Ackworth Howard C of E School

Educating for ‘life in all its fullness.’

RE Curriculum – Essential Knowledge

Intent

At Ackworth Howard J&I School, we believe that in RE we should develop the children's skills so that they can explore people's beliefs and asks questions about life. Children should learn to understand the differences and similarities between people and how they live, based on their beliefs. Through RE children will learn to reflect and respond to their own ideas.

Mind - RE at our school engages pupils in an enquiry approach where they can develop an understanding for the expression of beliefs, cultural practices and influence of principle religions and world views in the local, national and wider global community.

Body – We encourage our children to be inspired by moments of awe and wonder and respond to God through worship and seek solace and support from their faith. Through our inspiring curriculum will give children the opportunity to respond creatively to their life experiences.

Spirit RE in our school has a significant role for the development of pupils' spiritual, moral, social and cultural development. We promote respect and open-mindedness towards others with different faiths and beliefs and we encourage pupils to develop their sense of identity and belonging through self-awareness and reflection.

What our children say about RE...

- We are a Church school and RE is a subject that all schools should complete work on. Learning about different faiths and beliefs helps us to understand each other and to be tolerant. If a new child joined our school and was Jewish we would be able to help them settle as we would understand more about their religion – ***Year 5***

- In RE lessons we learn about Christian stories and beliefs but also we learn about other religions so that we can understand other beliefs and practices– ***Year 3***

- We know about key events in different religions such as Christingle, we can believe in God and understand his teachings and we learn to be better people and follow the Christian values– ***Year 4***

- We are a religious school and we need to learn about our own faith and the faiths and beliefs of others– ***Year 6***

- In RE we learn about other people, learn about God and Jesus and learn how to do the right thing. – ***Year 2***

Values and attitudes in RE

Curiosity and wonder: Developing imagination and curiosity; recognising that knowledge is bounded by mystery; appreciating the sense of wonder at the world in which they live; developing their interest in and capacity to respond to questions of meaning and purpose; exploring the nature of religious practices and teachings; being willing to look carefully at 'the other' and be open to learning from it; following mysterious and profound lines of thinking through, to see where they lead

Commitment: Understanding the importance of commitment to a set of values by which to live one's life; willingness to develop a positive approach to life; the ability to learn, while living with certainty and uncertainty.

Fairness: Listening to the views of others without prejudging one's response; careful consideration of other views; willingness to consider evidence, experience and argument; readiness to look beyond surface impressions; developing the courage to pursue fairness.

Respect: Being sensitive to the feelings and ideas of others; developing skills of listening and a willingness to learn from others, even when others' views are different from their own; being ready to value difference and diversity for the common good; appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society; being prepared to recognise and acknowledge their own bias; recognising the rights of others to hold their own views; avoidance of ridicule; discerning between what is worthy of respect and what is not; appreciation that religious convictions are often deeply felt.

Values and attitudes in RE

Self-understanding: Feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule; developing a realistic and positive sense of their own religious, moral and spiritual ideas and a mature sense of self worth; recognising their own uniqueness as human beings and affirming their self-worth; becoming increasingly sensitive to the impact of their ideas and behaviour on other people; developing the capacity to discern the personal relevance of religious questions; deepening awareness of the role of belief and tradition in identity and culture.

Open mindedness: Being willing to learn and gain new understanding; engaging in argument or disagreeing reasonably and respectfully (without belittling or abusing others) about religious, moral and spiritual questions; developing the confidence in one's own identity to appreciate the identity of others; willingness to seek new truth through learning; openness to points of view different from one's own

Critical mindedness: A willingness to examine ideas, questions and disputes about religious and spiritual questions; distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith; the development of attitudes that distinguish between such things as superstition or prejudice and such things as conviction, personal commitment and faith; the ability to argue respectfully, reasonably and evidentially about religious and spiritual questions.

Enquiry: A desire to seek after the truth; developing a personal interest in ultimate or metaphysical questions: an ability to live with ambiguities and paradox; the desire to search for the meaning of life; being prepared to reconsider existing views critically; being prepared to acknowledge bias and prejudice in oneself; willingness to value insight and imagination as ways of perceiving reality.

Early Years RE

Wakefield Agreed Syllabus for RE 2023-2028	Ackworth Howard's Knowledge Essentials
Children in EYFS should encounter religions and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. The table outlines the most relevant early years outcomes from 3-4 years to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for RE.	**Personal, Social and Emotional** **3 – 4 years:** • Develop their sense of responsibility and membership of a community **Reception** • See themselves as a valuable individual • Think about the perspectives of others **ELG** • Show sensitivity to their own and others' needs (Building Relationships)

Early Years RE

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Early Years RE

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Children in EYFS should encounter religions and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. The table outlines the most relevant early years outcomes from 3-4 years to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for RE.	

Early Years Essential Knowledge

Essential Vocabulary

F1 (God / Creation) – Why is the word 'God' so important to Christians? (UC)

- God is a VIP for Christians
- Christians believe that God's name must be respected and kept holy
- God created the world in 7 days
- God made Adam and Eve to look after his world
- Christians believe that God created our wonderful world and that we should look after it

F2 (Incarnation) – Why do Christians perform nativity plays at Christmas? (UC)

- Singing carols and performing nativity plays is about telling the 'good news' of God coming to earth
- Many different people were involved in the Christmas story: Mary, Joseph,, Emperor Augustus, Angel Gabriel, Innkeeper, Jesus, Shepherds, Wise Men,
- Christians celebrate Christmas every year as it reminds them how much God loves them
- Christmas is about sharing God's love with our families and friends.

F1 (Believing) Which stories are special and why? (AS)

- Know that the Bible is a special book for Christians
- Know that the Quran is a special book for Muslims
- Know that religious stories have special messages
- Can retell the story of Calming of the Storm and talk about the meaning behind it
- Know and retell the story of David and Goliath
- Know that Jesus teaches about keeping promises through the parable of The Two Brothers
- Know and retell the story of The Crying Camel

F3 (Salvation) – Why do Christians put a cross in an Easter garden? (UC)

- The events of Holy Week (Palm Sunday, Maundy Thursday / The Last Supper, Good Friday)
- The cross is a symbol to help us remember 'Good' Friday.
- Jesus died on a cross on Good Friday.
- Christians make Easter gardens to remember this story
- Easter Eggs are a symbol of new life
- Jesus' name means 'He Saves'
- Christians believe Jesus came to show God's love
- Christians show how they love and care for one another in lots of ways by being thoughtful and kind, visiting Church, attending and helping at community events etc

F3 (Expressing) Which places are special and why? (AS)

- That a church is a holy building for Christians
- Recognise internal and external features of a church
- That a mosque is a religious building, where Muslims pray
- Name a range of features of a mosque and a church
- How features of mosques and churches are used and their meanings
- Similarities and differences between two places of worship

F5 (Living) Where do we belong? (AS)

- The story of Jesus blessing the children.
- Recognise groups to which they belong.
- Talk about groups that others belong to.
- Similarities and differences between themselves and others and amongst families.
- Recognise symbols or badges which show belonging, including religious ones
- How babies are welcomed by families
- What happens at a traditional infant baptism.
- How babies are welcomed by Muslim families
- What happens when a baby is welcomed into the Muslim tradition
- About objects that matter in Hinduism especially when welcoming a new baby

Early Years RE Vocabulary

Essential Vocabulary		
F1 (God / Creation) – Why is the word 'God' so important to Christians? (UC) God, Bible, creation, church, worship, pray, harvest, Christian, Lord's prayer, thanks, baptism, charity	**F2 (Incarnation) – Why do Christians perform nativity plays at Christmas? (UC)** Christmas, Nativity, Special, Celebrate, Thanksgiving, Welcome, Precious, Advent	**F1 (Believing) Which stories are special and why? (AS)** Christmas, Bible, Church, Jesus, believe Allah, Prophet Muhammad, Qu'ran, Mosque Hindu, Diwali, Rama, Sita, Diwa lamp
F3 (Salvation) – Why do Christians put a cross in an Easter garden? (UC) Easter, Palm Sunday, King, save, rescue, palm, Good Friday, Easter Saturday, Easter Sunday, commandment, risen, hero, Samaritan, gospel, hosanna	**F3 (Expressing) Which places are special and why? (AS)** Religion, Special books, Special places, Special stories, prayer	**F5 (Living) Where do we belong? (AS)** infant baptism and dedication, Aqiqah ceremony

Year 1

Wakefield Agreed Syllabus for RE 2023-2028	Ackworth Howard's Knowledge Essentials
Pupils should develop their knowledge and understanding of religious and non-religious worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas. RE should enable pupils to: A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities (Believing - A. Know about and understand a range of religions and non-religious worldviews. (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)	**Year 1 – Autumn 1** **1.2 (Creation) – Who made the world?** *Emerging* • Pupils know that Christians believe that God created the universe. That the earth and everything in it are important to God. • They know that the creation story includes a day of rest. • They know that Harvest Festival is a time when Christians say thank you to God for creation. • Pupils know that Christians believe they should care for the world because it belongs to God. They can give an example. *Expected* • Pupils know that Christians believe that God created the universe. That the earth and everything in it are important to God. • Pupils can identify the sequence of the creation story and know the importance Christians attach to a day of rest. • Pupils know that Christians believe that God has a unique relationship with human beings as their creator and sustainer. • They know that Christians believe they should give thanks to God for his creation and that Harvest Festival is a time to do this. • Pupils know that Christians believe they should care for the world because it belongs to God. They can give an example. *Exceeding* • Pupils can raise relevant questions in response to their enquiry into the Christian concept of Creation. • Pupils are able to discuss the idea of God making the world and can make connections to the 'Big Story'. • They can explore why a belief that God made the world is significant for Christians.

Year 1

Wakefield Agreed Syllabus for RE 2023-2028	Ackworth Howard's Knowledge Essentials
RE should enable pupils to: B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. B3. Notice and respond sensitively to some similarities between different religions and worldviews. (Expressing – Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews. (Religious and spiritual forms of expression; questions about identity and diversity)	**Year 1 Autumn 2** **1.1 Who is a Christian and what do they believe? (Believing)** *Emerging:* • Talk about the fact that Christians believe in God and follow the example of Jesus (A1). Recognise some Christian symbols and images used to express ideas about God (A3). E*xpected:* • Talk about some simple ideas about Christian beliefs about God and Jesus (A1). • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Ask some questions about believing in God and offer some ideas of their own (C1). *Exceeding:* • Make links between what Jesus taught and what Christians believe and do (A2). • Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1)

Year 1

Wakefield Agreed Syllabus for RE 2023-2028	Ackworth Howard's Knowledge Essentials
RE should enable pupils to: C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry C2. Find out about and respond with ideas to examples of cooperation between people who are different. C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response. (Living - Gain and deploy the skills needed to engage seriously with religions and non-religious worldviews.) (Religious practices and ways of living; questions about values and commitments)	**Year 1 Spring 1** **1.4 (Gospel) – What is the good news that Jesus brings?** *Emerging* • Pupils will know that Christians believe that Jesus brings the good news (Gospel) and that God loves them and he will forgive them when they go wrong. • Pupils know that Christians will pray to God prayers to say sorry, to ask for things. to say thank you. *Expected* • Pupils will know that Christians believe that Jesus brings the good news (Gospel) and that God loves them and he will forgive them when they go wrong. • Pupils will know that Christians believe that by forgiving they will find peace in their own lives, with others, and with God. • Pupils know the story of the calling of Matthew (including why the tax collector was unpopular, and how people reacted) the tax collector and that Jesus chose as his closest friends (disciples) many who were friendless. • Pupils know that Christians will pray to God prayers to say sorry to ask for things to say thank you. *Exceeding* • Pupils can raise relevant questions in response to their enquiry into the Christian concept of Gospel. • Pupils are able to discuss the idea of what is good about forgiveness and can make connections to the 'Big Story'. They can explore why a belief in forgiveness can lead to peace.

Year 1

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	Year 1 Summer 1 **1.3 (Judaism) Who is Jewish and what do they believe? (Believing)** *Emerging:* • Talk about the fact that Jewish people believe in God (A1). • Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3). *Expected:* • Talk about how the mezuzah in the home reminds Jewish people about God (A3). • Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1). • Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2). • Ask some questions about believing in God and offer some ideas of their own (C1). *Exceeding:* • Make links between some Jewish teachings and how Jewish people live (A2). • Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1).

Year 1

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	Year 1 Summer 2 **1.7 (Living) – What does it mean to belong to a faith community? (Christians and Jewish people)** Emerging: • Talk about what is special and of value about belonging to a group that is important to them (B2). • Show an awareness that some people belong to different religions (B1). Expected: • Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3). • Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). • Identify two ways people show they belong to each other when they get married (A1). • Respond to examples of co-operation between different people (C2) Exceeding: • Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2). • Identify some similarities and differences between the ceremonies studied (B3)

Year 1 RE Vocabulary

Essential Vocabulary		
1.2 (Creation) – Who made the world? (UC) Jewish, creator, universe, relationship, unique	**1.1 (Believing) Who is a Christian and what do they believe? (AS)** Christian, God, Creator, message, teaching, belief, miracle, Gospel	**1.4 (Gospel) – What is the good news that Jesus brings? (UC)** Good news, friendship, forgiveness, peace, instructions, community, sharing, thankful
1.5 (Salvation) – Why does Easter matter to Christians? (UC) Incarnation, holy week, worship, festival, symbol, cross, crucifix, suffering, forgiveness, lent	**1.3 (Believing) (Judaism) Who is Jewish and what do they believe? (AS)** Jewish, synagogue, Torah, Chanukah / Hanukkah, Judaism, Shabbat, Mezuzah,	**1.7 (Living) What does it mean to belong to a faith community? (Christians and Jewish people) (AS)** Belonging, fish/ICHTHUS badges baptism and dedication, promise **1.6 (Expressing) How and why do we celebrate special and sacred times? (AS)** **Christian, Jewish people and Muslims** Celebration, Christmas, Easter, Harvest and Pentecost in Christianity Muslims celebrate Eid-ul Fitr fasting (Ramadan). Shabbat, Genesis 1, God as Creator, Moses and the Exodus, freedom, Chanukah, Sukkot

Year 2

Wakefield Agreed Syllabus for RE 2023-2028	Ackworth Howard's Knowledge Essentials
Pupils should develop their knowledge and understanding of religious and non-religious worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas. RE should enable pupils to: A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities (Believing - A. Know about and understand a range of religions and non-religious worldviews. (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)	**Year 2 Autumn 1** **1.1 (God) – What do Christians believe God is like?** *Emerging* • Pupils know that Christians believe in God and that they find out about him in the Bible. • They know that a parable is 'a story (in this case told by Jesus) to help people understand ideas'. • They can give an example of such a story i.e. parable of the Lost Son and/or the Story of Jonah. • They know that Christians believe that God is loving kind forgiving and fair. • They know that Christians worship God and pray to him. *Expected* • Pupils know that Christians believe in God and that they find out about him in the Bible. • They know that a parable is 'a story (in this case told by Jesus) to help people understand ideas'. • They can give an example of such a story i.e. parable of the Lost Son and/or the Story of Jonah. • They know that Christians believe that God is loving kind forgiving and fair. • They know that Christians worship God and pray to him. *Exceeding* • Pupils can raise relevant questions in response to their enquiry into the question 'What do Christians believe God is like? • Pupils are able to discuss the idea of God being loving kind forgiving and fair. • They can explore why the story of Jonah or the parable of the Lost Son are significant for Christians.

Year 2

Wakefield Agreed Syllabus for RE 2023-2028	Ackworth Howard's Knowledge Essentials
RE should enable pupils to: B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. B3. Notice and respond sensitively to some similarities between different religions and worldviews. (Expressing – Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews. (Religious and spiritual forms of expression; questions about identity and diversity)	**Year 2 Autumn 2** **1.3 (incarnation) – Why does Christmas matter to Christians?** *Emerging* • Pupils know that Christians celebrate Jesus' birth. • They are aware of Advent but can't explain its significance. • They know aspects of the birth narrative i.e. The Angel appeared to Mary, Mary and Joseph travelled to Bethlehem where Jesus was born as a baby and he was placed in a manger, Angels appeared to the shepherds. *Expected* • Pupils know that Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming. • Pupils know that Christians believe that Jesus is God. • They know the birth narrative i.e. The Angel appeared to Mary, Mary and Joseph travelled to Bethlehem where Jesus was born as a baby and he was placed in a manger. • Angels appeared to the shepherds. The wise men brought gifts. • The Bible points out that his birth showed that he was extraordinary (e.g. he is worshipped as a king in Matthew) and that he came to bring good news (e.g. to the poor in Luke) • Pupils use the term incarnation. They can talk about examples of how this theme has been explore in art and music (including hymns) by Christians. *Exceeding* • Pupils can raise relevant questions in response to their enquiry into the Christian concept of Incarnation. • Pupils are able to discuss the idea of Jesus being extraordinary and can make connections to the 'Big Story'. • They can explore why Jesus being born in a stable is significant for Christians.

Year 2

Wakefield Agreed Syllabus for RE 2023-2028	Ackworth Howard's Knowledge Essentials
RE should enable pupils to: C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry C2. Find out about and respond with ideas to examples of cooperation between people who are different. C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response. (Living - Gain and deploy the skills needed to engage seriously with religions and non-religious worldviews.) (Religious practices and ways of living; questions about values and commitments)	**Year 2 Spring 1** **1.2 (Believing) (Islam) – Who is Muslim and what do they believe?** *Emerging:* • Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr (A1). • Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3). *Expected:* • Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). • Re-tell a story about the life of the Prophet Muhammad (A2). • Recognise some objects used by Muslims and suggest why they are important (A2). • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). *Exceeding:* • Make links between what the Holy Qur'an says and how Muslims behave (A2). • Ask some questions about God that are hard to answer and offer some ideas of their own (C1).

Year 2

Wakefield Agreed Syllabus for RE 2023-2028	Ackworth Howard's Knowledge Essentials
	Year 2 Spring 2 **1.4 (Believing) – What can we learn from sacred books? (Christians, Muslims and Jewish people)** *Emerging:* • Talk about some of the stories that are used in religion and why people still read them (A2). Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3). *Expected:* • Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). • Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2). • Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). • Talk about issues of good and bad, right and wrong arising from the stories (C3). *Exceeding:* • Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1). • Make links between the messages within sacred texts and the way people live (A2).

Year 2

Wakefield Agreed Syllabus for RE 2023-2028	Ackworth Howard's Knowledge Essentials
	Year 2 Summer 1 **1.5 (Expressing) – What makes some places sacred? (Christians, Jewish people and Muslims)** *Emerging:* • Recognise that there are special places where people go to worship, and talk about what people do there (A1). • Identify at least three objects used in worship in two religions (A3). *Expected:* • Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). • Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). • Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1). • Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1). *Exceeding:* • Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising (A2). • Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3)

Year 2

Wakefield Agreed Syllabus for RE 2023-2028	Ackworth Howard's Knowledge Essentials
	Year 2 Summer 2 **1.8 (Living) – How should we care for others and the world and why does it matter? (Christians, Muslims and Jewish people)** *Emerging:* • Talk about how religions teach that people are valuable, giving simple examples (B1). Recognise that some people believe God created the world and so we should look after it (A2). *Expected:* • Re-tell Bible stories and stories from another faith about caring for others and the world (A2). Identify ways that some people make a response to God by caring for others and the world (B1). • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2) • Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1). *Exceeding:* • Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1). • Answer the title question thoughtfully, in the light of their learning in this unit (C1).

Year 2

Wakefield Agreed Syllabus for RE 2023-2028	Ackworth Howard's Knowledge Essentials
	Year 1 and Year 2 (Ongoing throughout the year) **1.6 (Expressing) – How and why do we celebrate special and sacred times? (Christians, Jewish people and Muslims)** *Emerging:* • Identify a special time they celebrate and explain simply what celebration means (A1). • Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2). *Expected:* • Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). • Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). • Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). *Exceeding:* • Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr (A3). • Identify some similarities and differences between the celebrations studied (B3).

Year 2 RE Vocabulary

Essential Vocabulary		
1.1 (God) What do Christians believe God is like? (UC) Parable, forgiving, loving,	**1.3 (Incarnation) Why does Christmas matter to Christians? (UC)** Bethlehem, Good News, Gospels, Gratitude, Church, Crib, Incarnate	**1.2 (Believing) (Islam) Who is Muslim and what do they believe? (AS)** Muslim, Islam, Allah, Prophet, Mosque, Eid, Qu'ran, moon and star, Ramadan, tawhid
1.4 (Believing) What can we learn from sacred books? (AS) Tenakh, Synagogue, Torah, Ark	**1.5 (Expressing)What makes some places sacred?** (AS) church: altar, cross, crucifix, font, lectern, candles mosque/masjid: wudu; calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin Religion, celebration, festival, symbol, thankful	**1.8 (Living) How should we care for others and the world and why does it matter?** (AS) Genesis 1, Creation, tzedekah (charity) in Judaism 1.6 (Expressing) How and why do we celebrate special and sacred times? (AS) Christian, Jewish people and Muslims Celebration, Christmas, Easter, Harvest and Pentecost in Christianity Muslims celebrate Eid-ul Fitr fasting (Ramadan). Shabbat, Genesis 1, God as Creator, Moses and the Exodus, freedom, Chanukah, Sukkot

Year 3

Wakefield Agreed Syllabus for RE 2023-2028	Ackworth Howard's Knowledge Essentials
Pupils should extend their knowledge and understanding of religions and non-religious worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views. RE should enable pupils to: A1. Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. (Believing - A. Know about and understand a range of religions and worldviews. (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)	**Year 3 Autumn 1** **2a.2 (People of God) What is it like to follow God?** *Emerging* • Pupils know that Christians believe that God makes covenants or pacts with his people. The people of God promise to live the way God wants and God promises to stay with them. • Pupils are aware of the stories of Noah and Abraham and the way in which God made a covenant with one. • Pupils can give an example of people today try to live the way God wants often at personal cost e.g. William Booth and the Salvation Army *Expected* • Pupils know that Christians believe that God makes covenants or pacts with his people. i.e. The people of God promise to live the way God wants and God promises to stay with them. • Pupils can outline the stories of Noah and Abraham (add selected detail) and the way in which God made a covenant with both. • Pupils know that Christians often make covenants with God and with each other and can make links to e.g. Marriage vows and Baptism vows • Pupils can give detailed example of people today try to live the way God wants often at personal cost. EG William Booth and the Salvation Army. *Exceeding* • pupils can raise relevant questions in response to their enquiry into the question 'What is it like for Christians to follow God? • Pupils are able to discuss the idea of covenants. They can explore links between God's covenant with the people of God and the 'Big Story' of Christianity. • They recognise that the stories of Noah and Abraham also appear in Jewish and Islamic (Nuh and Ibrahim) texts and can relate the idea of covenant to their own lives.

Year 3

Wakefield Agreed Syllabus for RE 2023-2028	Ackworth Howard's Knowledge Essentials
RE should enable pupils to: B1. Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews. (Expressing – Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews) (Religious and spiritual forms of expression; questions about identity and diversity)	**Year 3 Autumn 2** **L2.2 (Believing) Why is the Bible so important for Christians today?** *Emerging:* • Recall and name some Bible stories that inspire Christians (A2). • Identify at least two ways Christians use the Bible in everyday life (B1). *Expected:* • Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). • Give examples of how and suggest reasons why Christians use the Bible today (B1). • Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1). • Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3). *Exceeding:* • Explain how the Bible uses different kinds of stories to tell a big story (A2). • Suggest why Christians believe that God needs to rescue/save human beings (B2).

Year 3

Wakefield Agreed Syllabus for RE 2023-2028	Ackworth Howard's Knowledge Essentials
RE should enable pupils to: C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response (Living - Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.) (Religious practices and ways of living; questions about values and commitments)	**Year 3 Spring 1** **2a.4 (Gospel) What kind of world did Jesus want?** *Emerging* • Pupils will know that Christians believe that through his teachings Jesus make people think about the way they live. • Pupils will know that it is claimed that Jesus could heal a Leper. Pupils will know what a parable is. Pupils are aware of the parable of the Good Samaritan but cannot recall the whole story • They can name the work of a Christian charity that tries to put this teaching into practice e.g. Christian Aid *Expected* • Pupils will know that Christians believe that through his teachings Jesus challenges everyone about the way they live. • Pupils will know that Jesus first disciples left their jobs and families to follow Jesus. • Pupils will know that it is claimed that Jesus could heal a leper. By doing this Christians believe that showed love for those that others ignore. They can relate this to the activities of the local church and of Christian charities. • Pupils will know what a parable is. Pupils can retell the parable of the Good Samaritan (including the man being attacked, the Levite and the priest passing by, the Samaritan stopping to help, and that Jesus asked who was this man's neighbour). • They can describe the work of a Christian charity that tries to put this teaching into practice e.g. Christian Aid. They should know that people of other faiths and of none also run charity work. *Exceeding* • Pupils can raise relevant questions in response to their enquiry into the Christian concept of the Gospel. • Pupils are able to discuss the idea of loving your neighbour and how this has influenced Christians and wider society. • They can explore links between the parable of the Good Samaritan and the story of the Pharisees and the tax collector

Year 3

Wakefield Agreed Syllabus for RE 2023-2028	Ackworth Howard's Knowledge Essentials
	Year 3 Spring 2 **2a.5 (Salvation) Why do Christians call the day Jesus died 'Good Friday?'** *Emerging* • Pupils will know that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • Pupils will be able to say what some of the events of Holy week means for Christians. • Pupils know that most Christians believe that Jesus rose from the dead and so is alive today. • They know that for some Christians today standing up for your faith can risk persecution *Expected* • Pupils will know that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • Pupils will be able to say what each event of Holy week means for Christians today inc: Palm Sunday: washing disciples' feet at the Last Supper: Bread and wine at the Last Supper; Judas' betrayal; Peter's denial; the Crucifixion; the Resurrection. • Pupils know that most Christians believe that Jesus rose from the dead and so is alive today. They can explain why Christians call this Good Friday. • They know that for some Christians today standing up for your faith can risk ridicule and even persecution. *Exceeding* • Pupils can raise relevant questions in response to their enquiry into the Christian concept of Salvation. • Pupils are able to discuss the idea of Jesus rising from the dead and can make connections to the 'Big Story' of Christianity. • They recognise that for Christians believing that Jesus died and rose again is challenging. They recognise that this belief can make a difference to how believers live their lives. • They can express their own view if this was a Good Friday?

Year 3

Wakefield Agreed Syllabus for RE 2023-2028	Ackworth Howard's Knowledge Essentials
	Year 3 Summer 1 **L2.4 (Expressing) Why do people pray? (Christians and Muslims)** *Emerging:* • Describe what some believers say and do when they pray (A1). • Respond thoughtfully to examples of how praying helps religious believers (B2). *Expected:* • Describe the practice of prayer in the religions studied (A2). • Make connections between what people believe about prayer and what they do when they pray (A3). • Describe ways in which prayer can comfort and challenge believers (B2). • Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). *Exceeding:* • Explain similarities and differences between how people pray (B3). • Consider and evaluate the significance of prayer in the lives of people today (A1).

Year 3

Wakefield Agreed Syllabus for RE 2023-2028	Ackworth Howard's Knowledge Essentials	Activities
	Year 3 Summer 2 **L2.7 (Living) What does it mean to be a Christian in Britain today?** *Emerging:* • Identify and name examples of what Christians have and do in their families and at church to show their faith (A3). • Ask good questions about what Christians do to show their faith (B1). *Expected:* • Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). • Describe some ways in which Christian express their faith through hymns and modern worship songs (A2). • Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). • Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). *Exceeding*: • Explain similarities and differences between at least two different ways of worshipping in two different Christian churches (A3). • Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1).	**Year 3** The following RE units will be taught in Year 3: **2a.2 (People of God) What is it like to follow God? (UC)** **L2.2 (Believing)Why is the Bible so important for Christians today? (AS)** **2a.4 (Gospel) What kind of world did Jesus want? (UC)** **2a.5 (Salvation) Why do Christians call the day Jesus died 'Good Friday?' (UC)** **L2.4 (Expressing) Why do people pray?** **(Christians and Muslims) (AS)** **L2.7 (Living) What does it mean to be a Christian in Britain today? (AS)**

Year 3 RE Vocabulary

Essential Vocabulary		
2a.2 (People of God) What is it like to follow God? (UC) Promises, agreements, covenant, vows, faith, trust	**L2.2 (Believing) Why is the Bible so important for Christians today? (AS)** Guidance, wisdom, old testament, new testament, books, chapters, verses, gospel, scripture, The Word	**2a.4 (Gospel) What kind of world did Jesus want? (UC)** Neighbour, disciple, clergy, teachings, parable, hidden meaning, love, hypocrisy, social justice
2a.5 (Salvation) Why do Christians call the day Jesus died 'Good Friday?' (UC) fall, Maundy Thursday, Last Supper, Holy Communion, Passover, death, crucifixion, resurrection, ritual, betrayal, trust	**L2.4 (Expressing) Why do people pray? (Christians and Muslims) (AS)** Muslim, Islam, Allah, Prophet, mosque, Qu'ran Hinud, mandir, murtis, gods, goddesses	**L2.7 (Living) What does it mean to be a Christian in Britain today? (AS)** Bible, cross/crucifix, palm cross, pictures of Jesus or the holy family (Mary, Joseph and Jesus) grace before meals, family prayers and Bible reading, private prayer and Bible reading, giving money to charity

Year 4

Wakefield Agreed Syllabus for RE 2023-2028	Ackworth Howard's Knowledge Essentials
Pupils should extend their knowledge and understanding of religions and non-religious worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views. RE should enable pupils to: A1. Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. (Believing - A. Know about and understand a range of religions and worldviews. (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)	**<u>Year 4 Autumn 1</u>** **2a.1 (Creation) What do Christians learn from the Creation story? (UC)** *Emerging* • Pupils know that Christians believe that although God made the world humans spoiled that friendship with God, and that Christians call this the Fall. • Pupils are aware of the story of Adam and Eve but cannot give the detail. • Pupils know that Christians believe that God gives guidelines such as the 10 commandments and offers forgiveness when they fall short. • Pupils understand that many Christians believe they should be stewards or caretakers of God's creation. *Expected* • Pupils know that Christians believe that although God made the world humans spoiled that friendship with God, and that Christians call this the Fall. • Pupils are aware of the story of Adam and Eve but cannot give the detail. • Pupils know that Christians believe that God gives guidelines such as the 10 commandments and offers forgiveness when they fall short. • Pupils understand that many Christians believe they should be stewards or caretakers of God's creation. *Exceeding* • Pupils can raise relevant questions in response to their enquiry into the Christian concept of creation and Fall. • Pupils are able to discuss the story of Adam and Eve and explore their own ideas about what this story may have to say about human nature. • They can make a connection between the Genesis 3 story and the parable of the Lost Son. • They can locate this in the 'Big Story' of Christianity

Year 4

Wakefield Agreed Syllabus for RE 2023-2028	Ackworth Howard's Knowledge Essentials
RE should enable pupils to: B1. Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews. (Expressing – Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews) (Religious and spiritual forms of expression; questions about identity and diversity)	**<u>Year 4 Autumn 2</u>** **2a.3 (Incarnation) What is the trinity? (UC)** *Emerging* • Pupils know that Christians believe God is Trinity: Father, Son and Holy Spirit. • That Christians often try to describe God using symbols, similes, and metaphors, in song, story, poems and art and have created art to help to express this belief. • They can talk about the Baptism of Christ but are not able to explain the story's significance. • They can talk about some aspects of Christian Baptism *Expected* • The Father creates; he sends the Son who saves his people; and the Holy Spirit on his people. • Christians believe the Holy Spirit is God's power at work in • the world and in their lives today, enabling them to follow Jesus • Pupils know that Christians often try to describe God using symbols, similes, and metaphors, in song, story, poems and art and have created art to help to express this belief. • Pupils know the story of Jesus Baptism (Matthew 3; 11-17) including that Jesus was baptised by John the Baptist that a voice came from above and the dove appeared. They know the symbolism this suggests. • Pupils can describe a Christian Baptism (child and adult) including the terminology of 'in the name of the father, the son and the Holy spirit' *Exceeding* • Pupils can raise relevant questions in response to their enquiry into the Christian concept of The Trinity. • Pupils are able to discuss the idea of God being three in one. • They can explore links between the Baptism of Christ and can make connections to the 'Big Story' of Christianity. • They recognise that for Christians understanding God is challenging; people spend their whole lives learning more and more about God.

Year 4

Wakefield Agreed Syllabus for RE 2023-2028	Ackworth Howard's Knowledge Essentials
RE should enable pupils to: C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response (Living - Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.) (Religious practices and ways of living; questions about values and commitments)	**Year 4 Spring 1** **L2.3 (Believing) Why is Jesus inspiring to some people?** *Emerging:* • Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus (B1). • Suggest some ideas about good ways to treat others, arising from their learning (C3). *Expected:* • Make connections between some of Jesus' teachings and the way Christians live today (A1). Describe how Christians celebrate Holy Week and Easter Sunday (A1). • Identify the most important parts of Easter for Christians and say why they are important (B1). Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2). *Exceeding:* • Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, incarnation, salvation) – see unit L2.2), reflecting on why this inspires Christians (A1). • Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2)

Year 4

Wakefield Agreed Syllabus for RE 2023-2028	Ackworth Howard's Knowledge Essentials
	Year 4 Spring 2 **L2.8 (Living) (Hinduism) What does it mean to be a Hindu in Britain today? (AS)** *Emerging:* • Identify and name examples of what Hindus have and do in their families and at mandir to show their faith (A3). • Ask good questions about what Hindus do to show their faith (B1). *Expected:* • Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1). • Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). • Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). *Exceeding:* • Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3). • Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1).

Year 4

Wakefield Agreed Syllabus for RE 2023-2028	Ackworth Howard's Knowledge Essentials
	<u>Year 4 Summer 1</u> **2a.6 (Kingdom of God) When Jesus left what was the impact of Pentecost? (UC)** *Emerging* • Pupils know that Christians believe that after Jesus returned to be with God he sent the Holy Spirit at Pentecost to help the church live in a way that reflects the love of God. • Pupils know some of the events of the day of Pentecost. • Pupils know some symbols used for the Holy spirit that is; Wind/Fire/Dove/Water/ Comforter Pupils know the that Christians consider the church to be the 'Body of Christ' and that one body has many parts. *Expected* • Pupils know that Christians believe that after Jesus returned to be with God he sent the Holy Spirit at Pentecost to help the church make Jesus kingdom visible by living in a way that reflects the love of God. • Pupils know the events of the day of Pentecost. That is; The sound of a mighty wind; speaking in tongues; the crowds mixed response: Peter preaches: 3000 believe and are baptised. The church grows from here. • Pupils know the symbols used for the Holy spirit that is; Wind/Fire/Dove/Water/ Comforter and they can identify them as used in art. • Pupils know the that Christians consider the church to be the 'Body of Christ' and that one body has many parts. They can explain what this means • Pupils know the term 'Fruits of the spirit' and how Christians believe that these are the qualities they should develop with the help of the Holy Spirit. *Exceeding* • Pupils can raise relevant questions in response to their enquiry into the question 'What was the impact of Pentecost?' • Pupils are able to discuss the idea of the Holy Spirit and why this might be important for the growth of a faith. • They can explore links between Pentecost and the 'Big Story' of Christianity. • They recognise that following a faith can result in developing positive virtues and can compare the Fruits of the Spirit with virtues from other faiths and from Humanism. • They can relate these texts and ideas to their own lives.

Year 4

Wakefield Agreed Syllabus for RE 2023-2028	Ackworth Howard's Knowledge Essentials
	<u>Year 4 Summer 2</u> **L2.6 (Expressing)Why do some people think that life is like a journey and what significant experiences mark this? (Christians, Hindus, Jewish people and non religious responses e.g. Humanist) (AS)** *Emerging:* • Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1). • Identify at least two promises made by believers at these ceremonies and say why they are important (B1). *Expected:* • Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). • Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). • Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). • Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1). *Exceeding:* • Explain similarities and differences between ceremonies of commitment (B3). • Discuss and present their own ideas about the value and challenge of religious commitment in Britain today (C2).

Year 4 RE Vocabulary

Essential Vocabulary		
2a.1 (Creation) What do Christians learn from the Creation story? (UC) Timeline, responsible, design, Garden of Eden, temptation, human nature, forgiveness, punishment, sin, commandments	**2a.3 (Incarnation) What is the trinity? (UC)** Trinity, God the Father, God the Son, God the Holy Spirit,	**L2.3 (Believing) Why is Jesus inspiring to some people? (AS)** Inspirational, role model, incarnation, salvation, resurrection
L2.8 (Living) (Hinduism) What does it mean to be a Hindu in Britain today? (AS) Describe puja and how it shows Hindu faith puja, aarti and bhajans Simran and Vraj diva lamp karma, Gandhi	**2a.6 (Kingdom of God) When Jesus left what was the impact of Pentecost? (UC)** Pentecost, Holy Spirit, Kingdom, anxieties, worries, bereaved, King, comforter, fruits of the spirit, virtues, parish, fellowship, narrative, Letter (as text), inaugurated, invisible, Body of Christ, Father, Son	**L2.6 (Expressing)Why do some people think that life is like a journey and what significant experiences mark this? (Christians, Hindus, Jewish people and non religious responses e.g. Humanist) (AS)** Spiritual, commitment, values, prayer, pilgrim, pilgrimage, devotion, liturgy, ritual, symbolism

Year 5

Wakefield Agreed Syllabus for RE 2023-2028	Ackworth Howard's Knowledge Essentials
Pupils should extend their knowledge and understanding of religions and non-religious worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views. RE should enable pupils to: A1. Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. (Believing - A. Know about and understand a range of religions and worldviews. (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)	**<u>Year 5 Autumn 1</u>** **2b.1 (God) What does it mean if God is holy and loving? (UC)** *Emerging* • Pupils know that Christians believe God is all powerful is everywhere and is eternal. • They know that some people do not believe God exists (i.e. Humanist's). • They know that there are different types of text in the Bible and can give examples of psalms, letters and prophecy • Pupil know that Christians believe God is holy and loving but that he is also angered by sin and injustice. • They know how some Christians have reacted to social injustice. for example, Coventry Cathedral. *Expected* • Pupils know that Christians believe God is omnipotent, omniscient and eternal. They know that some people do not believe God exists (i.e. Humanist's) and can say why i.e. Humanist's don't believe God is omnipotent omniscient and eternal because..,. • They know that there are different types of text in the Bible and can give examples of psalms, letters and prophecy • Pupil know that Christians believe God is holy and loving but that he is also angered by sin and injustice. That not all Christians agree about what God is like but that all try and follow his teachings as they understand it. They can explain that this is why Christians can respond differently both in reaction to social injustice but also in styles of worship and church building. • Pupils can give an example of how biblical ideas about holiness love or forgiveness have made a difference in the world for example Coventry Cathedral. *Exceeding* • Pupils can raise relevant questions in response to their enquiry into the question 'What does it mean if God is holy and loving? • Pupils are able to discuss the extent to which forgiveness and reconciliation relate to the issues and problems in the world and in their own lives. • They can relate the teachings in the Bible to life and actions of well-known Christians such as Desmond Tutu and Martin Luther King. • They can evaluate the way in which some examples of Christian practice reflect the belief that God is loving and Holy

Year 5

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RE should enable pupils to: B1. Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews. (Expressing – Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews) (Religious and spiritual forms of expression; questions about identity and diversity)	**Year 5 Autumn 2** **U2.4 (Expressing) If God is everywhere, why go to a place of worship?** **(Christians, Hindus, Jewish people) (AS)** *Emerging* • Recall and name some key features of places of worship studied (A1). • Find out about what believers say about their places of worship (C2). *Expected* • Make connections between how believers feel about places of worship in different traditions (A3). • Select and describe the most important functions of a place of worship for the community (B3). • Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). • Present ideas about the importance of people in a place of worship, rather than the place itself (C1). *Exceeding* • Outline how and why places of worship fulfil special functions in the lives of believers (A3). • Comment thoughtfully on the value and purpose of places of worship in religious communities (B1).

Year 5

Wakefield Agreed Syllabus for RE 2023-2028	Ackworth Howard's Knowledge Essentials
RE should enable pupils to: C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response (Living - Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.) (Religious practices and ways of living; questions about values and commitments)	**<u>Year 5 Spring 1</u>** **2b.3 (People of God) – How can following God bring freedom and justice? (UC)** *Emerging* • Pupils will know that most Christians believe that God rescued his people from slavery in Egypt. • Pupils are aware of the story of Moses and the exodus and they can show how these relate to the concepts of freedom justice and salvation. • Pupils know that most Christians believe the 10 commandments (and the Torah) were given to Moses to guide people in how to live. • Pupils know that most Christians believe that Jesus shows them how to live through his teachings. This inspires Christians to work for justice and freedom and they can give at least one example of a charity that does this today *Expected* • Pupils will know that most Christians believe that God rescued his people from slavery in Egypt and that this story looks forward to Jesus death and resurrection that rescued people from the slavery of sin. • Pupils know the outline story of Moses and the exodus (select detail) and they can show how these relate to the concepts of freedom justice and salvation • Pupils know that most Christians believe the 10 commandments (and the Torah) were given to Moses to guide people in how to live in the way wanted them to live as part of the covenant. • Pupils know that most Christians believe that Jesus brings a new covenant with his people showing them how to live through his teachings. They can relate this to the 5 Marks of Mission in the Anglican Church • Pupils know that the story of the exodus has inspired Christians to work for justice and freedom and they can give at least one detailed example of a charity that does this today. • They are aware that other people fight for justice and freedom too. *Exceeding* • Pupils can raise relevant questions in response to their enquiry into the question 'Can following God bring freedom and justice? • Pupils are able to explore issues of fighting for justice and freedom today developing their own insights and can give reasons to support their views. • They can make connections to the 'Big Story' of Christianity. • They can relate the stories of the old testament to the biblical accounts of the Jesus as a new Covenant**.**

Year 5

Wakefield Agreed Syllabus for RE 2023-2028	Ackworth Howard's Knowledge Essentials
	<u>Year 5 Spring 2</u> **2b.6 (Salvation) What did Jesus do to save human-beings? (UC)** *Emerging* • Pupils will know that Christians believe that Jesus sacrifice on the cross was a way of paying for all the sins of mankind. That as a result they have been 'saved' or rescued by God. • Pupils some know of the outline of events of the crucifixion (Passion narrative) from John 19. • They know that Christians remember Jesus' sacrifice through the service of Holy Communion/ Lord's Supper/The Eucharist/the Mass). • They know that some Christians feel called to sacrifice their own needs to the needs of others and they can give an example of this. *Expected* • Pupils will know that Christians believe that Jesus sacrifice on the cross was a way of paying for all the sins of mankind. That as a result they have been 'saved' or rescued by God. • Pupils know the outline of events of the crucifixion (Passion narrative) from John 19. That is: The soldiers mock Jesus: Trial before Pilate; Jesus carries his cross; Soldiers crucify Jesus; Jesus Mary and John; Jesus dies; Jesus side is pierced; Jesus is buried in Joseph's tomb. • Pupils know about the Isaiah 53 passage and can make connections to John 19 using the idea of the suffering servant. They use terms like Messiah, Passion, Salvation and Sacrifice in theological context. • They know that Christians remember Jesus' sacrifice through the service of Holy Communion/ Lord's Supper/The Eucharist/the Mass). They are able to explain denominational difference in practice. • They know that some Christians feel called to sacrifice their own needs to the needs of others and they can give an example of this. *Exceeding* • Pupils can raise relevant questions in response to their enquiry into the question 'What do Christians believe Jesus did to save human beings?' • They can make connections to the 'Big Story' of Christianity. • They can offer a selection of responses to the Christian belief that Jesus died on the cross to cancel out mankind's sin giving diverse Christian views as well as atheist and agnostic responses and expressing their own ideas and opinions.

Year 5

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RE should enable pupils to: C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response (Living - Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.) (Religious practices and ways of living; questions about values and commitments)	**<u>Year 5 Summer 1</u>** **2b.5 (Gospel) What would Jesus do? (UC)** *Emerging* • Pupils will know that Christians believe that the Gospel of Jesus is not just about setting a good example but also about making the world better. • Pupils will be aware of a number of Jesus teachings: The wise and foolish builder's/the sermon on the mount/the healing of the centurion's servant/Jesus and the moneylenders/the woman caught in adultery. • Pupils will be able to make a link to activities undertaken by Christian groups and by the church. *Expected* • Pupils will know that Christians believe that the Gospel of Jesus is not just about setting a good example but also about healing the damage done (by sin) in the world. • Pupils will know a range of Jesus teachings: The wise and foolish builder's/the sermon on the mount/the healing of the centurion's servant/Jesus and the moneylenders/the woman caught in adultery. (select specific detail to retell). • Pupils will be able to relate these teachings to activities undertaken by Christian groups and by the church to bring these teachings to life in their churches and communities. • Pupils will know that although these texts are fixed the way that different Christians have interpreted them over the years and in different cultures will vary. *Exceeding* • Pupils can raise relevant questions in response to their enquiry into the question 'What would Jesus Do? • Pupils are able to relate gospel teachings to issues and problems that affect their own lives and communities offering their own insights and ideas. • They can evaluate the way in which some examples of Christian practice reflect the gospel teachings of Jesus.: Is this what Jesus would do?

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Year 5 RE Vocabulary

Essential Vocabulary		
2b.1 (God) What does it mean if God is holy and loving? (UC) Omnipotent, eternal, omniscient, holy, loving, forgiving, sin, grace, injustice, confessional, reconciliation, holiness, psalms	**U2.4 (Expressing) If God is everywhere, why go to a place of worship?** **(Christians, Hindus, Jewish people) (AS)** some differences between Anglican and Baptist churches; font, lectern, mandir; Orthodox and a Reform synagogue, pilgrimage in Hinduism shrine 'synagogue' = 'house of assembly' (a place to get together), 'schul' = school (a place to learn).	**2b.3 (People of God) – How can following God bring freedom and justice? (UC)** Freedom, justice, theological, exodus, slavery, obedience, salvation, commandments, covenant, Christian church, injustice, mission, nomads
2b.6 (Salvation) What did Jesus do to save human-beings? (UC) Sacrifice, Eucharist, Mass	**2b.5 (Gospel) What would Jesus do? (UC)** National, global, sermon, commandments, miracle, transformation, sacrament, discipleship	**U2.6 (Living) (Islam) What does it mean to be a Muslim in Britain today? (AS)** Five Pillars of Islam as an expression of ibadah (worship and belief in action). Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting); zakat (alms giving); hajj (pilgrimage). Holy Qur'an

Year 6

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Pupils should extend their knowledge and understanding of religions and non-religious worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views. RE should enable pupils to: A1. Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. (Believing - A. Know about and understand a range of religions and worldviews. (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)	**<u>Year 6 Autumn 1</u>** **2b.2 (Creation) Creation and Science: conflicting or complimentary? (UC)** *Emerging* • Pupils know that there is much debate and controversy around the relationship between Creation stories in Genesis and scientific accounts. • They know that there are many scientists who are also Christians. • Pupils know that some of this controversy is connected with the way in which the Genesis text is interpreted. And that not all Christians agree on this issue. • Pupils know and have heard Psalm 8 and make a link to the Christian belief that we should care for the world *Expected* • Pupils know that there is much debate and controversy around the relationship between creation stories in Genesis and scientific accounts. The can outline both points of view. They know that there are many scientists who are also Christians. • Pupils know that the discoveries of science often make Christians even more in awe of the power and majesty of God. • Pupils know that some of this controversy is connected with the way in which the Genesis text is interpreted and the genre of writing it is considered to be; i.e. poetic account or historical account. • Pupils know that not all Christian believe the same about the relationship between Creation and science. • Pupils know and understand the significance of Psalm 8 for the Christian belief in stewardship. *Exceeding* • Pupils can raise relevant questions in response to their enquiry into the question 'Creation and Science; Conflicting or complimentary? • They can offer a selection of responses on both sides of the argument, referring to Genesis and Psalm 8, diverse Christian views as well as atheist and agnostic responses

Year 6

Wakefield Agreed Syllabus for RE 2023-2028	Ackworth Howard's Knowledge Essentials
RE should enable pupils to: B1. Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews. (Expressing – Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews) (Religious and spiritual forms of expression; questions about identity and diversity)	**<u>Year 6 Autumn 2</u>** **2b.4 (Incarnation) Was Jesus the messiah? (UC)** *Emerging* • Pupils know that Jesus was Jewish and that the Old Testament talked of a Messiah who would rescue his people. • They know that Christians believe Jesus was this Messiah and that Christians believe he is their saviour. • They can give an opinion on the question 'Was Jesus the Messiah' *Expected* • Pupils know that Jesus was Jewish. They understand that 'Christ' is the Greek word for 'anointed one', or 'Messiah'. And that the Old Testament talks about a 'rescuer' or 'anointed one' – a Messiah. That Isaiah 9 v2-7 texts talks about what this 'Messiah' would be like. • Pupils know that most Christians believe Jesus is God incarnate and they believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. • Pupils understand that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) That Christians see Jesus as their Saviour (See Salvation). They can give their own view to answer the questions 'Was Jesus the Messiah?' supported by a reasoned argument *Exceeding* • Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the question 'Was Jesus the Messiah? • Pupils are able to discuss the extent to which this is reflected in current celebrations of Christmas. • They can make connections to the 'Big Story' of Christianity. • They can relate the prophecies of the Old Testament to the biblical accounts of the entry into Jerusalem and the Transfiguration.

Year 6

Wakefield Agreed Syllabus for RE 2023-2028	Ackworth Howard's Knowledge Essentials
RE should enable pupils to: C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response (Living - Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.) (Religious practices and ways of living; questions about values and commitments)	**<u>Year 6 Spring 1</u>** **U2.3 (Believing) What do religions say to us when life gets hard?** **(Christians, Hindus and non-religious e.g. Humanists) (AS)** *Emerging* • Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1). • Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3). *Expected* • Express ideas about how and why religion can help believers when times are hard, giving examples (B2). • Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1). • Explain some similarities and differences between beliefs about life after death (B2). • Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3). Exceeding • Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples (B1). • Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3).

Year 6

Wakefield Agreed Syllabus for RE 2023-2028	Ackworth Howard's Knowledge Essentials
	<u>Year 6 Spring 2</u> **2b.7 (Salvation) What difference does the resurrection make for Christians? (UC)** *Emerging* • Pupils will know that the book of Luke gives an account of a number of resurrection appearances. (Luke 24). • They can describe some of these appearances; Pupils know that most Christians believe that Jesus resurrection means that death isn't the end and they have hope to be with God in heaven. • Pupils are aware of some modern and traditional songs worship songs that reflect this. • They know a number of Good Friday and Easter Sunday celebrations across a range of denominational settings. They can say what might happen at a Christian funeral. *Expected* • Pupils will know that the book of Luke gives an account of a number of resurrection appearances. (Luke 24). • They can describe these appearances; to the women at the Tomb, The road to Emmaus and to the disciples on the beach. • Pupils know that most Christians believe that Jesus resurrection means that death isn't the end and that they have hope in a new life with God in heaven. • Pupils can explain how this is reflected in Christian worship in both modern and traditional songs. • They can describe a number (add specifics) of Good Friday and Easter Sunday celebrations across a range of denominational settings. • They can explain why certain things might happen at a Christian funeral. *Exceeding* • Pupils can raise relevant questions in response to their enquiry into the question 'What difference does the resurrection make to Christian's? • Pupils are able to discuss the extent to which this is reflected in current celebrations in funerals. • They can make connections to the 'Big Story' of Christianity. They can offer a selection of responses to Jesus appearances after the resurrection, giving diverse Christian views as well as atheist and agnostic responses and expressing their own ideas and opinions.

Year 6

Wakefield Agreed Syllabus for RE 2023-2028	Ackworth Howard's Knowledge Essentials
	<u>Year 6 Summer 1</u> **2b.8 (Kingdom of God) What kind of king is Jesus? (UC)** *Emerging* • Pupils know that Jesus told many parables about the Kingdom of God and they are able to name them but cannot describe one in any detail. • Pupils know that many Christians try to extend the kingdom of God by challenging social practice and by practising forgiveness. • Pupils know the Lord's Prayer and can make links to the idea of the Kingdom of God *Expected* • Pupils know that Jesus told many parables about the Kingdom of God and they can describe at least one in detail (the feast, the tenants in the vineyard, the unforgiving servant). • Pupils know that many Christians believe that Jesus teaching suggests that there will be a future kingdom where God's reign will be complete. • Pupils know that many Christians try to extend the kingdom of God by challenging unjust social practice and by practising forgiveness. • Pupils know the Lord's Prayer and can explain how this describes the Kingdom of God *Exceeding* • Pupils can raise relevant questions in response to their enquiry into the question 'What kind of king would Jesus be? • Pupils are able to explore issues of forgiveness and social justice today developing their own insights and can give reasons to support their views. They can make connections to the 'Big Story' of Christianity.

Year 6

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	<u>Year 6 Summer 2</u> **U2.5 (Expressing) Is it better to express your beliefs in arts and architecture or in charity and generosity?** **(Christians, Muslims and non-religious e.g Humanists) (AS)** Emerging • Respond with ideas of their own to the title question (B2). • Find out about religious teachings, charities and ways of expressing generosity (C3). Expected • Describe and make connections between examples of religious creativity (buildings and art) (A1). • Show understanding of the value of sacred buildings and art (B3). • Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). • Apply ideas about values and from scriptures to the title question (C2). Exceeding • Outline how and why some Humanists criticise spending on religious buildings or art (A3). Examine the title question from different perspectives, including their own (C1)

Year 6 RE Vocabulary

Essential Vocabulary		
2b.2 (Creation) Creation and Science: conflicting or complimentary? (UC) Contemporary, scientific, controversy, conflict, wonder, majesty, power, interpretations, cosmology, evolution	**2b.4 (Incarnation) Was Jesus the messiah? (UC)** Messiah, Prophecy, Trinity, Incarnation, Saviour, Anointed, Transformation, Transfiguration, Revolution	**U2.3 (Believing) What do religions say to us when life gets hard? (Christians, Hindus and non-religious e.g. Humanists) (AS)** life, death, suffering, judgement, heaven, salvation
2b.7 (Salvation) What difference does the resurrection make for Christians? (UC) Victory, restoration, epitaph, memorial	**2b.8 (Kingdom of God) What kind of king is Jesus? (UC)** Heaven, Kingdom of God, Lord's Prayer, The Feast (Luke 14) and associated vocabulary, The Tenants in the Vineyard (Matthew) and associated vocabulary	**U2.5 (Expressing) Is it better to express your beliefs in arts and architecture or in charity and generosity? (Christians, Muslims and non-religious e.e Humanists) (AS)** Charity, generosity, responsibility, wealth, poverty, community, support, represent, values, representational art, architecture

Aspirational Outcomes…

It is essential that all pupils:

- have the opportunity to explore big questions about life, to find out what people believe and what difference this makes to how they live, so that they can make sense of religion, reflecting on their own ideas and ways of living
- have a mutual respect and understanding of all cultures and religions, which in turn fosters tolerance, understanding and friendship in their childhood and adult life.
- have the skills and maturity to make their own decisions and create their own values and not be led by others.
- challenge stereotypical views, racism and discrimination and to appreciate difference positively.
- have a safe environment for discussion and exploration of theological ideas and questions