

Religious Education

Rickleton Primary School Curriculum Vision

We aim to provide a creative, inclusive, challenging real-world curriculum relevant to the local and world-wide context of Rickleton Primary School today. Learning, built on the development of strong basic skills, will inspire deep knowledge and transferable skills which progress from each individual's starting points.

We want to inspire curious and ambitious learners, with a passion for education, giving them a thirst for knowledge to become the innovators and problem solvers of the future. By immersing children in an environment which celebrates tolerance and equality, children will learn to communicate their thoughts and opinions in respectful ways.

At Rickleton Primary School, we believe that children thrive and build resilience in an environment which is safe, inclusive and supportive of their well-being. By providing this environment, we believe every child is able to achieve their best possible outcomes and feel celebrated for who they are. Our curriculum supports learners to be proud to achieve their potential academically, socially and emotionally whilst encouraging them to become ambitious life-long learners.

Intent, Implementation, Impact

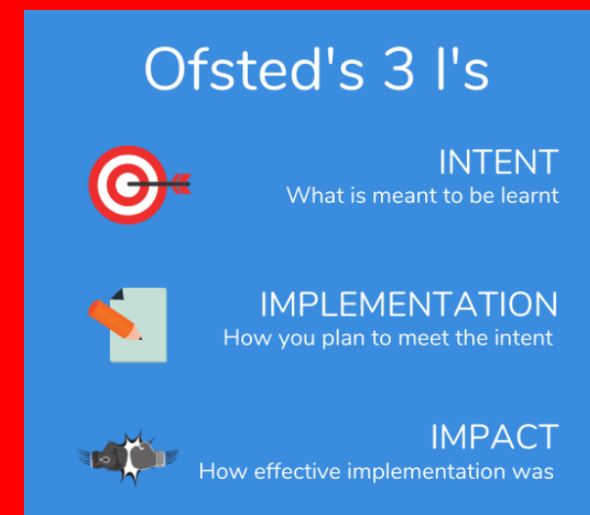
The phrase ‘intent, implementation, impact’ first came to light in 2019 when the new Ofsted inspection framework was launched. The big shift in focus was away from inspectors attempting to judge the quality of teaching and learning by observing lessons. Instead, the focus is now on attempting to judge the quality of education a school provides by, at least in part, interrogating its curriculum and its impact on pupils.

“The *intent* of the curriculum is the content you expect children to learn”

“The *implementation* of the curriculum is concerned with how you realise your intentions”

“The *impact* of the curriculum lies in whether students have learnt the things you’ve taught them”

The next three slides set out how each subject in our curriculum is designed and delivered in order to support our children to be successful. It should be clear how what they do and achieve in one subject supports the overall vision for our pupils.



Curriculum Intent

R.E. INTENT	We INTEND our curriculum to be:	
<p>The Rickleton curriculum is designed to deepen pupils’ knowledge about religions and develops their ‘religious literacy’. We use The Sunderland New Agreed Syllabus, which builds upon learning by comparing the religions, beliefs and practices studied, relevant to local and world-wide contexts. The teaching and learning approach has three core elements: making sense of beliefs, making connections and understanding the impact. These elements are woven together to provide breadth and balance within teaching and learning about religions and beliefs, whilst ensuring that children are aware of equality and celebrate difference and uniqueness within their local community and the wider world.</p> <p>Our curriculum is inclusive and we intend for children to be curious and passionate about diverse religious traditions alongside non-religious worldviews. This allows them to develop a thirst for knowledge and to find out what matters most to people. We aim to develop life-long learners that identify what is of value to themselves as they develop their own ideas and ways of living. Children will develop a more coherent understanding of different religions. The spiral curriculum allows pupils to encounter and engage with the core concepts, taking account of individual starting points before revisiting on a number of occasions, therefore embedding their learning.</p> <p>We intend for children to develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community. We aim that all our pupils are respectful, supportive and tolerant of others.</p>	Inclusive	celebrating religion and faith within particular year groups and the wider school community.
	Relevant to local and world-wide context	celebrating religion and faith within particular year groups and the wider school community.
	Create deep knowledge	studying one religion at a time before comparing different traditions, where children develop a more coherent understanding of several religions.
	Create transferable skills	focusing on critical thinking skills, personal reflection into the child’s own thoughts and feelings, growing subject knowledge and nurturing spiritual development.
	Take account of individual starting points	starting with a key question, allowing teachers to assess the children’s current level of understanding. Planning should indicate ‘building blocks’ of knowledge that the children should already know based on prior learning.

Curriculum Implementation

R.E. IMPLEMENTATION	Real-world Opportunities:	Big ideas:
<p>RE is inclusive at Rickleton, giving all our children the tools necessary to become well-rounded individuals. Opportunities enable them to develop a sense of equality. Whilst maintaining an understanding of individual starting points, each year group studies one religion at a time, before bringing together and comparing different traditions during a thematic study. This allows them to draw together their learning and retrieve and recall prior learning, whilst making connections with their wider experiences of the world.</p> <p>Termly plans start with a key question, which introduces the topic to the children, giving them the opportunity to ask questions to help guide their learning. Lessons then begin with the children making sense of the religions and non-religious worldviews. They also have a knowledge organiser displaying key questions for the unit and also key vocabulary for the children to refer to during their work. They then develop their understanding of the impact of these beliefs in people’s lives and consider how beliefs are put into action in diverse ways. Children will grow a passion for RE, meaning they can discuss and debate their views in a thoughtful and considerate manner. Connections are found in their own learning and with their wider experiences of the world. Children will be able to develop an understanding of the world around them, looking at spiritual, moral, social and cultural observations that they make. As children move through school, they become more independent in leading their own discussion and debate, demonstrating how to be respectful communicators.</p> <p>RE is generally timetabled weekly, however, some year groups opt to teach topics as a block. We ensure that there are many opportunities for cross-curricular links, and the principles of the New Agreed Syllabus can be applied in other subject areas, giving the children the opportunity to develop transferable skills. Such links include; speaking and listening skills used for discussion and debate, geographical skills used to deepen understanding of where in the world religious groups belong and developing an awareness of others in PSHCE. Our over-arching theme is to ‘linger for longer and dig deeper’, ensuring that all children who leave Rickleton Primary School are well rounded individuals, who are good citizens. Assemblies and RE lessons will link in some way to a celebration of diversity and the cultural differences that exist within the local community and the wider world. Children are given the opportunity to share their own experiences of family events that link to different religions.</p>	<p>Visits to places of worship.</p> <p>Religious visitors</p> <p>Parent to share real life experiences</p> <p>Real life artefacts.</p> <p>Real life examples in EYFS e.g. food tasting opportunities</p> <p>Celebrating festivals in EYFS e.g. Chinese New Year.</p>	<p>Adopt an enquiry-based approach - beginning with the children’s own life experience before moving into learning about and from religion.</p> <p>Questioning - about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging.</p> <p>Personal reflection and spiritual development - encourage pupils to explore their own beliefs (religious or non-religious), in the light of what they learn</p> <p>Develop respect for others - including people with different faiths and beliefs, and helps to challenge prejudice and contribute to our community</p>

Curriculum Impact

R.E. IMPACT	The IMPACT of our curriculum will create pupils who are:	
<p>We believe the impact of our RE curriculum will allow our pupils to have a better understanding of the principle religions represented in the UK, including non-religious worldviews to support community cohesion. There are clear links between our curriculum and religion in the local area of Sunderland. As Rickleton’s demographic is not culturally diverse, children generally have a limited starting point with regards to their knowledge of other religious views. Therefore, it will be evident that children make clear progress from EYFS to Year 6. Pupils will start to develop their own, personal worldviews and understanding of the world and their position within it. Pupils will be able to talk confidently about their well-being and moral and cultural development for the society in which they live. Our curriculum aids the pupils to formulate their own opinions in a supportive environment, being able to confidently articulate their personal views. Pupils will not be afraid to ask questions and deepen their knowledge or clarify their thinking. Pupils will feel valued and included as part of the whole school community, regardless of their views and beliefs and pupil voice feedback will show this.</p>	Curious	inquisitive, showing that they are confident to find out more and ask curious questions to further their understanding.
<p>Books, floor books and CLPs will showcase a coherent understanding of many religions in the world. Through this, the pupils demonstrate a huge thirst for knowledge and a desire to learn more. Identifying core concepts of religions and beliefs support pupils in understanding how beliefs and practices connect, so they can build upon their prior learning effectively. Opportunities for visits and visitors will enable pupils to experience religion and develop a relevant understanding to the religious buildings in the local and wider community. As a result of our well-thought-out curriculum, pupils will make links with their learning to experiences outside of school and share them when back in school. Pupils will demonstrate an understanding of the purpose of RE and why we learn about the wider world, preparing them to become life-long learners. The evidence will be seen through use of correct vocabulary, explanations and respectful opinions, as well as cross-curricular evidence, where possible. Through observations, drop ins and opportunities for pupil voice, there will be clear progress in the responses. Pupils will use the correct subject-specific vocabulary, providing a more detailed and balanced view. Collaborative Learning PowerPoints will evidence deep knowledge and skills from the same group of children over a series of topics. The work in books evidences deep knowledge and progress, showing how learning is built upon allowing pupils to ‘dig deeper and linger longer’. Teachers will consider pupils individual starting points and this will be evident through the use of subject knowledge webs. These will demonstrate the impact of the curriculum, showing pupils prior knowledge at the start of a topic and then again at the end.</p>	Passionate	passionate about what they are learning. Pupil voice will also show how children’s passion for RE enables them to learn more about the world around them.
	Thirst for knowledge	demonstrating a thirst for knowledge and a desire to learn more, through high quality work and discussions which show a coherent understanding of many religions in the world.
	Respectful Communicators	respectful of others views and beliefs, becoming more independent in leading their own discussion and debates.
	Life-long learners	demonstrating an understanding of the purpose of RE and why we learn about the wider world, preparing them to become life-long learners.

An Aspirational Curriculum

We feel passionately that our children aim high and have huge aspirations for their life ahead. As well as encouraging them to be successful in future studies and work, it is a vital tool for motivation and mental well-being.

We want our curriculum to open pupils' eyes to the things to not just areas in which they feel successful, but also to develop an understanding of the things they enjoy doing. By using a clear focus on real world links and future career paths, children begin to open their eyes to future choices and opportunities from an early age.

Our Aspirational Concepts documents are designed to give children an understanding of what is needed to be successful in all subjects, as well as potential future opportunities linked to the subject. Simplified language for younger pupils means that children grow in their ability to articulate their aspirations for their future.



Great accomplishments
start with great aspirations.

Gary Hamel

To be a theologian, I...

Have a broad knowledge of the key beliefs people have, particularly those most prevalent in the North East of England

Understand the importance of peoples' beliefs and the impact they have on how people live their lives.

Listen to the opinions of others and develop and express my own beliefs thoughtfully and respectfully.

To be a theologian, I...

Know about the different beliefs that people have, especially for people in the North East of England.

Listen to the opinions of others and give my own opinions respectfully.



Understand how peoples' beliefs can change how they live their lives.

To be a theologian, I...

Have a broad knowledge of the key beliefs people have, particularly those most prevalent in the North East of England

Understand the importance of peoples' beliefs and the impact they have on how people live their lives.

Listen to the opinions of others and develop and express my own beliefs thoughtfully and respectfully.

To be a theologian, I...

Have a broad knowledge of the key beliefs people have, particularly those most prevalent in the North East of England.

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To be a theologian, I...

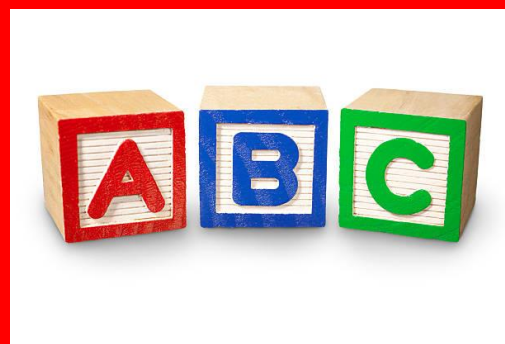
Have a broad knowledge of the key beliefs people have, particularly those most prevalent in the North East of England		Understand the importance of peoples' beliefs and the impact they have on how people live their lives.	Listen to the opinions of others and develop and express my own beliefs thoughtfully and respectfully.
<p>Can name God, Jesus and the Holy Spirit (the Trinity) as the main focus of Christianity?</p> <p>Recognise the Bible as the book of Christianity and are aware of the Old and New Testament?</p> <p>Can name some Bible stories and their meanings, especially those linked to creation and the 4 Gospels?</p> <p>Can explain the main Christian festivals?</p> <p>Can name the main symbols of Christianity?</p>	<p>Can name several of the main world religions?</p> <p>Can explain the main beliefs of several of the main world religions?</p> <p>Are aware that many people do not follow a religion and why?</p> <p>Can name the religious books and places of worship for the main world religions?</p> <p>Can name the signs and symbols which link to the main world religions?</p>	<p>Can describe the different ways in which people's beliefs affect the way they live their lives?</p> <p>Recognise that having a different belief or lifestyle to their own doesn't make it wrong or odd?</p> <p>Can describe how people show faith and commitment to their religion?</p> <p>Can identify similarities and differences in the beliefs and practises of those following the main world religions?</p> <p>Can identify how major religious celebrations are celebrated and they impact they have on the lives of believers?</p> <p>Can see the positives in others beliefs?</p>	<p>Are aware of the main faiths which are prevalent in the North East of England and how this might impact on their life?</p> <p>Can discuss religious beliefs which they feel they connect with the most?</p> <p>Can listen to the views of others with respect?</p> <p>Can share their opinion with respect and intelligence?</p> <p>Can discuss things which are important in their own life and how they show faith and commitment to them?</p> <p>Can begin to articulate their own religious or non religious beliefs?</p>
Counsellor	Chaplain	Youth Worker	Philosopher
			Charity Worker

Building from the Early Years

With the National Curriculum beginning from Year 1, the education in the EYFS (Early Years Foundation Stage) is often overlooked. We have always seen huge importance in making sure that learning for our youngest pupils is a building block for their future.

Staff have worked hard to ensure full coverage of the Early Years Foundation Stage profile, combined with positive integration in to the National Curriculum. Our core teaching schemes (Read Write Inc, Reading and Writing at Rickleton, NCETM Maths) all extend down to pupils in Reception and even Nursery for those who attend.

For the broader curriculum, the documents shown on the next slides support teachers to ensure they are aware of the foundation concepts which children bring from the EYFS in to the subjects taught in KS1 and 2, allowing staff to effectively build on prior learning.



RE in the EYFS

In the EYFS, children develop foundational skills and knowledge that support children's understanding of culture, religion and beliefs. This involves fostering a broad, inclusive understanding of religion, spirituality and moral values, alongside the development of key personal and social skills as well as nurturing curiosity and respect for the world around them, which lays the groundwork for future learning in Religious Education (RE). Through exploration of different cultures, festivals, and beliefs, children in the EYFS begin to develop an awareness of diversity and an appreciation for various worldviews. There are clear links between our curriculum and religion in the local area of Sunderland.

As Rickleton's demographic is not culturally diverse, children generally have a limited starting point with regards to their knowledge of other religious views. Therefore, it is important that children develop their own, personal worldviews and understanding of the world and their position within it. The RE curriculum in Rickleton is linked to the Sunderland Agreed Syllabus. The curriculum journey clearly builds upon children's knowledge, allowing opportunities to re-visit and make comparisons between the different religions. We also immerse the children in themed days/weeks to provide as many hands-on and practical experiences, developing their awareness of festivals, cultures and ways of life, such as Diawli, St David and Eid.

In EYFS, they also start to explore values such as kindness, fairness and respect, which are integral to many religious teachings. As they engage in stories, songs, and role-play activities, children develop empathy and an understanding of concepts like care for others, compassion, and community—values that are central to RE. These early experiences help build the emotional and social foundation necessary for engaging more deeply with religious ideas and practices as they progress through the National Curriculum for RE. In later stages of education, children can build on their EYFS experiences, expanding their understanding of religious beliefs, practices, and the significance of religion in people's lives, while continuing to reflect on moral questions and the diversity of the world around them. The skills of listening, respecting others, and exploring questions of identity and belonging, which are nurtured in the EYFS, ensure that children are ready to engage thoughtfully and respectfully with the themes covered in the National Curriculum for RE.

Curriculum Skill Progression

Reception EYFS RE Skills

<u>Making sense of belief</u>	<u>Making sense of belief</u>	<u>Making sense of belief</u>
<p>Re-tell religious stories Begin to recognise the word 'incarnation' as describing the belief that God came to earth as Jesus Recognise some religious words, e.g. about God Identify a sacred text e.g. Bible, Torah Recognise and re-tell stories connected with celebration of Easter Say why Easter is a special time for Christians Re-tell stories, talking about what they say about the world, God, human beings Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God</p>	<p>Re-tell religious stories Begin to recognise the word 'incarnation' as describing the belief that God came to earth as Jesus Recognise some religious words, e.g. about God Identify a sacred text e.g. Bible, Torah Recognise and re-tell stories connected with celebration of Easter Say why Easter is a special time for Christians Re-tell stories, talking about what they say about the world, God, human beings Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God</p>	<p>Re-tell religious stories Begin to recognise the word 'incarnation' as describing the belief that God came to earth as Jesus Recognise some religious words, e.g. about God Identify a sacred text e.g. Bible, Torah Recognise and re-tell stories connected with celebration of Easter Say why Easter is a special time for Christians Re-tell stories, talking about what they say about the world, God, human beings Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God</p>

Reception EYFS RE Knowledge

Autumn 1 – Being Special: Where do we belong? F4

<p><u>Making sense of belief</u> I know what makes people special</p>	<p><u>Understand the impact</u></p> <ul style="list-style-type: none"> I know the importance of a role model I know why Christians believe God and Jesus are special <p>I know some of the miracles Christians believe Jesus created.</p>	<p><u>Making connections</u></p> <ul style="list-style-type: none"> I know about my own personal experiences I know who is special to me <p>I know my family and my friends.</p>
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Autumn 2 – Why is Christmas important to Christians?

<p><u>Making sense of belief</u></p> <ul style="list-style-type: none"> I know why Christmas is a special time for Christians <p>know the word 'incarnation' as describing the belief that God came to earth as Jesus</p>	<p><u>Understand the impact</u></p> <ul style="list-style-type: none"> I know what happens at a traditional Christian festival (Christmas) <p>I know the important people in the Christmas story</p>	<p><u>Making connections</u></p> <ul style="list-style-type: none"> I know why we give presents I understand the concept of giving and receiving I know the meaning of 'grateful' <p>I know about my personal experiences of Christmas</p>
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Spring 1 - Why is God so important to Christians? F1

<p><u>Making sense of belief</u></p> <ul style="list-style-type: none"> I know who God is <p>I know why Christians believe God is special</p>	<p><u>Understand the impact</u></p> <ul style="list-style-type: none"> I know God impacts the way Christians live their lives. <p>I know how Christians show how God is important to them in the church.</p>	<p><u>Making connections</u></p> <ul style="list-style-type: none"> I know why it is important to protect God's world and all the creations within it. <p>I understand how Christians live their lives to protect the world.</p>
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Spring 2 - Why is Easter special to Christians?

<p><u>Making sense of belief</u></p> <ul style="list-style-type: none"> I know stories connected with celebration of Easter <p>I know Easter is a special time for Christians</p>	<p><u>Understand the impact</u></p> <ul style="list-style-type: none"> I know some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs etc <p>I know some ways Christians remember these stories at Easter</p>	<p><u>Making connections</u></p> <ul style="list-style-type: none"> I know about new life in nature <p>I can identify signs of Spring</p>
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Summer 1 - What place are special and why?		
<u>Making sense of belief</u> I know about special places and what makes them special	<u>Understand the impact</u> <ul style="list-style-type: none"> I know religious people have places which have special meaning for them 	<u>Making connections</u> <ul style="list-style-type: none"> I know somewhere that is special to me and say why it is a special place
	<ul style="list-style-type: none"> I know about the things that are special and valued in a place of worship I know why a Church and some features are special to Christians. I know why Mosques are special to Muslims. I know why synagogues are special to Jews.	<ul style="list-style-type: none"> I know and use appropriate words to talk about my thoughts and feelings when visiting a church. I can talk about homes around the world
Summer 2 – What times and stories are special and why?		
<u>Making sense of belief</u> <ul style="list-style-type: none"> I know some stories that talk about the world, God and human beings. I know about some religious stories I know some religious words, e.g. about God 	<u>Understand the impact</u> <ul style="list-style-type: none"> I know the moral of different stories e.g. The boy who cried wolf – always be honest, The Crocodile and the Priest – treat everyone equal (Sikh), Bilal and the Beautiful Butterfly – be thankful for the world (Muslim), The Gold-giving Serpent – not to be greedy (Indian fairytale), Best Friends – being a good friend (Asian story) The Lost Coin – two wrongs don't make a right (Christian) I know about some of the things these stories teach believers. 	<u>Making connections</u> <ul style="list-style-type: none"> I know why it is best to always be honest and tell the truth I know about my own feelings in the stories I hear
Key Vocabulary:		
Autumn 1	Autumn 2	Spring 1
Christians, difference, belief, god, Jesus, blessing, religious, symbol, baptism, church, ceremony, welcome, family, Muslim, Allah, tradition, meaningful, respect, Hindu, Raksha Bandhan, practice, brothers and sisters	Carols, Christmas, Jesus, Mary, Joseph, manger, shepherds, angels, gift, precious, god, welcome, special, bible, nativity, wise men, Christ, heaven, midnight mass, communion, celebration, faith, unique, love	Create, creation, god, creator, creative, bible, animals, living things, protect, community, world, care, precious, holy, VIP, very important person
Spring 2	Summer 1	Summer 2
Jesus, cross, church, pray, story, kindness, love, share, hope, light, Sunday, palm, tomb, risen, joy, palm Sunday, Easter, symbol, hosanna, resurrection, Jerusalem, holy week.	Places, worship, church, mosque, Christians, features, special, holy, clergy, inside and outside, god, faith, religion, ambo, lectern, baptism, tabernacle, chalice, holy water font, cross, crucifix, paschal candle, light of the world. Sanctuary lamp, catholic, Anglican, Arabic, Muslim, mosque, god, minaret, muezzin, bells	Religious, story, holy, god, Allah, Christian, Jewish, Muslim, Qu'ran, bible, sacred.

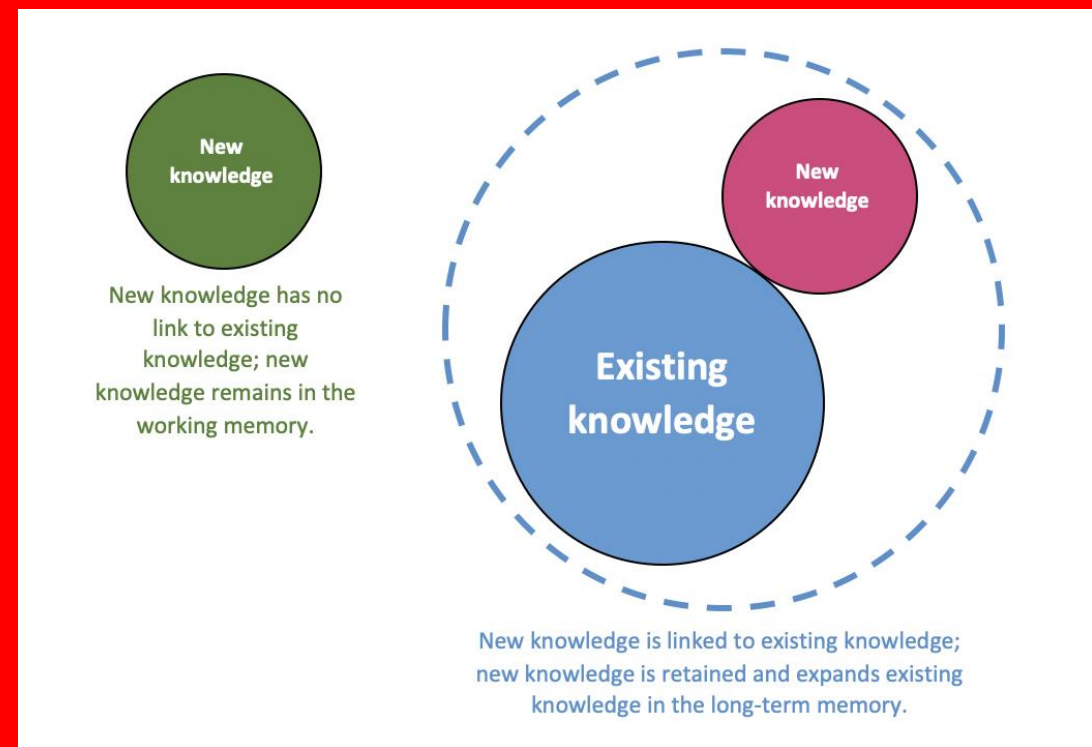
Knowing More, Remembering More



“Learning is defined as an alteration in long-term memory. If nothing has been altered in long-term memory, nothing has been learned.” (Kirschner, Sweller and Clarke, 2006)

Learning happens when pupils make sense of ideas in relation to what they already know. When we talk about knowledge in the long-term memory, we often refer to this as Sticky learning. Sticky learning is effectively the knowledge that stays with us forever.

In order to allow our pupils’ knowledge to stick, subjects are planned progressively to return to topics, themes and concepts which children recognise and can build upon. We called these themes Golden Threads.



Golden Threads which run throughout the curriculum are:

THREAD	OVERVIEW	IMPORTANCE TO BROADER UNDERSTANDING AT RICKLETON
Belief	An acceptance that something exists or is true, especially one without proof.	Recognition and understanding that people have different beliefs which they believe to be true and are important to them in their daily lives, even when these may be different to their own beliefs.
Stories and special books	Understanding that each religion has stories and books that are special for different reasons.	Awareness and understanding of various religious texts; how and why they may be important to people and how they might support and guide them in their daily lives.
Symbols	Something used for or regarded as representing something else.	Identifying the importance of symbols in world religions and what they represent for people that follow that religion.
Special places and special objects	Somewhere that has some significance for a particular reason.	Identifying special places that people may go to and the reasons why these special places hold such significance for those that visit.
Celebrations and special times	Events that occur at different times of the year and are important in some way.	Awareness of various celebrations and special times that are important in world religions and what it is that they are celebrating any why.
Leaders and teachers	People with roles, responsibilities and qualities that they use to work with others.	An appreciation of the people with roles and responsibilities in their own lives and why this is important, as well as people with roles and responsibilities in world religions. Consideration of the qualities that people have and how these use these in their work with others across the main world religions.
Inspirational people	Someone who makes you or other people want to do or achieve something.	Following in the footsteps of others and thinking about how what they have done or are doing may inspire them to act in the same or a similar way.
Belief in action	How people use their beliefs to influence their daily lives.	Developing an understanding of how the beliefs we have can influence how we lead our lives and these might link to beliefs that others have.

The objectives of each thread are:

GOLDEN THREAD	Learning Objectives:
Belief	<ul style="list-style-type: none"> - Understand that the beliefs a person has shapes who they are and what they do. - Understand that another person's beliefs can be different to our own. - Discuss some of the positives and negatives of a wide range of beliefs between people.
Stories and special books	<ul style="list-style-type: none"> - Understand the importance of stories and special books and how they support people in their lives. - Discuss the messages that are given by religious texts and books. - Discuss how the messages given in religious texts might support people who don't follow a faith.
Symbols	<ul style="list-style-type: none"> - Discuss symbols in everyday life and what they mean. - Understand the importance of symbolism in the major world religions and how they help people prepare for various events. - Discuss how the symbols of different world religions make people feel and what it reminds them of.
Special places and special objects	<ul style="list-style-type: none"> - Discuss the importance of special places in people's lives and how they used at different times and for different purposes. - Understand that special objects are used for different purposes within religious buildings and in people's homes. - Compare and contrast the special places and special objects that are within the major world religions.
Celebrations and special times	<ul style="list-style-type: none"> - Understand that preparation plays a big part in celebrations and special times and discuss what this preparation involves. - Discuss different special times and their significance for people who follow that faith. - Compare and contrast different celebrations and times, looking particularly how these events are celebrated.
Leaders and teachers	<ul style="list-style-type: none"> - Understand the importance of leaders and teachers within a person's life, both those who follow a faith and those who don't. - Discuss some of the qualities that leaders and teachers have and how this helps people in their lives. - Understand how children could show some of these qualities.
Inspirational people	<ul style="list-style-type: none"> - Discuss some of the inspirational people who are recognised within the major world religions. - Identify the qualities that people have that make them inspirational and the effect that these people have on followers of that religion. - Understand that inspirational people influence how followers of a religion may live their lives.
Belief in action	<ul style="list-style-type: none"> - Understand that beliefs that people hold can be seen in how they live their lives. - Discuss how people show their beliefs in various religions in their daily lives. - Discuss how people who don't follow a religion may show similar beliefs.

Coverage across KS1 and KS2:

Thread	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
	Aut	Sp	Sum	Aut	Sp	Sum	Aut	Sp	Sum	Aut	Sp	Sum	Aut	Sp	Sum	Aut	Sp	Sum
Beliefs	X			X	X		X	X		X		X	X	X		X	X	X
Stories and special books	X	X		X	X	X	X	X	X	X	X	X	X	X		X	X	X
Symbols		X		X	X					X	X	X	X	X			X	
Special Places/Objects		X			X	X		X			X	X	X	X				X
Celebrations and Special times	X			X			X	X			X	X	X	X		X	X	
Leaders and teachers			X	X		X			X	X			X	X	X			X
Inspirational People			X	X					X			X		X			X	
Belief in Action	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Coverage across KS1 and KS2:

THREAD	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beliefs	<p>What does it mean to belong to a faith community? What do Christians believe God is like?</p>	<p>Who is a Muslim and how do they live? Why does Christmas matter to Christians? Why does Easter matter to Christians?</p>	<p>What do Christians believe from the creation story? What is it like for someone to follow God? How do festivals and worship show what matters to a Muslim? How do festivals and family life show what matters to Jewish people?</p>	<p>What is the trinity and why is it important to Christians? For Christians, when Jesus left, What was the impact of Pentecost? How and why do people mark the significant events of life?</p>	<p>What does it mean if Christians believe God is holy and loving? What does it mean to be a Muslim in Britain today? Why do Christians believe Jesus was the Messiah? Why is the Torah so important to Jewish people? Christians and how to live: what would Jesus do? What matters most to humanists and Christians?</p>	<p>Creation and science: conflicting or complementary? Why do some people believe in God and some do not? Why do Hindus want to be good? What do Christians believe Jesus did to 'save people'? For Christians, what kind of king is Jesus? How does faith help people when life gets hard?</p>
Stories and special books	<p>What does it mean to belong to a faith community? What do Christians believe God is like? Who is Jewish and how do they live?</p>	<p>Who is a Muslim and how do they live? Why does Christmas matter to Christians? Why does Easter matter to Christians? What is the 'good news' Christians believe Jesus brings? What makes some places sacred to believers?</p>	<p>What do Christians believe from the creation story? What is it like for someone to follow God? How do festivals and worship show what matters to a Muslim? How do festivals and family life show what matters to Jewish people? What kind of world did Jesus want? How and why do people try make the world a better place?</p>	<p>What is the trinity and why is it important to Christians? What does it mean to be Hindu in Britain today? Why do Christians call the day Jesus died Good Friday? For Christians, when Jesus left, What was the impact of Pentecost? How and why do people mark the significant events of life?</p>	<p>What does it mean if Christians believe God is holy and loving? What does it mean to be a Muslim in Britain today? Why do Christians believe Jesus was the Messiah? Why is the Torah so important to Jewish people?</p>	<p>Creation and science: conflicting or complementary? Why do some people believe in God and some do not? Why do Hindus want to be good? What do Christians believe Jesus did to 'save people'? For Christians, what kind of king is Jesus? How does faith help people when life gets hard?</p>
Symbols	<p>Who is Jewish and how do they live?</p>	<p>Who is a Muslim and how do they live? Why does Christmas matter to Christians? Why does Easter matter to Christians?</p>		<p>What do Hindus believe God is like? What does it mean to be Hindu in Britain today? Why do Christians call the day Jesus died Good Friday? For Christians, when Jesus left, What was the impact of Pentecost? How and why do people mark the significant events of life?</p>	<p>What does it mean if Christians believe God is holy and loving? What does it mean to be a Muslim in Britain today? Why do Christians believe Jesus was the Messiah? Why is the Torah so important to Jewish people?</p>	<p>Why do Hindus want to be good? What do Christians believe Jesus did to 'save people'?</p>
Special places/Objects		<p>Who is a Muslim and how do they live? Why does Easter matter to Christians? What is the 'good news' Christians believe Jesus brings? What makes some places sacred to believers?</p>	<p>How do festivals and worship show what matters to a Muslim? How do festivals and family life show what matters to Jewish people?</p>	<p>What does it mean to be Hindu in Britain today? Why do Christians call the day Jesus died Good Friday? For Christians, when Jesus left, What was the impact of Pentecost? How and why do people mark the significant events of life?</p>	<p>What does it mean if Christians believe God is holy and loving? What does it mean to be a Muslim in Britain today? Why do Christians believe Jesus was the Messiah? Why is the Torah so important to Jewish people?</p>	<p>For Christians, what kind of king is Jesus? How does faith help people when life gets hard?</p>

Coverage across KS1 and KS2:

THREAD	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Celebrations and Special times	<p>What does it mean to belong to a faith community? What do Christians believe God is like?</p>	<p>Who is a Muslim and how do they live?</p>	<p>What do Christians believe from the creation story? What is it like for someone to follow God? How do festivals and worship show what matters to a Muslim? How do festivals and family life show what matters to Jewish people?</p>	<p>What does it mean to be Hindu in Britain today? Why do Christians call the day Jesus died Good Friday? For Christians, when Jesus left, What was the impact of Pentecost? How and why do people mark the significant events of life?</p>	<p>What does it mean if Christians believe God is holy and loving? What does it mean to be a Muslim in Britain today? Why do Christians believe Jesus was the Messiah? Why is the Torah so important to Jewish people?</p>	<p>Creation and science: conflicting or complementary? Why do some people believe in God and some do not? Why do Hindus want to be good? What do Christians believe Jesus did to 'save people'?</p>
Leaders and teachers	<p>Who do Christians say made the world? How should we care for the world and others and why does it matter?</p>	<p>Who is a Muslim and how do they live? Why does Christmas matter to Christians? What is the 'good news' Christians believe Jesus brings? What makes some places sacred to believers?</p>	<p>What kind of world did Jesus want? How and why do people try make the world a better place?</p>	<p>What is the trinity and why is it important to Christians? What do Hindus believe God is like? What do Hindus believe God is like?</p>	<p>What does it mean if Christians believe God is holy and loving? What does it mean to be a Muslim in Britain today? Why do Christians believe Jesus was the Messiah? Why is the Torah so important to Jewish people? Christians and how to live: what would Jesus do? What matters most to humanists and Christians?</p>	<p>For Christians, what kind of king is Jesus? How does faith help people when life gets hard?</p>
Inspirational People	<p>Who do Christians say made the world? How should we care for the world and others and why does it matter?</p>	<p>Who is a Muslim and how do they live? Why does Christmas matter to Christians?</p>	<p>What kind of world did Jesus want? How and why do people try make the world a better place?</p>	<p>What is the trinity and why is it important to Christians? What do Hindus believe God is like? For Christians, when Jesus left, What was the impact of Pentecost? How and why do people mark the significant events of life?</p>	<p>Why do Christians believe Jesus was the Messiah? Why is the Torah so important to Jewish people?</p>	<p>Why do Hindus want to be good? What do Christians believe Jesus did to 'save people'?</p>
Belief in Action	<p>What does it mean to belong to a faith community? What do Christians believe God is like? Who do Christians say made the world? How should we care for the world and others and why does it matter?</p>	<p>Who is a Muslim and how do they live? Why does Christmas matter to Christians? Why does Easter matter to Christians? What is the 'good news' Christians believe Jesus brings? What makes some places sacred to believers?</p>	<p>What do Christians believe from the creation story? What is it like for someone to follow God? How do festivals and worship show what matters to a Muslim? How do festivals and family life show what matters to Jewish people? What kind of world did Jesus want? How and why do people try make the world a better place?</p>	<p>What is the trinity and why is it important to Christians? What do Hindus believe God is like? What does it mean to be Hindu in Britain today? Why do Christians call the day Jesus died Good Friday? For Christians, when Jesus left, What was the impact of Pentecost? How and why do people mark the significant events of life?</p>	<p>What does it mean if Christians believe God is holy and loving? What does it mean to be a Muslim in Britain today? Why do Christians believe Jesus was the Messiah? Why is the Torah so important to Jewish people? Christians and how to live: what would Jesus do? What matters most to humanists and Christians?</p>	<p>Creation and science: conflicting or complementary? Why do some people believe in God and some do not? Why do Hindus want to be good? What do Christians believe Jesus did to 'save people'? For Christians, what kind of king is Jesus? How does faith help people when life gets hard?</p>

