can evaluate by explain the values of people’s interpretation of the resurrection ad consider how this can influence a person’s faith.</li> <li>• I can reflect on my own views and feelings with reasons on religious issues (resurrection).</li> </ul> <p><u>Communicate</u></p> <ul style="list-style-type: none"> <li>• I can share my own vires of the concept of resurrection giving reasons and examples for my viewpoint.</li> <li>• I can explain different people’s ideas about the value of the resurrection in their life or their ‘vision of life’.</li> </ul> <p><u>Apply</u></p> <ul style="list-style-type: none"> <li>• I can form a view as to how important the concept of resurrection is to themselves and provide examples/ reasoning to this view.</li> <li>• I can explain why some people may hold a different view to themselves, drawing on examples from the religions studied.</li> </ul>
Summer	<p><u>Wisdom</u></p> <p><u>Communicate</u></p> <ul style="list-style-type: none"> <li>• I can give examples of who and what has the right to guide me.</li> <li>• I can share my own views about the concept of wisdom whilst giving reasons and examples for my viewpoint.</li> </ul> <p><u>Apply</u></p>	<p><u>Rites of Passage</u></p> <p><u>Communicate</u></p> <ul style="list-style-type: none"> <li>• I can give examples of who and what has the right to guide me.</li> <li>• I can share my own views about the concept of wisdom whilst giving reasons and examples for my viewpoint.</li> </ul> <p><u>Apply</u></p>

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- I can give examples of how my response to the concept of wisdom can be applied in their own lives and the lives of others.
- I can state how important the concept of wisdom is to myself and provide examples/ reasoning for this view.

### Inquire

- I am to explain my own understanding of the concept of wisdom, the ways in relates to my life and why.
- I can identify that others may have a different understanding of the concept of wisdom and explain whether I agree and why.

### Contextualise

- I can show an insight and understanding into some of the ways in which wisdom is shown in the sacred books of Christianity and Islam.
- I can express how wisdom in sacred books of religion can influence a believer's life and begin to consider why this might be.

### Evaluate

- I can explain how sacred texts of wisdom can influence a person's life.
- I can express my own ideas on values concerning me and how the concept of wisdom affects how I behave.

- I can give examples of how my response to the concept of wisdom can be applied in their own lives and the lives of others.
- I can state how important the concept of wisdom is to myself and provide examples/ reasoning for this view.

### Inquire

- I am to explain my own understanding of the concept of wisdom, the ways in relates to my life and why.
- I can identify that others may have a different understanding of the concept of wisdom and explain whether I agree and why.

### Contextualise

- I can show an insight and understanding into some of the ways in which wisdom is shown in the sacred books of Christianity and Islam.
- I can express how wisdom in sacred books of religion can influence a believer's life and begin to consider why this might be.

### Evaluate

- I can explain how sacred texts of wisdom can influence a person's life.
- I can express my own ideas on values concerning me and how the concept of wisdom affects how I behave.