

CURRICULUM INTENT:

At Chawton CE Primary School, we aim to inspire children to have a genuine interest in the lives of others and to demonstrate respect for themselves, others and the world around them. We aim to develop the children's knowledge and understanding of Christian beliefs and practices and the religious beliefs and practices of other contemporary world faiths. Promoting religious understanding and respect, and challenging prejudice, discrimination and stereotyping to develop an understanding of the value of living in a multicultural, multi-faith and multi-lingual society. Our teaching will offer children the opportunity to ask and explore difficult or 'risky' questions within a safe but challenging context. We aim to help children to learn to clearly and coherently articulate their own personal beliefs, ideas, values and experiences, while respecting the rights of others to differ.

Vocabulary

Year R	Year 1/2	Year 3/4	Year 5/6
concept, special, love, agape, community, belonging, unique, people who help us, firefighter, policeman, policewoman, nurse, doctor, paramedic, relations, parents, teachers, baptism, christening, birthday, Jesus, Christianity, nativity, Easter, special place, church, Christian, reflect, Diwali, Noah's Ark, cross, Easter garden, nativity, Christmas, God, journeys, Wesak, Buddha	concept, special, love, agape, community, belonging, symbol, baptism, christening, ceremony, celebration, church, Christmas, new life, Easter, Good Friday, Palm Sunday, Jesus, Christianity, Christian, Bible, parable, miracle, artefact, faith, Jewish home, Mezuzah, Tallit, Tefillin, Seder Plate, Shabbat, Hannukah, believe, belief, qualities, God, Rabbi, Torah, advent, light, symbol, creation, remembering, world, thanking, harvest, sukkot, Synagogue, gospel, good news, remembering, special	concept, special, love, agape, community, belonging, festivals, Christmas, Diwali, reflection, concept, light and dark, advent, symbol, good and evil, Christians, Easter, Last Supper, Eucharist, Good Friday, Pentecost, Humility, service, sacred, Noah's Ark, Worship, Hymns, Sermon, Holy Communion, qualities, leader, society, influence, Christian Aid, commitment, pilgrimage, journey, Lourdes, Holy Land, Holi, protection, creation, Raksha Bandhan, devotion, gospel, myth	concept, special, love, agape, community, belonging, Good Friday, sacrifice, crucifixion, resurrection, Holy Week, Maundy Thursday, Palm Sunday, forgiveness, betrayal, worship, diversity, Shahada and Salat, Umma, Zakat, Islam, holy, Qur'an Prophet Muhammad Mecca, Hajj, poverty, shared humanity, life after death, heaven, hell, reincarnation, judgement, creation, science, complimentary, conflicting, salvation, pondering, ritual, Wudu and Eid-ul-Fitr, incarnation, messiah, sacred place, gospel, freedom, justice, Revelation of the Qur'an, sawm and Ramadan

Year R Overview

The statutory framework for Early Years makes specific reference to religious education in the EYFS goal: 'Understanding the World: People, Culture and Communities which states that children should: 'Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class. It is also a legal requirement for children in EYFS in maintained and church controlled schools to access religious education as laid down in Living Difference IV, the agreed syllabus for religious education in Hampshire.

In preparation for the following knowledge, skills and understanding in Year 1: community, belonging, special and love are golden threads which are explored through Understanding Christianity and through Judaism	EYFS	Suggested EYFS Key Skills, Knowledge and Understanding (Curriculum)													
	<p>Each unit of study in a Year R class will be an enquiry into the children's experience of the concept/word and link strongly to the EYFS characteristics of learning and include at least one golden thread concept/word.</p> <p>For our year R class, it is useful for children to explore their experiences of the same concept/word more than once but with a different context, for example special clothes and special people.</p>	<p>The Year R curriculum includes two cycles of enquiry relating to a Christian context and two units which focus on the religion explored in depth within KS1 at the school – Judaism. There are plenty of opportunities to explore the religions or traditions within the class where appropriate. The cycle of enquiry offers opportunities for both adult led and enhanced, child-initiated activities.</p> <table border="1" data-bbox="795 566 2049 837"> <thead> <tr> <th></th> <th>Autumn 1</th> <th>Autumn 2</th> <th>Spring 1</th> <th>Spring 2</th> <th>Summer 1</th> <th>Summer 2</th> </tr> </thead> <tbody> <tr> <td>Year R</td> <td> CREATION Why is the word 'God' so important to Christians? Understanding Christianity F1 </td> <td> LIGHT Hinduism: Divali CELEBRATION Celebrating Birth: Why do Christians perform nativity plays at Christmas? Understanding Christianity F2 </td> <td> SPECIAL Chinese New Year </td> <td> NEW LIFE Why do Christians put a cross in an Easter garden? Understanding Christianity F3 </td> <td> SPECIAL Wesak (Buddha Day) </td> <td> SPECIAL Special Journeys </td> </tr> </tbody> </table>		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Year R	CREATION Why is the word 'God' so important to Christians? Understanding Christianity F1	LIGHT Hinduism: Divali CELEBRATION Celebrating Birth: Why do Christians perform nativity plays at Christmas? Understanding Christianity F2	SPECIAL Chinese New Year	NEW LIFE Why do Christians put a cross in an Easter garden? Understanding Christianity F3	SPECIAL Wesak (Buddha Day)
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Linked Early Learning Goals	<p>Children at the expected level of development will:</p> <p>Communication and Language ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Communication and Language ELG: Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p>Literacy ELG: Comprehension</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; 														

RE Knowledge and Skills (Practical Knowledge)

	<p><i>The ELGs should not be used in any way to limit the wide variety of rich experiences that are crucial to a broad and balanced curriculum.</i></p>	<ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Understanding the World ELG: Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
<p>Assessment notes for Year 1/2 teacher:</p>		

YEAR 1/2 : CYCLE A				
	COMMUNICATE	APPLY	INQUIRE & CONTEXTUALISE	EVALUATE
<p>Concept: CREATION <i>Who Made the World?</i> <i>Creation: UC 1.2</i></p>	<ul style="list-style-type: none"> • express creatively their response to their own experiences of creation. 	<ul style="list-style-type: none"> • recognise how their responses to creation relate to events in their own, and sometimes other people's, lives. 	<ul style="list-style-type: none"> • simply describe what has been taught about creation and how it is used in Christianity. 	<ul style="list-style-type: none"> • in simple terms, discern something of the value of creation in the lives of Christians as well as for their own lives and communities.
<p>Concept: LIGHT <i>Light as a symbol: Advent & Hannukah</i> <i>Living Difference</i></p>	<ul style="list-style-type: none"> • express creatively their response to their own experiences of light. 	<ul style="list-style-type: none"> • recognise how their responses to light relate to events in their own, and sometimes other people's, lives. 	<ul style="list-style-type: none"> • simply describe what has been taught about light and how it is used in Christianity and Judaism. 	<ul style="list-style-type: none"> • in simple terms, discern something of the value of light in the lives of Christians and Jews as well as for their own lives and communities.

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<p>Concept: REMEMBERING</p> <p><i>Shabbat Living Difference</i></p>	<ul style="list-style-type: none"> express creatively their response to their own experiences of remembering. 	<ul style="list-style-type: none"> recognise how their responses to remembering relate to events in their own, and sometimes other people's, lives. 	<ul style="list-style-type: none"> simply describe what has been taught about remembering and how it is used in Judaism. 	<ul style="list-style-type: none"> in simple terms, discern something of the value of remembering in the lives of Jews as well as for their own lives and communities.
<p>Concept: CELEBRATION</p> <p><i>Why does Easter matter to Christians? Salvation: UC 1.5</i></p>	<ul style="list-style-type: none"> express creatively their response to their own experiences of celebration. 	<ul style="list-style-type: none"> recognise how their responses to celebration relate to events in their own, and sometimes other people's, lives. 	<ul style="list-style-type: none"> simply describe what has been taught about celebration and how it is used in Christianity. 	<ul style="list-style-type: none"> in simple terms, discern something of the value of celebration in the lives of Christians as well as for their own lives and communities.
<p>Concept: BELONGING</p> <p><i>Belonging in Judaism Living Difference</i></p>	<ul style="list-style-type: none"> express creatively their response to their own experiences of belonging. 	<ul style="list-style-type: none"> recognise how their responses to belonging relate to events in their own, and sometimes other people's, lives. 	<ul style="list-style-type: none"> simply describe what has been taught about belonging and how it is used Judaism. 	<ul style="list-style-type: none"> in simple terms, discern something of the value of belonging in the lives of Jews as well as for their own lives and communities.
<p>Concept: LOVE</p> <p><i>What do Christian believe God is like? God: UC 1.1</i></p>	<ul style="list-style-type: none"> express creatively their response to their own experiences of love. 	<ul style="list-style-type: none"> recognise how their responses to love relate to events in their own, and sometimes other people's, lives. 	<ul style="list-style-type: none"> simply describe what has been taught about love and how it is used in Christianity. 	<ul style="list-style-type: none"> in simple terms, discern something of the value of love in the lives of Christians as well as for their own lives and communities.
YEAR 1/2: CYCLE B				
	COMMUNICATE	APPLY	INQUIRE & CONTEXTUALISE	EVALUATE
<p>Concept: THANKING</p> <p><i>Harvest and Sukkot Living Difference</i></p>	<ul style="list-style-type: none"> express creatively their response to their own experiences of being thankful. 	<ul style="list-style-type: none"> recognise how their responses to being thankful relate to events in their own, and sometimes other people's, lives. 	<ul style="list-style-type: none"> simply describe what has been taught about being thankful and how it is used Christianity and Judaism. 	<ul style="list-style-type: none"> in simple terms, discern something of the value of being thankful in the lives Christians and Jews as well as for their own lives and communities.
<p>Concept: GETTING READY</p> <p><i>Why does Christmas matter to Christians? UC 1.3</i></p>	<ul style="list-style-type: none"> express creatively their response to their own experiences of getting ready. 	<ul style="list-style-type: none"> recognise how their responses to getting ready relate to events in their own, and sometimes other people's, lives. 	<ul style="list-style-type: none"> simply describe what has been taught about 'getting ready' and how it is used Christianity. 	<ul style="list-style-type: none"> in simple terms, discern something of the value of 'getting ready' in the lives of Christians as well as for their own lives and communities.

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<p>Concept: SPECIAL <i>Special Places – Synagogue Living Difference</i></p>	<ul style="list-style-type: none"> express creatively their response to their own experiences of special places. 	<ul style="list-style-type: none"> recognise how their responses to special places relate to events in their own, and sometimes other people's, lives. 	<ul style="list-style-type: none"> simply describe what has been taught about special places and how it is used in Judaism. 	<ul style="list-style-type: none"> in simple terms, discern something of the value of special places in the lives of Jews as well as for their own lives and communities.
<p>Concept: GOSPEL <i>What is the good news that Jesus brings? UC 1.4</i></p>	<ul style="list-style-type: none"> express creatively their response to their own experiences of good news. 	<ul style="list-style-type: none"> recognise how their responses to good news relate to events in their own, and sometimes other people's, lives. 	<ul style="list-style-type: none"> simply describe what has been taught about good news and how it is used Christianity. 	<ul style="list-style-type: none"> in simple terms, discern something of the value of good news in the lives of Christians as well as for their own lives and communities.
<p>Concept: COMMUNITY REMEMBERING <i>Passover Living Difference</i></p>	<ul style="list-style-type: none"> express creatively their response to their own experiences of community and remembering. 	<ul style="list-style-type: none"> recognise how their responses to community and remembering relate to events in their own, and sometimes other people's, lives. 	<ul style="list-style-type: none"> simply describe what has been taught about community and remembering and how it is used in Judaism. 	<ul style="list-style-type: none"> in simple terms, discern something of the value of community in the lives of Jews as well as for their own lives and communities.
<p>concept: special <i>special books</i></p>	<ul style="list-style-type: none"> express creatively their response to their own experiences of special books. 	<ul style="list-style-type: none"> recognise how their responses to special books relate to events in their own, and sometimes other people's, lives. 	<ul style="list-style-type: none"> simply describe what has been taught about special books and how it is used in Christianity and Judaism. 	<ul style="list-style-type: none"> in simple terms, discern something of the value of special books in the lives of Christians and Jews as well as for their own lives and communities.
<p>Assessment notes for Year 3/4 teacher:</p>				

RE Knowledge and Skills (Practical Knowledge)

Year 3/4: CYCLE A				
	communicate	apply	inquire & contextualise	evaluate
concept: love <i>What do Christians learn from the creation story? creation / fall: UC 2a.1</i>	<ul style="list-style-type: none"> express creatively as well as describe their response to their own experiences of love. 	<ul style="list-style-type: none"> recognise and describe how their responses to love relate to events in their own and sometimes other people's lives. 	<ul style="list-style-type: none"> accurately describe what has been taught about the meaning of love. accurately describe some variations in ways in which love is shown in the lives of Christians. 	<ul style="list-style-type: none"> discern and describe the value of love in the lives of Christians as well as recognising some of the issues this might raise.
concept: symbol <i>light as a symbol Diwali Living Difference</i>	<ul style="list-style-type: none"> express creatively as well as describe their response to their own experiences of symbols. 	<ul style="list-style-type: none"> recognise and describe how their responses to symbols relate to events in their own and sometimes other people's lives. 	<ul style="list-style-type: none"> accurately describe what has been taught about the meaning of symbol;. accurately describe some variations in ways in which symbol is shown in the lives of Hindus. 	<ul style="list-style-type: none"> discern and describe the value of symbol in the lives of Hindus as well as recognising some of the issues this might raise.
concept: good and evil <i>Holi Living Difference</i>	<ul style="list-style-type: none"> express creatively as well as describe their response to their own experiences of good and evil. 	<ul style="list-style-type: none"> recognise and describe how their responses to good and evil relate to events in their own and sometimes other people's lives. 	<ul style="list-style-type: none"> accurately describe what has been taught about the meaning of good and evil. accurately describe some variations in ways in which good and evil is shown in the lives of Hindus. 	<ul style="list-style-type: none"> discern and describe the value of good and evil in the lives of Hindus as well as recognising some of the issues this might raise.
concept: salvation <i>Why do Christians call the day Jesus died 'Good Friday'? UC 2a.5</i>	<ul style="list-style-type: none"> express creatively as well as describe their response to their own experiences of salvation. 	<ul style="list-style-type: none"> recognise and describe how their responses to salvation relate to events in their own and sometimes other people's lives. 	<ul style="list-style-type: none"> accurately describe what has been taught about the meaning of salvation. accurately describe some variations in ways in which salvation is shown in the lives of Christians. 	<ul style="list-style-type: none"> discern and describe the value of salvation in the lives of Christians as well as recognising some of the issues this might raise.
concept: protection <i>Raksha Bandhan Living Difference</i>	<ul style="list-style-type: none"> express creatively as well as describe their response to their own experiences of protection. 	<ul style="list-style-type: none"> recognise and describe how their responses to protection relate to events in their own and sometimes other people's lives. 	<ul style="list-style-type: none"> accurately describe what has been taught about the meaning of protection. accurately describe some variations in ways in which protection is shown in the lives of Hindus. 	<ul style="list-style-type: none"> discern and describe the value of protection in the lives of Hindus as well as recognising some of the issues this might raise.

RE Knowledge and Skills (Practical Knowledge)

<p>concept: belonging</p> <p><i>When Jesus left, what was the impact of Pentecost?</i> UC 2a.6</p>	<ul style="list-style-type: none"> express creatively as well as describe their response to their own experiences of belonging. 	<ul style="list-style-type: none"> recognise and describe how their responses to belonging relate to events in their own and sometimes other people's lives. 	<ul style="list-style-type: none"> accurately describe what has been taught about the meaning of belonging. accurately describe some variations in ways in which belonging is shown in the lives of Christians. 	<ul style="list-style-type: none"> discern and describe the value of belonging in the lives of Christians as well as recognising some of the issues this might raise.
Year 3/4 : CYCLE B				
<p>concept: love / devotion</p> <p><i>Hindu worship</i> <i>Living Difference</i></p>	<p style="text-align: center;">communicate</p> <ul style="list-style-type: none"> express creatively as well as describe their response to their own experiences of love / devotion. 	<p style="text-align: center;">apply</p> <ul style="list-style-type: none"> recognise and describe how their responses to love / devotion relate to events in their own and sometimes other people's lives. 	<p style="text-align: center;">inquire & contextualise</p> <ul style="list-style-type: none"> accurately describe what has been taught about the meaning of love / devotion. accurately describe some variations in ways in which love / devotion is shown in the lives of Hindus. 	<p style="text-align: center;">evaluate</p> <ul style="list-style-type: none"> discern and describe the value of love / devotion in the lives of Hindus as well as recognising some of the issues this might raise.
<p>concept: light / dark</p> <p><i>incarnation /God</i> UC 2a.3</p>	<ul style="list-style-type: none"> express creatively as well as describe their response to their own experiences of light and dark. 	<ul style="list-style-type: none"> recognise and describe how their responses to light and dark relate to events in their own and sometimes other people's lives. 	<ul style="list-style-type: none"> accurately describe what has been taught about the meaning of light and dark. accurately describe some variations in ways in which light and dark is shown in the lives of Christians. 	<ul style="list-style-type: none"> discern and describe the value of light and dark in the lives of Christians as well as recognising some of the issues this might raise.
<p>concept: special – sacred places</p> <p><i>places of worship - Hindu temple</i> <i>Living Difference</i></p>	<ul style="list-style-type: none"> express creatively as well as describe their response to their own experiences of sacred places (special). 	<ul style="list-style-type: none"> recognise and describe how their responses to sacred (special) places relate to events in their own and sometimes other people's lives. 	<ul style="list-style-type: none"> accurately describe what has been taught about the meaning of sacred (special) places. accurately describe some variations in ways in which sacred (special) places is shown in the lives of Hindus. 	<ul style="list-style-type: none"> discern and describe the value of sacred (special) places in the lives of Hindus as well as recognising some of the issues this might raise.
<p>concept: gospel</p> <p><i>What kind of world did Jesus want?</i> UC 2a.4</p>	<ul style="list-style-type: none"> express creatively as well as describe their response to their own experiences of gospel. 	<ul style="list-style-type: none"> recognise and describe how their responses to gospel relate to events in their own and sometimes other people's lives. 	<ul style="list-style-type: none"> accurately describe what has been taught about the meaning of gospel. accurately describe some variations in ways in which gospel is shown in the lives of Christians. 	<ul style="list-style-type: none"> discern and describe the value of gospel in the lives of Christians as well as recognising some of the issues this might raise.

RE Knowledge and Skills (Practical Knowledge)

<p>concept: myth</p> <p><i>myth</i> <i>Living Difference</i></p>	<ul style="list-style-type: none"> express creatively as well as describe their response to their own experiences of myth. 	<ul style="list-style-type: none"> recognise and describe how their responses to myth relate to events in their own and sometimes other people's lives. 	<ul style="list-style-type: none"> accurately describe what has been taught about the meaning of myth. accurately describe some variations in ways in which myth is shown in the lives of Hindus. 	<ul style="list-style-type: none"> discern and describe the value of myth in the lives of Hindus as well as recognising some of the issues this might raise.
<p>concept: community</p> <p><i>What is it like to follow God?</i> <i>people of God:</i> <i>UC 2a.2</i></p>	<ul style="list-style-type: none"> express creatively as well as describe their response to their own experiences of community. 	<ul style="list-style-type: none"> recognise and describe how their responses to community relate to events in their own and sometimes other people's lives. 	<ul style="list-style-type: none"> accurately describe what has been taught about the meaning of .community accurately describe some variations in ways in which community is shown in the lives of Christians. 	<ul style="list-style-type: none"> discern and describe the value of community in the lives of Christians as well as recognising some of the issues this might raise.
<p>Assessment notes for Year 5/6 teacher:</p>				

RE Knowledge and Skills (Practical Knowledge)

Year 5/6: CYCLE A				
	communicate	apply	inquire & contextualise	evaluate
concept: belonging Shahada and Salat <i>What it means to live life as a Muslim – Living Difference</i>	<ul style="list-style-type: none"> respond creatively as well as begin to explain their response to their own experiences of the concept of belonging. 	<ul style="list-style-type: none"> explain some examples of how their responses to the concept of belonging relate to events in their own and other people's lives 	<ul style="list-style-type: none"> accurately explain meanings of belonging in Islam. accurately explain the way belonging in Islam impacts the lives of Muslims. 	<ul style="list-style-type: none"> discern the value of belonging in the lives of Muslims, as well as recognising some of the issues this might raise. discern the possible value in belonging for their own lives and communities.
concept: creation / fall <i>creation and science:: conflicting or complementary? UC 2b.2</i>	<ul style="list-style-type: none"> respond creatively as well as begin to explain their response to their own experiences of the concept of creation / fall. 	<ul style="list-style-type: none"> explain some examples of how their responses to the concept of creation / fall relate to events in their own and other people's lives 	<ul style="list-style-type: none"> accurately explain meanings of creation / fall in Christianity. accurately explain the way creation / fall in Christianity impacts the lives of Christians. 	<ul style="list-style-type: none"> discern the value of creation / fall in the lives of Christians, as well as recognising some of the issues this might raise. discern the possible value in creation / fall for their own lives and communities.
concept: Umma Hajj and Zaakat <i>What it means to live life as a muslim – Living Difference</i>	<ul style="list-style-type: none"> respond creatively as well as begin to explain their response to their own experiences of the concept of Umma. 	<ul style="list-style-type: none"> explain some examples of how their responses to the concept of Umma relate to events in their own and other people's lives 	<ul style="list-style-type: none"> accurately explain meanings of Umma in Islam. accurately explain the way Umma in Islam impacts the lives of Muslims. 	<ul style="list-style-type: none"> discern the value of Umma in the lives of Muslims, as well as recognising some of the issues this might raise. discern the possible value in Umma for their own lives and communities.
concept: salvation <i>What difference does the resurrection make for Christians? UC 2b.7</i>	<ul style="list-style-type: none"> respond creatively as well as begin to explain their response to their own experiences of the concept of salvation. 	<ul style="list-style-type: none"> explain some examples of how their responses to the concept of salvation relate to events in their own and other people's lives 	<ul style="list-style-type: none"> accurately explain meanings of salvation in Christianity. accurately explain the way salvation in Christianity impacts the lives of Christians. 	<ul style="list-style-type: none"> discern the value of salvation in the lives of Christians, as well as recognising some of the issues this might raise. discern the possible value in salvation for their own lives and communities.
concept: love / agape	<ul style="list-style-type: none"> respond creatively as well as begin to explain their response to their own experiences of the concept of agape (love). 	<ul style="list-style-type: none"> explain some examples of how their responses to the concept of agape (love) relate to events in their own and other people's lives 	<ul style="list-style-type: none"> accurately explain meanings of agape (love) in Christianity. accurately explain the way agape (love) in Christianity impacts the lives of Christians. 	<ul style="list-style-type: none"> discern the value of agape (love) in the lives of Christians, as well as recognising some of the issues this might raise.

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<i>What does it mean if God is holy and loving?</i> <i>UC 2b.1</i>				<ul style="list-style-type: none"> discern the possible value in agape (love) for their own lives and communities.
pondering time <i>children develop and explore their own enquiry question.</i>	<ul style="list-style-type: none"> respond creatively as well as begin to explain their response to their own experiences of the concept / words introduced. 	<ul style="list-style-type: none"> explain some examples of how their responses to the concept relate to events in their own and other people's lives. 	<ul style="list-style-type: none"> accurately explain meanings of the concept in the tradition studied accurately explain the way the concept in the tradition studied impacts the lives of those in the traditions. 	<ul style="list-style-type: none"> discern the value of the concept in the lives of those in the traditions, as well as recognising some of the issues this might raise. discern the possible value in the concept for their own lives and communities.
Year 5/6: CYCLE B				
	communicate	apply	inquire & contextualise	evaluate
concept: ritual <i>Wdu and Eid-ul-fitr</i> <i>What it means to live life as a Muslim – Living Difference</i>	<ul style="list-style-type: none"> respond creatively as well as begin to explain their response to their own experiences of the concept of ritual. 	<ul style="list-style-type: none"> explain some examples of how their responses to the concept of ritual relate to events in their own and other people's lives 	<ul style="list-style-type: none"> accurately explain meanings of ritual in Islam. accurately explain the way ritual in Islam impacts the lives of Muslims. 	<ul style="list-style-type: none"> discern the value of ritual in the lives of Muslims, as well as recognising some of the issues this might raise. discern the possible value in ritual for their own lives and communities.
concept: incarnation <i>Was Jesus the messiah?</i> <i>UC 2b.4</i>	<ul style="list-style-type: none"> respond creatively as well as begin to explain their response to their own experiences of the concept of incarnation. 	<ul style="list-style-type: none"> explain some examples of how their responses to the concept of incarnation relate to events in their own and other people's lives 	<ul style="list-style-type: none"> accurately explain meanings of incarnation in Christianity. accurately explain the way incarnation in Christianity impacts the lives of Christians. 	<ul style="list-style-type: none"> discern the value of incarnation in the lives of Christians, as well as recognising some of the issues this might raise. discern the possible value in incarnation for their own lives and communities.
concept: special / sacred place <i>places of worship – mosque</i> <i>Living Difference</i>	<ul style="list-style-type: none"> respond creatively as well as begin to explain their response to their own experiences of the concept of a sacred (special) place. 	<ul style="list-style-type: none"> explain some examples of how their responses to the concept of a sacred (special) place relates to events in their own and other people's lives 	<ul style="list-style-type: none"> accurately explain meanings of a sacred (special) place in Islam. accurately explain the way a sacred (special) place in Islam impacts the lives of Muslims. 	<ul style="list-style-type: none"> discern the value of a sacred (special) place in the lives of Muslims, as well as recognising some of the issues this might raise. discern the possible value in a sacred (special) place for their own lives and communities.

RE Knowledge and Skills (Practical Knowledge)

<p>concept: gospel</p> <p><i>What would Jesus do?</i> UC 2b.5</p>	<ul style="list-style-type: none"> respond creatively as well as begin to explain their response to their own experiences of the concept of gospel. 	<ul style="list-style-type: none"> explain some examples of how their responses to the concept of gospel relate to events in their own and other people's lives 	<ul style="list-style-type: none"> accurately explain meanings of gospel in Christianity. accurately explain the way gospel in Christianity impacts the lives of Christians. 	<ul style="list-style-type: none"> discern the value of gospel in the lives of Christians, as well as recognising some of the issues this might raise. discern the possible value in gospel for their own lives and communities.
<p>concept: community</p> <p><i>How can following God bring freedom and justice?</i> UC 2b.3</p>	<ul style="list-style-type: none"> respond creatively as well as begin to explain their response to their own experiences of the concept of community. 	<ul style="list-style-type: none"> explain some examples of how their responses to the concept of community relate to events in their own and other people's lives 	<ul style="list-style-type: none"> accurately explain meanings of community in Christianity. accurately explain the way community in Christianity impacts the lives of Christians. 	<ul style="list-style-type: none"> discern the value of community in the lives of Christians, as well as recognising some of the issues this might raise. discern the possible value in community for their own lives and communities.
<p>concept: peace</p> <p><i>revelation of the Gur'an, Sawm and Ramadan</i> <i>Living Difference</i></p>	<ul style="list-style-type: none"> respond creatively as well as begin to explain their response to their own experiences of the concept of peace. 	<ul style="list-style-type: none"> explain some examples of how their responses to the concept of peace relate to events in their own and other people's lives 	<ul style="list-style-type: none"> accurately explain meanings of peace in Islam. accurately explain the way peace in Islam impacts the lives of Muslims. 	<ul style="list-style-type: none"> discern the value of peace in the lives of Muslims, as well as recognising some of the issues this might raise. discern the possible value in peace for their own lives and communities.
<p>Assessment notes for the year 7 transition teacher:</p>				