

Religious Education KS1 and KS2

At Westcliffe we follow the Lincolnshire RE syllabus. This link enables you to access the curriculum in full

<https://www.lincolndioceseeducation.com/page/?title=Lincolnshire+Locally+Agreed+Syllabus&pid=30>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	LAS Unit Myself <i>[Introduce people who belong to a religious group]</i> Key Vocab Christian Muslim Jew Hindu God	LAS Units Special people to me <i>[Introduce people who are important to members of a religious group, e.g. Jesus, Prophet Muhammad, vicar, imam, etc.]</i> Key Vocab Vicar Imam Rabbi Jesus Muhammad God	LAS Unit Our special books <i>[Introduce stories from religions and important books for members of a religious group]</i> Key Vocab Bible Qur'an Torah	LAS Unit Our special things <i>[Introduce objects that are important to members of a religious group, e.g. cross, subha beads, prayer mat, etc.]</i> Key Vocab Cross Prayer beads Prayer mat	LAS Unit Our special places <i>[Introduce places of worship, e.g. church, mosque]</i> Key Vocab Church Mosque Synagogue	LAS Unit Our beautiful world <i>[Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment]</i> Key Vocab Muslim Jew Hindu God Creation Care Responsibility Beautiful
Why this? Why now?	At the start of the year, pupils will be learning more about each other. This is a chance for them to learn that, for some people, occupying a religious worldview is part of who they are.	Having introduced the idea of religious worldviews, this is an opportunity to introduce some people who are important within a range of religious worldviews.	At this point, pupils should feel more secure in phonics. This is a good opportunity to explore more about religious worldviews through story.	Having learned about how religious people treat their special books, this is an opportunity to explore other objects that are special to religious people.	This builds on pupils' learning about special books and special things by exploring some of the special places in which you may find these books and objects.	This broadens the pupils' understanding of special places by looking beyond places of worship into the wider natural world.
	Key knowledge from this unit: I know that belonging to a religious world	Key knowledge from this unit: I know that some people are special to	Key knowledge from this unit: I know that the Bible is a special book for	Key knowledge from this unit: I know that we can find out things about the world around us using our senses	Key knowledge from this unit: I know that a place of worship for	Key knowledge from this unit: I know that we can see use all of our

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	view is very important to some people and that some people believe in God. I know some key words used to describe people who are religious: Christian, Muslim, Hindu, Jewish, Sikh, Buddhist.	us because they help us and teach us how to live good lives. - I know that Jesus is a special person to Christians. - I know that the Prophet Muhammed is a special person to Muslims.	Christians. - I know that the Qur'an is a special book for Muslims. - I know at least one special story for Christians and Muslims (e.g., the story of creation, the Lost Sheep (Christianity), The Prophet and the Spider (Islam).	- I know that a cross is a special object for Christians - I know that a prayer mat is a special object for Muslims	Christians is a church - Know that a place of worship for Muslims is a mosque - Know that Christians and Muslims believe they can worship God in any place and at any time	senses to find out more about the natural world. I know that Christians and Muslims believe the natural world is special because God created it.
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 and 2	
KS1 A	LAS Compulsory God – Christianity <i>Believing</i> [What do Christians learn and understand about God through Old Testament Bible stories? E.g. Moses, Abraham, Jonah, etc. What do stories in the New Testament tell Christians about Jesus?]	LAS Compulsory Community – Christianity <i>Living</i> [What do Christians do to express their beliefs? Which celebrations are important to Christians? What are the key practices associated with these celebrations and what do they tell us about beliefs about God, humans and the world?]	LAS Compulsory God – Islam <i>Believing</i> [How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an?]	LAS Compulsory Community – Islam <i>Living</i> [What do Muslims do to express their beliefs? Which celebrations are important to Muslims?]	LAS Additional <i>Places of worship</i> <i>Believing, Living, Thinking</i> [Choose three key objects, features or symbols and look at: - what they tell us about beliefs about God/humans/the world around them - how they are used in practice – i.e. what impact they have on the community Must include at least one religion/worldview other than Christianity and Islam]	
Why this? Why now?	Pupils have the opportunity to build on learning in EYFS by exploring in detail ways in which Christians articulate	Pupils build on their learning in the previous term by exploring different ways in which Christians worship God.	Pupils have the opportunity to build on learning in EYFS and autumn term by exploring in detail ways	Pupils build on their learning in the previous term by exploring different ways in which Muslims worship Allah (God).	Having learned about different ways in which Muslims worship Allah (God), pupils have the opportunity to explore different places of worship across different religious traditions. This also builds on learning in Early Years.	

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	<i>their beliefs about God.</i>		<i>in which Muslims articulate their beliefs about Allah (God).</i>		
	Key knowledge from this unit: - I know that the Bible is a key source of authority for Christians - I know that Christians believe in one God who created the world exactly as he wanted it to be - I know that Christians believe that God created humans with special rights and responsibilities (stewardship – Christianity) - I know that Christians believe that humans made a bad choice that damaged their relationship with God (the story of Adam and Eve – the Fall) and that Jesus came to fix it	Key knowledge from this unit: - I know that Christians celebrate a number of key festivals: Christmas, Easter and Pentecost - I know some different examples of how Christians celebrate these festivals - I know that baptism is a key rite of passage for Christians and know some different rituals associated with baptism - I know that worshipping, celebrating festivals and carrying out rites of passage is one way of showing belonging in Christian communities	Key knowledge from this unit: - I know that the Qur'an is the holy book of Islam and contains the words of Allah, providing guidance for human beings. - I know that Muslims believe in one God who created the world exactly as he wanted it to be (harmony). - I know that Muslims believe that Allah provided a straight path (shariah) to help keep the universe in harmony - I know that Muslims believe that God created humans with special rights and responsibilities (abd and Khalifa)	Key knowledge from this unit: - I know that Muslims celebrate a number of key festivals: Eid ul-Fitr and Eid ul-Adha. - I know some different examples of how Muslims celebrate these festivals. - I know that worship (Ibadah) is very important to Muslims and know some examples of the ways in which Muslims worship (e.g. prayer, studying the Qur'an in the madrassah). - I know that worshipping, celebrating festivals and carrying out rites of passage is one way of showing belonging in Muslim communities.	Key knowledge from this unit: - I know and can explain the significance of some key features of a Christian church: candle, font, altar - I know and can explain the significance of some key features of a Jewish synagogue: yad, tallit, ner tamid. - I know that different churches and synagogues look very different from each other and have different key features.
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 and 2
KS1 B	Begin teaching by covering the <u>Islam concept map</u> to ensure Year 1 pupils entering this class have the	LAS Compulsory Life Journey – Islam <i>Living</i> <i>[What do Muslims do to celebrate birth?]</i>	LAS Compulsory Being Human – Christianity <i>Believing</i> <i>[What does the Bible</i>	LAS Compulsory Life Journey – Christianity <i>Living</i> <i>[What do Christians do to celebrate birth?]</i>	LAS Additional <i>Thankfulness</i> <i>Believing, Living, Thinking</i> <i>[Must include at least one religion/worldview other than Christianity and Islam. E.g. harvest</i>

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	baseline knowledge they need to access the rest of the learning. LAS Compulsory Being Human – Islam Believing <i>[What does the Qur'an say about how Muslims should treat others and live their lives?</i> <i>How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?]</i>	<i>What does it mean and why does it matter to belong?]</i>	<i>say about how Christians should treat others and live their lives?</i> <i>How can Christian faith and beliefs be seen in the actions of inspirational Christians?]</i>	<i>What does it mean and why does it matter to belong?]</i>	<i>in Christianity, Sukkot in Judaism, Holi in Hinduism]</i>
Why this? Why now?	<i>Building on the learning from EYFS, pupils learn more about what Muslims believe about human beings, their relationship to each other and their relationship to Allah (God).</i>	<i>Having explored beliefs about human beings in the previous term, pupils now have the opportunity to learn about how Muslims welcome a new human into the world.</i>	<i>Building on the learning from EYFS and autumn term, pupils learn more about what Christians believe about human beings, their relationship to each other and their relationship to God.</i>	<i>Having explored beliefs about human beings in the previous term, pupils now have the opportunity to learn about how Christians welcome a new human into the world.</i>	<i>Building on the learning in autumn term, pupils broaden their understanding of different ways in which religious and non-religious people show gratitude.</i>
	Key knowledge from this unit: - I know that Muslims believe that God created everything in harmony and that it is the responsibility of humans to try and make sure everything is harmonious. - I know that one way of doing this is to follow the straight	Key knowledge from this unit: - I know that Muslims have special ways of celebrating and saying thank you to God for the arrival of a new baby. - I know some of the Muslim rituals and practices associated with welcoming a new baby (whispering of	Key knowledge from this unit: I know that Muslims believe that God created everything in harmony and that it is the responsibility of humans to try to make sure everything is harmonious; know that one way of	Key knowledge from this unit: - I know that Muslims have special ways of celebrating and saying thank you to God for the arrival of a new baby - I know some of the Muslim rituals and practices associated with welcoming a new baby (whispering of the adhan, aqiqah ceremony) - I know that welcoming a new baby is an important part of belonging to a Christian or	Key knowledge from this unit: - I know that Christians and Jews think it is important to thank God. - I know that Christians and Jews thank God by praying. - I know that Christians thank God for the good things in the natural world during Harvest Festival. - I know different ways in which Christians thank God during Harvest Festival. - I know about the Jewish festival of Sukkot and the ways in which this connects to the idea of saying thank you to God.

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	path (shariah) - I know the Muslim statement of faith (shahadah) and that this is one of the five pillars of Islam. - I know some examples of how Muslims try to promote harmony and show good character (akhlaq) e.g. giving zakat - I know some stories and examples shared by the Prophets that help Muslims know how to care for others and make sure the world is a fair, just and harmonious place.	the adhan, aqiqah ceremony) - I know that welcoming a new baby is an important part of belonging to a Muslim community (ummah). - I know some similarities and differences between how Christians and Muslims celebrate the arrival of a new baby.	doing this is to follow the straight path (shariah) - I know some stories and examples shared by the Prophets that help Muslims know how to do this (e.g. the Prophet and the Camel) - I know some examples of how Muslims try to promote harmony and show good character (akhlaq), e.g. giving zakat	Muslim community (church [<i>Christianity</i>]; ummah [<i>Islam</i>])	
	Autumn 1	Autumn 2	Spring 1 and Spring 2	Summer 1 and Summer 2	
LKS2 A	LAS Compulsory God – Hinduism <i>Believing</i> <i>[How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the</i>	LAS Compulsory God – Islam <i>Believing</i> <i>[What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?]</i>	LAS Compulsory God – Christianity <i>Believing</i> <i>[How do symbols in the Bible help Christians relate to God? What do symbols in the story of Jesus' baptism reveal about the nature of God? What visual symbols and symbolic acts can be seen in a Christian church? How might language within worship express Christian beliefs?]</i>	LAS Additional <i>Big Questions (including Christianity):</i> <i>What does it mean to live a good life?</i> <i>Believing, Living, Thinking</i> <i>[Opportunity to look at guidelines and laws in various religions and non-religious worldviews. Chance to explore whether 'good' means the same thing to everybody]</i>	

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	<i>mandir?]</i>			
Why this? Why now?	<i>In this unit, pupils build on prior learning about God in KS1. Hinduism is a new focus for the pupils, but there are opportunities to compare and contrast with knowledge covered on Christianity and Islam at KS1.</i>	<i>In this unit, pupils build on their learning about Muslim beliefs about Allah (God) in KS1. Here, they explore different ways in which Muslims use symbols to articulate beliefs about God. There are opportunities to compare and contrast with Hindu beliefs about God.</i>	<i>In this unit, pupils build on their learning about Christian beliefs about God in KS1. Here, they explore different ways in which Christians use symbols to articulate beliefs about God, making connections between this and Christian practice/worship. There are opportunities to compare and contrast with Hindu beliefs about Brahman and Muslim beliefs about Allah.</i>	<i>In this unit, pupils consider different ways in which religious and non-religious people work out how to live a 'good' life. There are opportunities to use prior learning by considering how beliefs about what God is like might impact on you articulate what it means to live a 'good' life.</i>
	Key knowledge from this unit: - I know that Hinduism is also known as Hindu Dharma or Santana Dharma. - I know that Brahman is the Ultimate Reality or Life Force in every living thing. - I know that the atman (soul) is the bit of Brahman in every living thing. - I know that the deities include the Trimurti: Brahma, Vishnu and Shiva. - I know that the Trimurti represent the cycle of life (samsara). - I know that Hindu Dharma is interested	Key knowledge from this unit: - I know that Muslims believe in one Allah (God) and that the oneness of God (tawhid) is a very important idea in Muslim worldviews. - I know that Muslims believe that God created the universe and that he created things in harmony/in submission to his will (muslim). - I know that Muslims believe humans have been created as God's 'abd (servants) and khalifa (regents) and that they have a responsibility to try to	Key knowledge from this unit: - I know that Christians believe in one God, who they understand to be a Trinity of Persons: Father, Son and Holy Spirit - I know that Christians believe that God created the world and wants a relationship with human beings - I know that Christians believe that, through their bad choices, humans have damaged their relationship with God (the Fall) - I know that Christians believe that Jesus is God incarnate (in human flesh); he is also described as the Son of God (the second Person of the Trinity) - I know that Christians believe that Jesus fixes the broken relationship between God and human beings through his death, crucifixion and resurrection (also known as salvation)	Key knowledge from this unit: - I know that the word 'good' means different things to different people. - I know that religious and non-religious people work out how to live a good life in different ways, including seeking wisdom from sources of authority (e.g. the Bible, the Qur'an, important teachers/people) and through experiences.

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	in the journey of the atman through samsara. I know that the goal is for the atman to achieve liberation (moksha) from samsara. I know that the way to do this is for the atman to fulfil its duty (dharma) in each lifetime.	keep things muslim (harmonious). I know that Muslims believe that God has provided humans with a straight path (shariah) to follow so that everything can stay muslim (harmonious). I know that Muslims believe God has provided humans with three types of guidance to help them stay on the straight path (shariah): the natural world, the Qur'an and the Prophets.		
	Autumn 1	Autumn 2	Spring 1 and Spring 2	Summer 1 and Summer 2
LKS2 B	Begin teaching by covering the Hinduism concept map to ensure Year 3 pupils entering this class have the baseline knowledge they need to access the rest of the learning. LAS Compulsory Community – Hinduism <i>Living</i> [How is Hindu belief expressed personally and collectively? How does Hindu worship and	LAS Compulsory Community – Islam <i>Living</i> [How is Muslim worship expressed collectively? How does Muslim worship and celebration build a sense of community? <i>Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about</i>	LAS Compulsory Community – Christianity <i>Living</i> [How is Christian belief expressed collectively? How does Christian worship and celebration build a sense of community? <i>Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</i>	LAS Additional <i>Pilgrimage (including Christianity)</i> <i>Believing, Living, Thinking</i> [What is a pilgrimage? What does pilgrimage involve? E.g. Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage to Makkah, Jewish pilgrimage to Jerusalem, Hindu pilgrimage to the Ganges, etc. Environmental impact of pilgrimage]

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	<i>celebration build a sense of community?</i> <i>Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</i>	<i>creation and natural world]</i>		
Why this? Why now?	<i>This unit explores specific celebrations related to a Hindu worldview. It builds on learning about worship and celebration from KS1 and introduces questioning about the impact of worship and celebration on the natural world. This latter theme runs as a golden thread throughout this year.</i>	<i>This unit explores specific celebrations related to a Muslim worldview. It builds on learning about worship and celebration from KS1 and introduces questioning about the impact of worship and celebration on the natural world. This latter theme runs as a golden thread throughout this year.</i>	<i>This unit explores specific celebrations related to a Christian worldview. It builds on learning about worship and celebration from KS1 and introduces questioning about the impact of worship and celebration on the natural world. This latter theme runs as a golden thread throughout this year.</i>	<i>This unit introduces the theme of pilgrimage, looking at it through the lens of both religious and non-religious worldviews. It particularly focuses on the impact of pilgrimage on the natural world, exploring questions about what happens if religious beliefs and practices conflict with each other (e.g. the central Hindu belief in ahimsa [non-violence] and the detrimental impact of the Kumbh Mela pilgrimage festival on the River Ganges).</i>
	Key knowledge from this unit: - I know what dharma is and why it is important to Hindus - I know about key worship practices in Hindu worldviews at the mandir and at home, including the puja ceremony and	Key knowledge from this unit: - I know that Muslims believe Allah (God) created the world muslim (harmonious) and wants humans to keep it that way - I know the Five Pillars of Sunni Islam (Shahadah,	Key knowledge from this unit: - I know that Christians believe in one God, who is a Trinity of Persons (Father, Son and Holy Spirit) - I know that Christians believe that the Trinity is an example of a community that looks like unity in diversity, and that this is a model for Christian communities - I know that Holy Communion is an important part of Christian worship and be able to connect it with the idea of community - I know the key practices associated with Holy Communion and the different ways in which different	Key knowledge from this unit: - I know that a pilgrimage is a journey carried out for a special reason - I know that some people think the most important part of a pilgrimage is the destination, and others think it is the journey to get there - I know about a Christian pilgrimage, e.g. pilgrimage to Lourdes or Walsingham; know about the key stories and practices associated with this pilgrimage

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	the importance of murtis - I know that performing bhakti (worship/devotion) is one way of fulfilling dharma - I know about the key practices associated with the festivals of Diwali and Raksha Bandhan - I know about the ways in which the stories and practices associated with Diwali and Raksha Bandhan connected with idea of fulfilling dharma	Salah/Salat, Zakah/Zakat, Sawm, Hajj) and be able to explain how they connect with the idea of harmony	Christians might carry it out	I know about a Hindu pilgrimage, e.g. the Kumbh Mela; know about key stories and practices associated with this pilgrimage
	Autumn 1	Autumn 2	Spring 1 and Spring 2	Summer 1 and Summer 2
UKS2 A	LAS Compulsory Being Human – Hinduism <i>Believing</i> <i>[How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha?]</i>	LAS Compulsory Being Human – Islam <i>Believing</i> <i>[What does the Qur'an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in practice?]</i>	LAS Compulsory Being Human – Christianity <i>Believing</i> <i>[In what ways does the Bible teach Christians to treat others? How is this expressed in practice?]</i> <i>The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i>	LAS Additional <i>Expressing Beliefs through the Arts (including Christianity)</i> <i>Believing, Living, Thinking</i> <i>[How do religious and non-religious people understand the value of creativity? How do religious and non-religious people understand the connection between beliefs about human beings and human creativity? How do religious and non-religious people express their beliefs creatively? Why might some religious people not use pictorial representation to express belief, e.g.</i>

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	<i>The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i>	<i>The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i>		<i>Muslims? Spirited Arts competition run by NATRE]</i>
Why this? Why now?	<i>This unit builds on learning about Christian and Muslim beliefs about being human from KS1. It introduces Hindu beliefs about human beings, their relationship to Brahman and to each other. It focuses on the ways in which religious beliefs impact on individuals' decisions and actions.</i>	<i>This unit builds on learning about Christian and Muslim beliefs about being human from KS1, and Hindu beliefs about being human from the previous term. It focuses on the ways in which religious beliefs impact on individuals' decisions and actions.</i>	<i>This unit builds on learning about Christian and Muslim beliefs about being human from KS1, and Hindu beliefs about being human from autumn term. It focuses on the ways in which religious beliefs impact on individuals' decisions and actions.</i>	<i>The previous units have focused on ways in which religious people express their beliefs through their decision-making and actions. This unit explores a different form of expression: the creative arts. There are opportunities to build on prior learning about celebrations, places of worship and symbols.</i>
	Key knowledge from this unit: - I know that Hindus believe that the atman (soul) travels through samsara (the cycle of birth, life, death and rebirth) and that its ultimate goal is to achieve moksha (liberation) - I know that Hindus believe that the way	Key knowledge from this unit: - I know that Muslims believe that Allah (God) wants humans to promote harmony and that they can do this by following the straight path (shariah) that he has set out for them - I know some teachings from the	Key knowledge from this unit: - I know that Christians believe that God created human beings in his image and wants them to have a relationship with him - I know that Christians follow the teachings of Jesus to know how to love God and love each other, e.g. the Beatitudes and the Greatest Commandment - I know some examples of ways in which Christians apply these teachings in their own lives (e.g. the work of street pastors)	Key knowledge from this unit: - I know that there are lots of different ways in which humans communicate meaning (e.g. language, art, music, dance, drama, computer coding, mathematical equations, etc.) - I know that it can sometimes be difficult to communicate meaning clearly (e.g. when the same word, e.g. 'field', means different things in different contexts or when it is difficult to capture an emotion/feeling in words) - I know some examples of creative expression that seek to communicate religious beliefs (e.g. Methodist Modern Art Collection, Islamic

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	to achieve moksha is for the atman to fulfil its dharma (duty) in each cycle of life - I know that there are different ways in which Hindus seek to fulfil their dharma, which include carrying out duties relating to age (ashrama) and social group (varna) - I know that Hindus follow the principle of non-violence (ahimsa) and know some examples of what this looks like in practice (e.g. the work of Mahatma Gandhi, vegetarianism)	Hadith (collections of the teachings and lived example of the Prophet Muhammad) and be able to explain how the Hadith help Muslims follow the straight path (shariah) I know some examples of ways in which Muslims follow these teachings in order to stay on the straight path (shariah), e.g. the work of Muslim Hands UK		calligraphy, Christian gospel music)
	Autumn	Spring	Summer	
UKS2 B	LAS Additional Unit Designed by the School (<i>including Christianity</i>): Do you have to believe in God to be good? <i>Believing, Living, Thinking</i> [Opportunity to study Humanism/atheism and explore e.g. issues of social justice; opportunity to explore how valid various religious truth claims are, e.g. that you have to be good because God exists and he wants you to be good]	LAS Compulsory Life Journey – Hinduism/Islam <i>Living</i> [<i>Hinduism</i>: How do Hindus show they belong? <i>Islam</i>: How do Muslims show they belong? Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism; have looked at how we know whether religious claims are true or not – this unit considers whether their truth or otherwise actually	LAS Compulsory Life Journey – Christianity <i>Living</i> [How do Christians show they belong? Rites of passage; include other religions, e.g. Amrit in Sikhism; have looked at how we know whether religious claims are true or not – this unit considers whether their truth or otherwise actually matters – what impact does religion have on people's lives, regardless of whether	

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		<i>matters – what impact does religion have on people's lives, regardless of whether they can prove their beliefs to be true or not]</i>		<i>they can prove their beliefs to be true or not]</i>
Why this? Why now?	<i>This unit builds on prior learning in LKS2 A ('What is a Good Life?') by deepening pupils' understanding of how different religious and non-religious worldviews articulate what it means to be 'good'. Pupils have the opportunity to explore some of the arguments for and against the existence of God, thinking carefully about the different types of evidence people use to support their beliefs and claims.</i>	<i>This unit looks back at the previous term, which focused on the question of how religious and non-religious people reason about the world around them, using different kinds of evidence to support their beliefs and claims.</i> <i>In this unit, pupils ask the fundamental question of whether having 'proof' of a truth claim actually matters to religious believers. It explores a range of rites of passage for Hindus and Muslims, asking whether the value of religion is in its claims about God, humanity and the world, or in the rhythm it provides in a human life: every day, every week, every year, and across a whole lifetime.</i>		<i>This unit looks back at autumn, which focused on the question of how religious and non-religious people reason about the world around them, using different kinds of evidence to support their beliefs and claims.</i> <i>In this unit, pupils ask the fundamental question of whether having 'proof' of a truth claim actually matters to religious believers. It explores a range of rites of passage for Christians, asking whether the value of religion is in its claims about God, humanity and the world, or in the rhythm it provides in a human life: every day, every week, every year, and across a whole lifetime.</i>
	Key knowledge from this unit: - I know that the word 'good' can mean different things - I know that not everyone believes in the concept of God - I know that Buddhists follow the teaching of Siddhartha Gautama (the Buddha) and that they do not have a concept of God - I know about the Four Noble Truths in a Buddhist worldview and the ways in which the Eightfold Path and the Five Precepts help Buddhists to live a good life - I know that Humanism is a non-religious worldview that does not have a concept of God - I know the key principles of Humanism, including	Key knowledge from this unit: - I know that Hindus believe it is important to fulfil your dharma (duty) - I know that there are rites of passage (samskaras) that mark the journey of a human life and that carrying out these samskaras is part of fulfilling your dharma - I know that there are samskaras associated	Key knowledge from this unit: - I know that Muslims believe that it is important to belong to the global community of Muslims (ummah) because this is one way of being in harmony - I know that part of belonging to this ummah is to take part in certain rites of passage - I know that there are rites of passage associated with birth, initiation, marriage and death	Key knowledge from this unit: - I know that Christians believe that part of belonging to the Christian church is about celebrating key rites of passage - I know that there are rites of passage associated with birth, initiation, marriage and death - I know some of the key practices associated with these rites of passage

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	trusting the scientific method , rejecting the idea of the supernatural , and making ethical decisions using reason , empathy and a concern for humans and animals I know some examples that show how Humanists put these principles into action	with birth, initiation, marriage and death I know some of the key practices associated with these samskaras	I know some of the key practices associated with these rites of passage	
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Golden Threads for RE (highlighted yellow in key knowledge statements)

Christianity

One **God** who is a **Trinity**

God **created** the world and wants relationships with humans, but humans have damaged it (the **Fall**)

Jesus heals the damaged relationship between God and humans through his death, **crucifixion** and **resurrection**

The **Bible** is a key source of authority

Christians live out their beliefs in different ways.

Islam

One **God**

God wants humans to keep things in harmony and give them a **straight path (shariah)** to follow

There is **guidance** to help humans follow the straight path, including the **Prophets**

The **Qur'an** is a key source of authority for Muslims

Muslims live out their beliefs in different ways

Hinduism (KS2 only)

Brahman, the Ultimate Reality / Life Force

Atman (soul) – the bit of **Brahman** living in everything

Samsara, the cycle of birth, life, death, and rebirth that every **atman** is on

Moksha (liberation from **samsara**), the ultimate goal of every **atman**

The way to achieve **moksha** is for the **atman** to fulfil its **dharma** in every cycle of life

Hindus live out their beliefs in different ways.

Disciplinary Knowledge in RE = asking questions about BELIEVING (being a Theologian), LIVING (being a Human/Social Scientist) and THINKING (being a Philosopher) and using the right sorts of METHODS, TOOLS AND SKILLS to help us answer these questions: INTERPRETING STORIES/TEXTS, ANALYSING INFORMATION THAT TELLS US HOW CONTEXT AFFECTS WAYS OF LIVING, REASONING.

For further support please visit the [RE section](#) of the Lincoln Diocesan Board of Education website or contact Gillian Georgiou, the Diocesan RE Adviser, [here](#).