



RE Intent Statement

'The principal aim of religious education at Sherwell Valley Primary School is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and worldviews, reflecting on their own ideas and ways of living.'

LONG TERM RE PLAN SHERWELL VALLEY PRIMARY SCHOOL						
Year group/ Term	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
NURSERY	Themes which lend themselves to opportunities for RE work include the following: Myself, People who help us, Special times, My life, Friendship, Our community, My senses, Welcome, Special books, My special things, Belonging, Stories, People special to me, Special places, The natural world					
EYFS	F4: Being Special: where do we belong?	F2: Why is Christmas special for Christians?	F1: Why is the word 'God' so important to Christians?	F3: Why is Easter special to Christians?	F5: What places are special and why? *TRIP TO ST JOHN'S CHURCH, SHIPHAY*	F6: What times/stories are special and why?
SKILLS	<ul style="list-style-type: none"> re-tell religious stories making connections with personal experiences share and record occasions when things have happened in their lives that made them feel special recall simply what happens at a traditional Christian infant baptism and dedication 	Talk about people who are special to them <ul style="list-style-type: none"> Say what makes their family and friends special to them Recall simply what happens at a traditional Christian festival (Christmas) Begin to recognise the word 'incarnation' as describing the 	Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world <ul style="list-style-type: none"> Retell stories, talking 	Recognise and retell stories connected with celebration of Easter <ul style="list-style-type: none"> Say why Easter is a special time for Christians Talk about ideas of new life in nature Recognise some symbols Christians use during Holy 	Talk about somewhere that is special to themselves, saying why <ul style="list-style-type: none"> Recognise that some religious people have places which have special meaning for them Talk about the things that are special and valued in a place of worship 	Talk about some religious stories <ul style="list-style-type: none"> recognise some religious words, e.g. about God identify some of their own feelings in the stories they hear identify a sacred text e.g. Bible, Torah talk about some of the things these stories teach believers

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	<ul style="list-style-type: none"> recall simply what happens when a baby is welcomed into a religion other than Christianity. 	<p>belief that God came to Earth as Jesus</p> <ul style="list-style-type: none"> Retell religious stories, making connections with personal experiences. 	<p>about what they say about the world, God, human beings</p> <ul style="list-style-type: none"> Think about the wonders of the natural world, expressing ideas and feelings Say how and when Christians like to thank their Creator Talk about what people do to mess up the world and what they do to look after it 	<p>Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature</p> <ul style="list-style-type: none"> Talk about some ways Christians remember these stories at Easter. 	<ul style="list-style-type: none"> Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church (or other place of worship) Express a personal response to the natural world. 	
1	1.10: What does it mean to belong to a faith community?	1.1: What do Christians believe God is like?	1.7: Who is Jewish and how do they live? (PART 1)	1.7: Who is Jewish and how do they live? (PART 2)	1.2: Who do Christians say made the world?	1.9: How should we care for the world and for others, and why does it matter?

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				VISIT FROM EXETER SYNAGOGUE		
SKILLS	<p>Make sense of beliefs:</p> <ul style="list-style-type: none"> • Recognise that loving others is important in lots of communities • Say simply what Jesus and one other religious leader taught about loving other people <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean • Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify what a parable is • Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father • Give clear, simple accounts of what the story means to Christians <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) • Give an example of how Christians put their 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise the words of the Shema as a Jewish prayer • Retell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. <p>Understand the impact:</p>	See Spring 1	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Retell the story of creation from Genesis 1:1–2:3 simply • Recognise that 'Creation' is the beginning of the 'big story' of the Bible • Say what the story tells Christians about God, Creation and the world <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give at least one example of what Christians do to say 'thank you' to God for Creation <p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk and ask questions about living in an amazing 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify a story or text that says something about each person being unique and valuable • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories • Give examples of how Christians and Jews can show care for the natural earth • Say why Christians and Jews might look after the

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	<p>Make connections:</p> <ul style="list-style-type: none"> • Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas. 	<p>beliefs into practice in worship (e.g. by saying sorry to God) Make connections:</p> <ul style="list-style-type: none"> • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas • Give a reason for the ideas they have and the connections they make. 	<ul style="list-style-type: none"> • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) <p>Make connections:</p> <ul style="list-style-type: none"> • Talk about what they 		<p>world</p> <ul style="list-style-type: none"> • Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in. 	<p>natural world</p> <p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.
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			think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.			
2	1.6: Who is Muslim and how do they live? (PART 1)	1.3: Why does Christmas matter to Christians?	1.7: Who is Muslim and how do they live? (PART 2) *VISIT FROM TORBAY	1.5: Why does Easter matter to Christians?	1.4: What is the 'good news' Christians believe Jesus brings?	1.8: What makes some places sacred to believers? *VISIT TO BAY CHURCH, PAIGNTON*

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			ISLAMIC CENTRE*			
SKILLS	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise the words of the Shahadah and that it is very important for Muslims • Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean • Give examples of how stories about the Prophet show what Muslims believe about Muhammad. <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of how Muslims use the Shahadah to show what matters to them • Give examples of how Muslims use stories about the Prophet to guide their beliefs and 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise that stories of Jesus' life come from the Gospels • Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas <p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk and ask questions about Christmas for people who are Christians and for people who are not • Decide what they personally have to be thankful for, 	See Autumn 1	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise that Incarnation and Salvation are part of a 'big story' of the Bible • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) • Recognise that Jesus gives instructions about how to behave <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give at least three examples of how Christians show their beliefs about 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians • Recognise that Jesus gives instructions to people about how to behave <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise that there are special places where people go to worship, and talk about what people do there • Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean • Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues that show what people believe • Give simple examples of how people worship at a church, mosque or synagogue • Talk about why some people like to

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	<p>actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action.</p> <p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk about and ask questions about Muslim beliefs and ways of living • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. 	<p>giving a reason for their ideas.</p>		<p>Jesus' death and resurrection in church worship at Easter</p> <p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas. 	<p>peace, and bringing good news to the friendless • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) Make connections:</p> <ul style="list-style-type: none"> • Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas. 	<p>belong to a sacred building or a community.</p> <p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas • Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.
3	L2.1: What do Christians learn from the creation story?	L2.2: What is it like for someone to follow God?	L2.9: How do festivals and worship	L2.10: How do festivals and family life show	L2.4: What kind of world did Jesus want?	L2.12: How and why do people try to make the world a better place?

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			show what matters to a Muslim? *VISIT FROM TORBAY ISLAMIC CENTRE*	what matters to Jewish people? *INVITE A JEWISH SPEAKER*		
SKILLS	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bible's 'big story' Make clear links between Genesis 1 and what Christians believe about God and Creation <p>Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world</p> <p>Understand the impact:</p> <ul style="list-style-type: none"> Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Make clear links between the story of Noah and the idea of covenant <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony <p>Make connections:</p> <ul style="list-style-type: none"> Make links between the story of Noah and how we live in school and the wider world. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some beliefs about God in Islam, expressed in Surah 1. Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God) <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people Offer informed suggestions about the meaning of the Exodus story for Jews today. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin). Make links between religious beliefs and teachings and why people try to live and make the world a better place. <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) Describe some examples of how people try to live (e.g. individuals and organisations) Identify some differences in how

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	<p>care for the Earth – some specific ways) • Describe how and why Christians might pray to God, say sorry and ask for forgiveness Make connections:</p> <ul style="list-style-type: none"> • Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today. 		<p>ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. • Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) Make connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest 	<p>Understand the impact: • Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities Make connections: • Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the</p>	<p>Christian Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways <p>Make connections: • Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.</p>	<p>people put their beliefs into action Make connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better • Make links between some commands for living from religious traditions, nonreligious worldviews and pupils' own ideas • Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views
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			answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims. • Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.	past and look forward to the future. • Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.		
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4	L2.3: What is the 'Trinity' and why is it so important to Christians?	L2.7: What do Hindus believe God is like?	L2.8: What does it mean to be a Hindu in Britain today? *INVITE A HINDU SPEAKER*	L2.5: Why do Christians call the day Jesus died 'Good Friday'? EASTER	L2.11: How and why do people mark the significant events of life?	L2.13 How do people from religious and non-religious communities celebrate key festivals? *VISIT TO EXETER MOSQUE/ EXETER CATHEDRAL*
SKILLS	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise what a 'Gospel' is and give an example of the kinds of stories it contains Offer suggestions about what texts about baptism and Trinity mean Give examples of what these texts mean to some Christians today <p>Understand the impact:</p> <ul style="list-style-type: none"> Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live 	<ul style="list-style-type: none"> Identify some Hindu deities and say how they help Hindus describe God Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God Offer informed suggestions about what Hindu murtis express about God Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a Home Shrine; celebrating Diwali) 	See Autumn 2	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live Offer informed suggestions about what the events of Holy Week mean to Christians Give examples of what Christians say about the importance of 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify and describe some core beliefs, values and stories remembered at festivals. <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple links between stories, teachings and values behind festivals and how people remember these when celebrating. Describe how people show what is 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today <p>Understand the impact:</p> <ul style="list-style-type: none"> Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean Make simple links between beliefs about love and commitment

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	<p>Make connections: <ul style="list-style-type: none"> • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like. </p>	<ul style="list-style-type: none"> • Identify some different ways in which Hindus worship • Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today • Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas 		<p>the events of Holy Week Understand the impact: <ul style="list-style-type: none"> • Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities • Describe how Christians show their beliefs about Jesus in worship in different ways Make connections: <ul style="list-style-type: none"> • Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for </p>	<p>important to them at a festival in how they mark it. <ul style="list-style-type: none"> • Identify some differences in how people within and between different religious and non-religious worldviews celebrate festivals (e.g. different approaches to celebrating Christmas). Make connections: <ul style="list-style-type: none"> • Raise questions and suggest answers about how far beliefs and different practices studied might make a difference to how pupils think and live </p>	<p>and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) <ul style="list-style-type: none"> • Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) Make connections: <ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones • Make links between ideas of love, commitment and promises in religious and non-religious ceremonies • Give good reasons why they think ceremonies of commitment are or are not valuable today </p>
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				their suggestions.		
5	U2.1: What does it mean if Christians believe God is holy and loving?	U2.8: What does it mean to be a Muslim in Britain today?	U2.3: Why do Christians believe Jesus was the Messiah?	U2.9: Why is the Torah so important to Jewish people? *VISIT TO EXETER SYNAGOGUE*	U2.11: What does it mean to be a Humanist in Britain today? *INVITE A HUMANIST SPEAKER IN*	U2.13: What can be done to reduce racism? Can religion help?
SKILLS	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some different types of biblical texts, using technical terms accurately Explain connections between biblical texts and Christian ideas of God, using theological terms <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed Show how Christians put their 	<p>Make sense of belief: Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message)</p> <p>Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet)</p> <p>Understand the impact: Make clear connections</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Explain the place of Incarnation and Messiah within the 'big story' of the Bible Identify Gospel and prophecy texts, using technical terms Explain connections between biblical texts, Incarnation and Messiah, 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify and explain Jewish beliefs about God Give examples of some texts that say what God is like and explain how Jewish people interpret them <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Jewish beliefs about the Torah and how Jews use and treat it Make clear 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some data around numbers of non-religious people and specifically Humanists using, for example, Census data Identify some of the core values that motivate some humanists to strive to make the world a better place Give examples of reasons <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Describe examples of ways in which people use texts/teachings to make sense of responses to racism and how to approach the challenges it presents. Understand the impact: Make clear connections between the challenges racism presents and how people of religious and non-religious worldviews respond to these, both within and beyond their own communities. Make connections: Interpret case studies of how people holding both religious and non-religious worldviews have approached racism,

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	<p>beliefs into practice in worship</p> <p>Make connections:</p> <ul style="list-style-type: none"> • Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. 	<p>between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) Give evidence and examples to show how Muslims put their beliefs into practice in different ways</p> <p>Make connections: Make connections between Muslim beliefs studied and Muslim ways of living in Britain/your region today Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims Reflect on and articulate what</p>	<p>using theological terms</p> <p>Understand the impact:</p> <ul style="list-style-type: none"> • Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible <p>Make connections:</p> <ul style="list-style-type: none"> • Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from 	<p>connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)</p> <ul style="list-style-type: none"> • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) <p>Make connections:</p> <ul style="list-style-type: none"> • Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today • 	<p>ways in which Humanists put their beliefs and values into practice</p> <ul style="list-style-type: none"> • Give evidence and examples to show some differences in how people can be non-religious, including Humanists and others <p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk and ask questions about what motivates Humanists to do good in the world, in the absence of religious teachings or rules, and without belief in a higher power or an afterlife • Make connections 	<p>reflecting on and articulating lessons people might gain from these.</p> <ul style="list-style-type: none"> • Offer a reasoned response to the unit question, with evidence and examples, expressing insights of their own
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		it is like to be a Muslim in Britain today, giving good reasons for their views.	God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.	Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.	between belief and behaviour in their own lives, in the light of their learning.	
6	U2.2: Creation and science: conflicting or complementary?	U2.4 Christians and how to live: 'What would Jesus do?'	U2.7: Why do Hindus want to be good?	U2.6: For Christians, what kind of king is Jesus?	U2.10 What matters most to Humanists and Christians? *INVITE A HUMANIST SPEAKER IN*	U2.14 What do religious and non-religious worldviews teach about caring for the earth?
SKILLS	Make sense of belief: • Identify what type of text some Christians say Genesis 1 is, and its purpose • Taking account of the context, suggest what Genesis 1 might mean, and	Make sense of belief: • Identify features of Gospel texts (for example, teachings, parable, narrative) • Taking account of the context, suggest meanings of Gospel texts studied, and	Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical	Make sense of belief: • Explain connections between biblical texts and the concept of the kingdom of God • Consider different	Make sense of belief: • Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) • Make links with sources of	Make sense of belief: • Identify and explain at least three examples of ways in which people from religious and non-religious worldviews respond to environmental issues. • Describe examples of ways in which people

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	<p>compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations</p> <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between Genesis 1 and Christian belief about God as Creator • Show understanding of why many Christians find science and faith go together <p>Make connections:</p> <ul style="list-style-type: none"> • Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses • Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with 	<p>compare their own ideas with ways in which Christians interpret biblical texts</p> <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives <p>Make connections:</p> <ul style="list-style-type: none"> • Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives • Articulate their own responses to the issues studied, recognising 	<p>terms accurately</p> <ul style="list-style-type: none"> • Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. • Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live • Connect the four Hindu aims of life and the four stages of life with beliefs about 	<p>possible meanings for the biblical texts studied, showing awareness of different interpretations</p> <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice • Show how Christians put their beliefs into practice in different ways <p>Make connections:</p> <ul style="list-style-type: none"> • Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, 	<p>authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')</p> <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between Christian and Humanist ideas about being good and how people live • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view <p>Make connections:</p> <ul style="list-style-type: none"> • Raise important 	<p>use religious texts/sources of authority to respond to environmental issues.</p> <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between what people from religious and non-religious worldviews believe about the world and environment and how this impacts their actions. <p>Make connections:</p> <ul style="list-style-type: none"> • Reflect on and articulate lessons people might gain from beliefs about the environment and people's responses to environmental issues they have studied, recognising that people may think differently about these. • Consider and weigh up different ideas about and responses to environmental issues and use this reasoning to help articulate personal responses on caring for the world
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	a scientific account, giving good reasons for their views.	different points of view	dharmā, karma, moksha, etc. • Give evidence and examples to show how Hindus put their beliefs into practice in different ways • Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus • Reflect on and articulate what impact belief in karma and dharma might have	problems and opportunities in the world today • Articulate their own responses to the idea of the importance of love and service in the world today.	questions and suggest answers about how and why people should be good • Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.	
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			on individuals and the world, recognising different points of view.			
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Progression in RE depends upon the development of the following generic learning skills applied to RE. These skills should be used in developing a range of activities for pupils to demonstrate their capabilities in RE. **They ensure that teachers will move pupils on from knowledge accumulation and work that is merely descriptive to higher level thinking and more sophisticated skills. The following skill progression is evident in the Teaching & Learning approach objectives as documented in the Long Term Plan above.**

Reflection – this includes:

- Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices

Empathy – this includes:

- Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others
- Developing the ability to identify feelings such as love, wonder, forgiveness and sorrow
- Seeing the world through the eyes of others, and seeing issues from their point of view

Investigation – this includes:

- Asking relevant questions
- Knowing how to gather information from a variety of sources
- Knowing what may constitute evidence for justifying beliefs in religion

Interpretation – this includes:

- Drawing meaning from artefacts, works of art, music, poetry and symbolism

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- Interpreting religious language
- Suggesting meanings of religious texts

Evaluation – this includes:

- Debating issues of religious significance with reference to evidence and argument

Analysis – this includes:

- Distinguishing between opinion and fact
- Distinguishing between the features of different religions

Synthesis – this includes:

- Linking significant features of religion together in a coherent pattern
- Connecting different aspects of life into a meaningful whole

Application – this includes:

- Making the association between religion and individual, community, national and international life

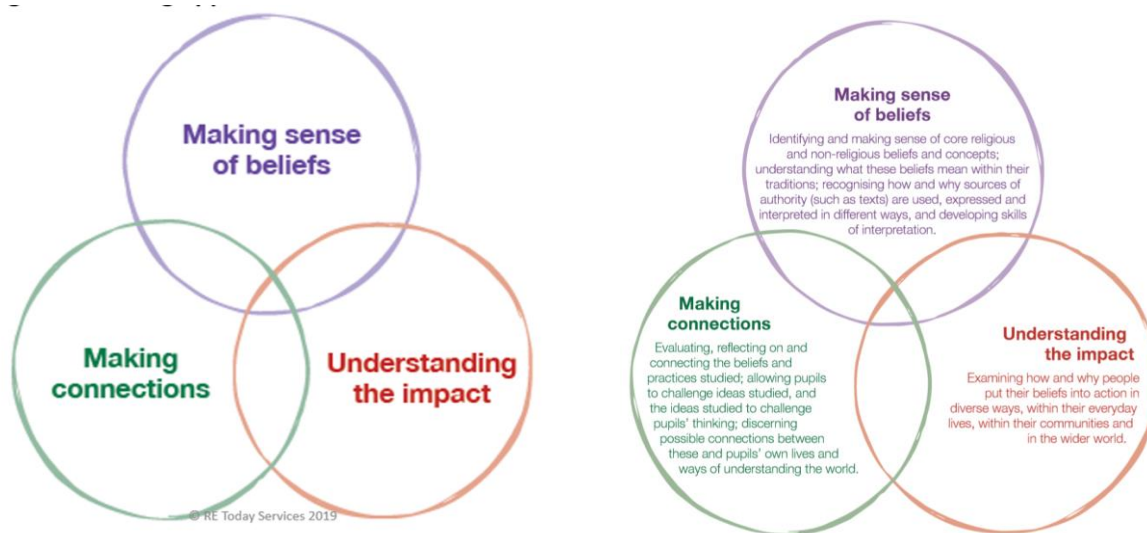
Expression – this includes:

- Explaining concepts, rituals and practices
- Expressing religious views, and responding to religious questions through a variety of media

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Teaching and Learning Approach combining knowledge with skills:



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The 2021 Research Review for Religious Education refers to three types of knowledge that should be seen in the RE curriculum.

They are described as 'pillars of progression'.

Substantive knowledge: the 'information' that is learnt. This links to the 'Making sense of beliefs' element of the teaching and learning cycle.

Ways of knowing: the ways we make sense of the 'information'.

Personal knowledge: how an individual's own worldview shapes understanding. This links to the 'Making connections' element of the teaching and learning cycle.

Ways of knowing refers to the wider ways of thinking that frame smaller pieces of substantial knowledge. This might refer to different disciplinary lenses, such as History or Art, employed to make sense of a person, people or action. While substantive knowledge describes 'what to know', the wider framing offered by disciplinary lenses allows pupils to understand 'how to know'.

The Research Review describes 'tools of scholarship'. The tools chosen to make sense of substantive knowledge will depend on the topic or pupils' age, but the overall purpose is to allow pupils to respond to content in 'informed, reflective and intelligent ways'.

Teachers will be mindful of different 'Ways of knowing' when planning for Religious Education.

Progression of Religions taught within the Syllabus (see detailed planning for specific objectives)

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Full definitions of key concepts can be found on page 140 of the Devon & Torbay agreed syllabus.

RELIGION/BELIEF/CONCEPT	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Christianity: God Creation Fall People of God Incarnation Gospel Salvation Kingdom of God	F2: Why is Christmas special for Christians? (Incarnation) F1: Why is the word 'God' so important to Christians? (God) F3: Why is Easter special to Christians? (Salvation)	1.1: What do Christians believe God is like? (God) 1.2: Who do Christians say made the world? (Creation)	1.3: Why does Christmas matter to Christians? (Incarnation) 1.5: Why does Easter matter to Christians? (Salvation) 1.4: What is the 'good news' Christians believe Jesus brings? (Gospel)	L2.1: What do Christians learn from the creation story? (Creation/Fall) L2.2: What is it like for someone to follow God? (People of God) L2.4: What kind of world did Jesus want? (Gospel)	L2.3: What is the 'Trinity' and why is it so important to Christians? (God/Incarnation) L2.5: Why do Christians call the day Jesus died 'Good Friday'? (Salvation)	U2.1: What does it mean if Christians believe God is holy and loving? (God) U2.3: Why do Christians believe Jesus was the Messiah? (Incarnation)	U2.2: Creation and science: conflicting or complementary? (Creation) U2.4: Christians and how to live: 'What would Jesus do?' (Gospel) U2.6 For Christians what kind of King is Jesus? (Kingdom of God)

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<p>Hinduism: Samsara and moksha Brahman (God) and Atman Karma and Dharma</p>					<p>L2.7: What do Hindus believe God is like? (Brahman/ Atman)</p> <p>L2.8: What does it mean to be a Hindu in Britain today? (Dharma)</p>		<p>U2.7: Why do Hindus want to be good? (Karma/Dharma/Samsara / Moksha)</p>
<p>Islam: Islam: God/Tawhid Iman (faith) Ibadah (worship)</p>			<p>1.6: Who is Muslim and how do they live? (God/ Tawhid/Ibadah/Iman)</p>	<p>L2.9: How do festivals and worship show what matters to a Muslim? (Ibadah)</p>		<p>U2.8: What does it mean to be a Muslim in Britain today? (Tawhid/Iman/Ibadah)</p>	
<p>Judaism: Judaism: God Torah The People and the Land</p>		<p>1.7: Who is Jewish and how do they live? (God/Torah/ People)</p>		<p>L2.10: How do festivals and family life show what matters to Jewish people? (God/Torah/ The People)</p>		<p>U2.9: Why is the Torah so important to Jewish people? (God/ Torah)</p>	

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				and the Land)			
Non-Religious Worldviews						U2.11 What does it mean to be a Humanist in Britain today?	U2.10: What matters most to Humanists and Christians?
Thematic Compare & Contrast	F4: Being Special: where do we belong? F5: What places are special and why? F6: What times/stories are special and why?	1.10: What does it mean to belong to a faith community? 1.9: How should we care for the world and for others, and why does it matter?	1.8: What makes some places sacred to believers?	L2.12: How and why do people try to make the world a better place?	L2.11: How and why do people mark the significant events of life? L2.13 How do people from religious and non-religious communities celebrate key festivals?	U2.13: What can be done to reduce racism? Can religion help?	U2.11: Why do some people believe in God and some people not? (God) U2.14 What do religious and non-religious worldviews teach about caring for the earth?

RE in the Nursery

Activities children engage in during their nursery years are experiences which provide the building blocks for later development. Starting with things which are familiar to the children, and providing lots of hands-on activities and learning are an important part of children's learning at this stage.

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Some ideas for religious education in the nursery can include:

- creative play, make-believe, role play, dance and drama
- dressing up and acting out scenes from stories, celebrations or festivals
- making and eating festival food
- talking and listening to each other; hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts and feelings, and imagination
 - exploring authentic religious artefacts, including those designed for small children such as 'soft toy' artefacts or story books
 - seeing pictures, books and videos of places of worship and meeting believers in class
 - listening to religious music
- starting to introduce religious vocabulary
- work on nature, growing and life cycles or harvest
- seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet
 - starting to talk about the different ways in which people believe and behave, and encouraging children to ask questions

Specific Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
General: Christian, God, The Bible,	Christianity: God, Christian, loving, forgiving,	Christianity: Easter, betray, holy, service,	Christianity: stewards, caretakers,	Christianity: Trinity, Gospel, sin, obedience,	Christianity: holy, divine, Humanist,	Christianity: Creationist, Scientist,

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<p>Creator, Jewish, Muslim, Christmas, Easter, cross, Palm Sunday, Holy Week, Baptism, belonging, Aqiqah ceremony, church, mosque, Synagogue, Bible, Torah, Qur'an</p>	<p>Bible, Lord's Prayer, Creator, Genesis, world, beginning</p> <p>Judaism: Jewish, Torah, Synagogue, mezuzah, challah, kosher, Star of David, Shabbat Shalom, Shema, dreidel, Hanukkah, Shabbat, Kiddush cup,</p>	<p>praise, rejoice, Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday, shepherd, parable, Christmas, Advent, Bethlehem, Nativity, 'good news'</p> <p>Islam: Muslim, Allah, Tawhid, Iman, Shahadah, Qur'an, Muhammad, Five Pillars, salah, prophet</p>	<p>caring, the Fall, Noah, Abraham, Joseph, promises, agreement, pact, covenant, symbolism, Gospel</p> <p>Judaism: Rosh Hashanah and Yom Kippur, Pesach, Passover, shofar, tashlich, Exodus, Ten Commandments, Siddur prayer book</p> <p>Islam: Ramadan, Eid-ul-Fitr, rak'ah, Laylat-ul-Qadr, Ibadah</p>	<p>Salvation, crucify, sacrifice, Pentecostals, adult baptism</p> <p>Hinduism: Hindu, Aum, Brahman, Svetaketu, deities, life, death, rebirth, Trimurti, Brahma, Vishnu, Shiva, Rama and Sita, Diwali, Ramayana, sacred thread ceremony, atman</p> <p>Judaism: bar/bat mitzvah</p>	<p>Messiah, Incarnation, saviour, peace, commandment, justice, truth and reconciliation, Taize</p> <p>Judaism: Tenakh, mitzvot, Orthodox, Progressive, ark, Ner Tamid, bimah</p> <p>Islam: Sunni, Shi'a, Sufi, salat, sawm, zakah, Hajj, pilgrimage, ummah, Eid-ul-Adha, sadaqah</p>	<p>kingdom, kingship, theist, agnostic, atheist, sources of authority, secular</p> <p>Hinduism: dharma, karma, reincarnation, samsara, moksha, Mahabharata, punusharthas, ashramas, ahimsa, satya, selfless</p>
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Cross Curricular Links

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RE has cross curricular links with core and foundation subjects. These include English, Art, History, Music and PSHCE. Lessons are enhanced by the use of ICT, expressive arts, visits and visitors. For further details on cross curricular opportunities for each unit please see detailed syllabus planning.

Assessment Guidance (Impact)

1. An Elicitation assessment task must be completed at the start of each unit. This could be in the form of a quiz, mind map or a more formal document displaying what the children know already.
2. An End of Unit assessment must be completed to document the progression seen from the start of the unit. Again, this could be in the assessment forms mentioned above. Alternatively a poster could be created displaying the knowledge and skills achieved during the unit.

All Assessment objectives for each unit are displayed in the Long Term Plan above and in the Drive. Teachers should be able to identify which children have achieved the objectives, worked above and worked below the objectives.

Please Note: There is not a 'set' amount of evidence that needs to be collected but it would be useful to collate evidence from the 3 elements of the Teaching and Learning approach for each unit to show progression. 'Making sense of beliefs', 'Understanding the impact' and 'Making connections'. You could make these colours evident on various pieces of work and observations to make it clear which part of the teaching and learning cycle the work is from.

Visits and visitors are an important part of the RE experience. This document gives some information about how to access visits and visitors in the SW.

NATRE visits info page: <https://www.natre.org.uk/about-re/guidance-on-resources/visits-and-visitors/>

ICE Torbay support the teaching of the Christianity units in school: icetorbay@gmail.com

Faith and Belief Visitors

Name	Community	Experience, areas of expertise		Area
John Hall	Christian (CofE)	Christianity, Interfaith	jehall1949@icloud.com	Devon

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James McAdam	Christian	Christianity, Science and Religion	jamesmcadam68@gmail.com	East Devon, Exeter
Alan Somerville	Church of Jesus Christ of Latter-Day Saints	Teacher, farmer	alan@somervillefamily.co.uk	S Devon
Lizzie Isaacs	Gypsy/ Roma community	Gypsy/ Roma education, inc talking about the Jewish holocaust	liz.small2406@tiscali.co.uk	Devon
Ravi Nathwani	Hindu	Hindu religion and cultural awareness	RaviNathwani14@gmail.com	Devon
Sandhya Dave	Hindu	Hinduism, Cultural champions	sandhyadave@blueyonder.co.uk	
Suparna Bagchi	Hindu	Hindu religion	suparnabagchee@yahoo.co.uk	Plymouth (also able to visit schools in a wider area)
Keith Denby	Humanist	Humanism	keith@sealsrock.uk	Devon
Lisa Robillard Webb	Humanist	Humanism	springtideuk@gmail.com	Devon, Torbay
Humanists UK	Humanism	Humanist visitors service	education@humanism.org.uk	
Hamzah Saeid	Islam	Islam	hamzahsaeid@gmail.com	Devon
Neomi Alam	Islam	Experienced giver of talks to schools and colleges on Islam	neomialam@hotmail.com	Devon
Suaad George	Islam	Islam, Interfaith	sgenemgeorge@yahoo.co.uk	Devon

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Kate Hannan	Islam	Islam, Inclusive Mosque Initiative (secondary schools only)	kathrynahannan@gmail.com	Devon
Edgar Mihas		Judaism, interfaith	edgar@dr.com	Exeter, Torbay, S Devon
Paul Arnison-Newgass	Judaism	Judaism, Holocaust Education, History of Anti-semitism	paulnewgass@ardeola.eclipse.co.uk	Devon
Stuart Raine	Judaism	Exeter Synagogue	stewartraine@hotmail.co.uk	Devon
Richard Halsey	Judaism	Exeter Synagogue	richard.rosen2@outlook.com	Devon
Jeremy Michelson	Judaism	Judaism With Jeremy (distance learning CPD sessions)	jeremy@judaismwithjeremy.co.uk 07872 194 884	Virtual
Maia Miller	Pagan	Paganism, interfaith	maiamessenger@yahoo.com	Devon
Freda Wills	Pagan	Paganism	sacredcider@googlemail.com	Devon
Penny Rouvas	Sikh	Sikhism, yoga	pennyrouvas@gmail.com	S Devon
Chaz Singh	Sikh	Sikh contribution to UK, turban-tying	chazgoldie@googlemail.com	Plymouth, Devon
Ras Virdee	Sikh	Sikhism	ras@khalsa.com	Torbay, S Devon
Tim Harlow	Retired doctor	Medical Ethics, euthanasia/assisted dying	timharlow77@gmail.com	Exeter, Devon

Places of Worship

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Name of Place of Worship	Religious community	Address	Contact name	Email address
Exeter Cathedral	Christian	Cathedral Green, Exeter		
Torbay Islamic Centre	Muslim	Torbay	Abdul Abdi	golsom@gmail.com
Exeter Mosque	Muslim	13 York Rd, Exeter, EX4 6PG	Fuad Abdo (Mosque manager)	enquiries@exetermosque.org.uk fuadma@hotmail.co.uk
Quaker Meeting House	Quaker	Exeter	Penelope Putz	putz@onetel.net
Hartridge Buddhist Monastery	Buddhist	Odle Cottage, Upottery, Nr Honiton EX14 9QE		hartridge.monastery@gmail.com
Exeter Synagogue	Judaism	Synagogue Place, Exeter	Richard Halsey	richard.rosen2@outlook.com

Virtual RE visits

Virtual tours to RE places	https://www.cdec.org.uk/use-our-resources/films/
Virtual tours	http://request.org.uk/people/places/#
Jewish Museum	https://jewishmuseum.org.uk/
Al Aqsa Mosque	https://www.youtube.com/watch?v=O12LGO7Nl6c&feature=youtu.be
360 degree Hajj	https://www.youtube.com/watch?time_continue=6&v=49xdCEsDDx4&feature=emb_title
Global speaker service	https://globaldimension.org.uk/classroom/school-speaker-services/
Understanding Humanism	https://understandinghumanism.org.uk/school-speakers/

SEND Guidance

For pupils with Complex Learning Difficulties and Disabilities (CLDD)

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- Good RE begins from the unique individuality of the pupils, and provides rich experiences of religion and spirituality.
- Calm and peaceful space in RE can enable learners to enjoy their RE time individually.
- RE can enable pupils with the most complex of needs to develop awareness of themselves, their feelings, their emotions and their senses.

For pupils with Severe Learning Difficulties (SLD)

- Multi-sensory approaches bring the possibility of introducing spiritual experiences.
- RE makes a contribution to pupils' social development through story, music, shared experience and ritual.
- RE can enable pupils to develop their relationships with other people and their understanding of other people's needs.

For pupils with Moderate Learning Difficulties (MLD)

- RE can provide insight into the world of religion and human experience, especially when tough questions are opened up.
- RE can provide opportunities for pupils to participate in spiritual or reflective activity.
- RE can enable pupils to make links with their own lives. For pupils with Emotional and Behavioural Difficulties (EBD)
- RE can enable pupils to address deep issues of concern in helpful ways through exploring spiritual material and seeing how others have tackled difficult experiences.
- RE lessons can explore, in the safe space schools should provide, complex emotions or thoughts, and challenging questions.
- RE can assist in the development of pupils' maturity and self-awareness.

The 'Five Keys' planning model

This syllabus recommends a model devised by Anne Krisman, teacher at Little Heath School in the London Borough of Redbridge. She advocates five keys for planning in RE for SEND.

RE Intent Statement

'The principal aim of religious education at Sherwell Valley Primary School is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and worldviews, reflecting on their own ideas and ways of living.'

1. Connection – what links can we make with our pupils' lives? Creating a bridge between pupils' experiences and the religious theme.
2. Knowledge – what is the burning core of the faith? Selecting what really matters in a religious theme, cutting out peripheral information.
3. Senses – what sensory elements are in the religion? Looking for a range of authentic sensory experiences that link with the theme.
4. Symbols – what are the symbols that are most accessible? Choosing symbols that will encapsulate the theme.
5. Values – what are the values in the religion that speak to us? Making links between the values of the religious theme and the children's lives. This simple but profound approach enables teachers to use this agreed syllabus as a source of information for religious themes and concepts, but then to plan RE so that pupils can explore and respond, promoting their personal development by making connections with core religious concepts and their own experiences