

Religious Education Curriculum Objectives 2022-2023

	1	2	3	4	5	6
<p>National Curriculum Objective/ SACRE</p> <p>AT1 – Learning about religion and belief. (Knowledge)</p>	<ul style="list-style-type: none"> Begin to name the different beliefs and practices of Christianity and at least one other religion. To respond and order some of the religious and moral stories from the bible and at least one other religious text, special book or religion other than Christianity. Show how different people celebrate aspects of religion. Pupils are familiar with key words and vocabulary related to Christianity and may be at least one other religion. 	<ul style="list-style-type: none"> Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions. Retell some of the religious and moral stories from the bible and at least one other religious text or special books. Begin to understand what it looks like to be a person of faith. Pupils begin to use key words and vocabulary related to Christianity and at least one other religion. 	<ul style="list-style-type: none"> Recall the different beliefs and practices of Christianity and at least one other religion. Retell some of the religious and moral stories from at least three different religious texts and books. Understand what it looks like to be a person of faith. Use key words and vocabulary related to Christianity and at least one other religion. 	<ul style="list-style-type: none"> Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions. Begin to compare the similarities of at least three different religious texts or stories. To begin to understand the diversity of belief in different religions, nationally and globally. Begin to compare directly different responses to ethical questions looking at from a range of different religions. 	<ul style="list-style-type: none"> Begin to make connections between different belief and practices of all religions. Begin to compare stories, beliefs and practices from different religions including differences and similarities. To understand and begin to evaluate the diversity of belief in different religions, nationally and globally. Articulate and begin to apply the different responses to ethical questions from a range of different religions 	<ul style="list-style-type: none"> Make connections between different belief and practices of all religions. Make links and compare stories, beliefs and practices from different religions including differences and similarities. To understand and evaluate the diversity of belief in different religions, nationally and globally. Articulate and apply the different responses to ethical questions from a range of different religions.
<p>National Curriculum Objective/ SACRE</p> <p>AT2 – Learning from religion and belief. (Skills)</p>	<ul style="list-style-type: none"> Begin to talk about and find meanings behind different beliefs and practices. Begin to suggest meanings of some religious and moral stories Either ask or respond to questions about what individuals and faith communities do. Express their own ideas creatively. 	<ul style="list-style-type: none"> Talk about and find meanings behind different beliefs and practices. Suggest meanings of some religious and moral stories. Ask and respond to questions about what individuals and faith communities do. Express their own ideas, opinions and talk about their work creatively using a range of different medium. 	<ul style="list-style-type: none"> Suggest and find meanings behind different beliefs and practices. Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong Ask and respond to questions about what individuals and faith communities do and why. Use a range of different medium to creatively express their own ideas, thoughts and opinions. Begin to explain their ideas. Express their own ideas and opinions, and begin to give good reasons for those ideas. Use a range of different medium to express their thoughts 	<ul style="list-style-type: none"> Respond to meanings behind different beliefs and practices. Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong. Express views about why belonging to a faith community is valuable in their own lives. Begin to make connections between their own ideas and others. 	<ul style="list-style-type: none"> Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices. Begin to respond thoughtfully to a range of sacred writings/ stories. Provide good reason for what they mean to different faith communities. Creatively begin to express their views about why belonging to a faith community may be valuable. Relate this to their own lives. Begin to recognise those with no faith also have a belief system. Discuss and begin to apply their own and others' ideas about ethical questions and to express their own ideas clearly in response. 	<ul style="list-style-type: none"> To reflect and respond to the significance of meaning behind different beliefs and practices. Respond thoughtfully to a range of sacred writings, stories and provide good reason for differences and similarities in different texts. Express views creatively as to why belonging to a faith community may be valuable both to different faith members and to their own lives. Recognise those with no faith also have a belief system. Discuss and apply their own and others ideas about ethical questions and to express their own ideas clearly in response.

Redwell Religious Education LTP 2022-2023

Year Group	1	2	3	4	5	6
Unit of Work	Christianity Judaism	Christianity Islam	Christianity Hinduism	Christianity Buddhism	Christianity Sikhism	Christianity Islam
Knowledge & Understanding	<ul style="list-style-type: none"> Retell the Christian Creation Story. Explore how this influences how Christians behave towards nature and the environment. Identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult. Know that Jesus is special to Christians and how His welcome on Palm Sunday shows this. Empathise with Jewish children by understanding what they do during Shabbat and why it is important to them. Understand what Rosh Hashanah and Yom Kippur mean to Jewish people. 	<ul style="list-style-type: none"> Re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people. Reflect on the Christmas story and the reasons for Jesus' birth. Explain what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day. Retell the Easter story and understand what Jesus' resurrection means for Christians. Understand why Muslims visit the mosque and to explore whether this gives them a sense of belonging. Understand what happens during Hijj and to explore the importance of this to Muslims 	<ul style="list-style-type: none"> Investigate what happens during the festival of Diwali and whether the celebrations bring a sense of belonging to Hindus. Find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us. Retell Bible stories when miracles have happened and question whether Jesus really did perform miracles. Recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians. Understand the Hindu belief that there is one God with many different aspects. Understand the significance of the River Ganges both for a Hindu and non-Hindu. 	<ul style="list-style-type: none"> Learn about the life of the Buddha and explore how he tried to be happy and stayed happy. Learning to understand the symbolism in the Christmas story and think about what the different parts mean to Christians today Find out about Buddha's teachings and how they make a difference to how Buddhists choose to live. Know what the Buddha taught about change. Understand how Jesus's life, death and resurrection teaches Christians about forgiveness. Know about some of the celebrations and worships in church and understand how going to church is important to show that they are Christians. 	<ul style="list-style-type: none"> Know some of the ways Sikhs put their religion into practice. Understand the meaning of 'sacred text' with regards to the Christmas story and understand stories can be true in different ways. Know and understand the relevance of some Sikh stories today. . Know the events in Holy Week which led up to Jesus's crucifixion. Know some of the ways Sikhs show their commitment to God. Know how Christians show their commitment to God. 	<ul style="list-style-type: none"> Understand some of the ways Muslims show their commitment to God. Know about some Christmas traditions and celebrations which take place. Know a Christian's perspective about eternity. Understand the influences that Christianity still has in the world. Understand the Muslim belief in Akhirah and how it helps them to lead a good life (Summer 1 and 2).

<p style="text-align: center;">Skills</p>	<p>To respond and order some of the religious and moral stories from the Bible.</p> <p>To begin to talk about and find meanings behind different religious beliefs and practices.</p> <p>Ask or respond to questions about what individuals and faith communities do.</p> <p>To express their own ideas and opinions.</p>	<p>To retell some of the religious and moral stories.</p> <p>Talk about and find meanings behind different religious beliefs and practices.</p> <p>Ask or respond to questions about what individuals and faith communities do.</p> <p>To express their own ideas, opinions and talk about their work creatively using a range of different mediums.</p>	<p>To retell some of the religious and moral stories from at least three different religious texts and books.</p> <p>Talk about meanings of some religious stories and express opinions about how these relate to right and wrong.</p> <p>Suggest and find meanings behind different faiths and practices.</p> <p>Ask and respond to questions about what individuals and faith communities do and why.</p> <p>To express own ideas, thoughts and opinions creatively using a range of different mediums and begin to give good reasons for those ideas.</p>	<p>Begin to compare the similarities of at least three different religious texts or stories.</p> <p>Respond to the meanings of some religious and moral stories and express how these directly to right and wrong.</p> <p>Recall in detail and use correct vocabulary regarding the different beliefs and practices of different religions.</p> <p>Respond to different meanings behind different beliefs and practices.</p> <p>Compare directly different responses to ethical questions looking at a range of different religions.</p> <p>Express views about why belonging to a faith community is valuable for their own lives.</p> <p>Begin to talk about connections between their own ideas and others.</p>	<p>Compare stories, beliefs and practices from different religions, including discussing similarities and differences.</p> <p>Respond thoughtfully to a range of sacred writings/stories and provide good reasons for what they mean to different faith communities.</p> <p>Respond thoughtfully to the significance of meaning behind different beliefs and practices.</p> <p>Discuss and begin to apply the different responses to ethical questions from a range of different religions.</p> <p>Express own ideas, thoughts and opinions creatively about why belonging to a faith group may be valuable.</p> <p>Discuss and apply their own and other's ideas about ethical questions clearly in a response.</p>	<p>Make links and compare stories, beliefs and practices from different religions including differences and similarities.</p> <p>Respond thoughtfully to a range of sacred writings, stories and provide good reason for differences and similarities in different texts.</p> <p>To reflect and respond to the significance of meaning behind different beliefs and practices applying evidence to support ideas.</p> <p>Discuss and apply the different responses to ethical questions from a range of different religions.</p> <p>Express views creatively as to why belonging to a faith community may be valuable both to different faith members and to their own lives.</p> <p>Talk about the diversity of belief in different religions, nationally and globally, taking into account those with no faith in the belief system.</p>
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Redwell Religious Education Intent 2022-2023

Year Group		1	2	3	4	5	6
Autumn 1	Topic	My 5 Senses	Pirates	India	Africa	Macbeth	Woeful Wars
	Unit	Christianity	Christianity	Hinduism	Buddhism	Sikhism	Islam
	Enquiry Questions	Does God want Christians to look after the world?	Is it possible to be kind to everyone all off the time?	Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	Is it possible for everyone to be happy?	How far would a Sikh go for their religion?	What is the best way for a Muslim to show commitment to God?
	Knowledge & Understanding	<ul style="list-style-type: none"> Know and be able to retell the Christian Creation Story Understand how the Creation Story influences how Christians behave towards nature and the environment. 	<ul style="list-style-type: none"> Know and retell Bible Stories (New Testament) that show kindness. <ul style="list-style-type: none"> The Good Samaritan The Paralysed Man Understand how these stories help Christians to behave towards other people. Know and give examples of some of the ways Jesus showed kindness. 	<ul style="list-style-type: none"> Understand what Diwali is. Know and explain what happens during the festival of Diwali. Understand if the celebrations bring a sense of belonging to Hindus. 	<ul style="list-style-type: none"> Know about the life of Buddha. Understand how Buddha tried to be and stay happy. 	<ul style="list-style-type: none"> Know some of the ways Sikhs put their religion into practice. 	<ul style="list-style-type: none"> Understand some of the ways Muslims show their commitment to God.
	Skills	<ul style="list-style-type: none"> Show critical awareness of how religious stories may influence Christian behaviour towards the world. Empathise with Christians, making links between how Christians believe they should treat the world and how they do themselves. Reflect and evaluate upon how it feels to make something and how I think it should be treated. Express own opinions about the Christian belief and about creation. 	<ul style="list-style-type: none"> Show critical awareness of how religious stories may influence Christian behaviour towards others. Empathise with Christians, making links between how Christians believe they should treat other people and how they do themselves. Reflect and evaluate upon Christian beliefs and stories about kindness. Express own opinions about whether Christians should be kind. 	<ul style="list-style-type: none"> Empathise with Hindus and how they feel about Diwali. Reflect on hoe Diwali celebrations may bring a feeling of belonging for a Hindu child. Reflect on own celebrations and compare with children celebrating Diwali. 	<ul style="list-style-type: none"> Empathise with others who may or may not be happy. Reflect on own happiness and compare with Buddha's teaching. Reflect on how religious stories and teachings mat influence Buddhists way of living. 	<ul style="list-style-type: none"> Evaluate and make comparisons between the different ways Sikhs put their religion into practise. Reflect and respectfully question some of the ways Sikhs show commitment and their chosen behaviours. Express opinions based on Sikhs differing levels of commitment. Reflect on some of the beliefs that are important to us individually and what difference they make in our lives. 	<ul style="list-style-type: none"> Evaluate the different ways Muslims show their commitment to God and if there is a 'best' way. Reflect on why there may be different ways of showing commitment. Empathise with Muslims, making links between how Muslims choose to show different degrees of commitment to their religion. Make comparisons between how Muslims show commitment to their religion and how we as individuals commit to aspects of our life.
	British Values	<ul style="list-style-type: none"> Rule of Law (Not to damage property etc) Mutual Respect Tolerance of those with different faiths and beliefs. 	<ul style="list-style-type: none"> Individual Liberty Mutual Respect Tolerance of those with different faiths and beliefs. 	<ul style="list-style-type: none"> Rule of Law Individual Liberty Mutual Respect Tolerance of those with different faiths and beliefs. 	<ul style="list-style-type: none"> Individual Liberty Mutual Respect Tolerance of those with different faiths and beliefs 	<ul style="list-style-type: none"> Rule of Law Individual Liberty Mutual Respect Tolerance of those with different faiths and beliefs. 	<ul style="list-style-type: none"> Rule of Law Individual Liberty Mutual Respect Tolerance of those with different faiths and beliefs.
	Vocabulary						
	Assessment						

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Year Group	1	2	3	4	5	6	
Autumn 2	Topic	Explorers	Victorians	Stone Age	Rainforest	The Anglo-Saxons	Magnificent Mountains
	Unit	Christianity	Christianity	Christianity	Christianity	Christianity	Christianity
	Enquiry Question	What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem?	Why do Christians believe God gave Jesus to the world?	Has Christmas lost its true meaning?	What is the most significant part of the nativity story for Christians today?	Is the Christmas story true?	Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?
	Knowledge and Understanding	<ul style="list-style-type: none"> Know and be able to retell the Christian Christmas Story. Understand why the birth of Jesus influenced others to bring him meaningful gifts. 	<ul style="list-style-type: none"> Revisit understanding of the Christmas story in order to reflect on the reasons for Jesus's birth. 	<ul style="list-style-type: none"> Revisit understanding of the Christmas story. Understand what Christians believe to be the true meaning of Christmas. Know what Christmas means to us as an individual; 	<ul style="list-style-type: none"> Understand the symbolism in the Christmas story. Understand what the different parts of the Christmas story means to Christians. . 	<ul style="list-style-type: none"> Revisit understanding of the Christmas story. Understand what is meant by a 'sacred text'. Understand that stories can be true in different ways. 	<ul style="list-style-type: none"> Know about some Christmas traditions and celebrations which take place.
	Skills	<ul style="list-style-type: none"> Show critical awareness of how religious stories may influence Christian behaviour. Reflect upon and evaluate gifts we as individuals would give to Jesus now. 	<ul style="list-style-type: none"> Reflect on the reasons for Jesus's birth. Show critical awareness of how religious stories may influence Christian behaviour towards the world. 	<ul style="list-style-type: none"> Reflect and evaluate upon what Christmas means to us as an individual and to Christians. Make comparisons between individual beliefs surrounding Christmas and the Christian belief. 	<ul style="list-style-type: none"> Reflect and evaluate upon what the different parts of the Christmas story might mean to different people. Make comparisons between individual beliefs surrounding the symbolism of the Christmas story and Christian beliefs. Question what Christmas means to Christians and make comparisons to own beliefs. Reflect and give opinions about how I feel about Christian beliefs, Christmas and the Incarnation. 	<ul style="list-style-type: none"> Critically evaluate different accounts of the Christmas story. Compare accounts of the Christmas story. Make comparisons between individual beliefs surrounding the 'truth' of the Christmas story and those of Christians. Express an opinion on whether the Christmas story is true and what Christians might think of my opinion. Reflect on what 'true' might mean to different people; 	<ul style="list-style-type: none"> Evaluate different Christmas traditions and celebrations in light of their reference and relevance to Christian beliefs in Jesus. Express opinions on whether or not it is important to follow Christian beliefs in all Christmas celebrations. Identify when I am celebrating in a way that reflects the meaning of Christmas.
	British Values	<ul style="list-style-type: none"> Mutual Respect Tolerance of those of different faiths and beliefs 	<ul style="list-style-type: none"> Mutual Respect Tolerance of those of different faiths and beliefs 	<ul style="list-style-type: none"> Mutual Respect Tolerance of those of different faiths and beliefs 	<ul style="list-style-type: none"> Mutual Respect Tolerance of those of different faiths and beliefs 	<ul style="list-style-type: none"> Mutual Respect Tolerance of those of different faiths and beliefs 	<ul style="list-style-type: none"> Democracy Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs.
	Vocabulary	Christmas, God, Christianity, Christians, Jesus, Bethlehem, gold, frankincense, myrrh, wise men, shepherds, innkeeper.	Christmas, God, Christianity, Christians, Jesus, love Incarnation (in Christian theology) the embodiment of God the Son in human flesh as Jesus Christ.	Christmas, God, Christianity, Christians, Jesus, gift, meaning Incarnation (in Christian theology) the embodiment of God the Son in human flesh as Jesus Christ.	Christmas, God, Christianity, Christians, Jesus, significant, symbolism, symbols, incarnation (in Christian theology) the embodiment of God the Son in human flesh as Jesus Christ.	Christmas, God, Christianity, Christians, Jesus, incarnation (in Christian theology) the embodiment of God the Son in human flesh as Jesus Christ. Sacred text, sources., truth.	Christmas, God, Christianity, Christians, Jesus, incarnation (in Christian theology) the embodiment of God the Son in human flesh as Jesus Christ. traditions, celebrations,
	Assessment						

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Year Group		1	2	3	4	5	6
Spring 1	Topic	Fire! Fire!	Great Fire of London	Extreme Earth: Volcanoes and Earthquakes	Fantastic Beasts	Raging Rivers	Vikings
	Unit	Christianity	Islam	Christianity	Buddhism	Sikhism	Christianity
	Enquiry Questions	Was it always easy for Jesus to show friendship?	Does praying at regular intervals help a Muslim in their everyday life?	Could Jesus heal people? Were these miracles or is there some other explanation?	Can the Buddha's teachings make the world a better place?	Are Sikh stories important today?	Is anything ever eternal?
	Knowledge & Understanding	<ul style="list-style-type: none"> Understand what friendship is and what it might look like. Know some of the Bible stories where Jesus shows friendship. <ul style="list-style-type: none"> Zacchaeus Stilling the Storm Mary, Martha and Lazarus Understand that it may be difficult to always show friendship. Understand why Christians believe in showing friendship based on the stories within the Bible. 	<ul style="list-style-type: none"> Know what 'commitment' means in general. Understand what commitment means to Muslims. Understand what commitment means to us as an individual. Know that Muslims pray five times a day and how. 	<ul style="list-style-type: none"> Understand what is meant by the term 'miracle'. Know and retell Bible stories which refer to when miracles have happened. <ul style="list-style-type: none"> Blind Man Paralysed Man. 	<ul style="list-style-type: none"> Know some of the teachings of Buddha. Understand what Buddha taught about change. 	<ul style="list-style-type: none"> Know and retell some Sikh stories. Understand the relevance of Sikh stories today. 	<ul style="list-style-type: none"> Know a Christian's perspective about eternity. Understand the meaning of 'eternity' and 'eternal'.
	Skills	<ul style="list-style-type: none"> Learn to identify when it is easy to show friendship and when it may not be. Reflect on times when I have been a good friend. Express opinions about showing friendship in different scenarios. Compare own opinions to those of Christians with regard to friendship. Show critical awareness of how religious stories may influence Christian behaviour towards the world. 	<ul style="list-style-type: none"> Reflect upon what commitment means to us as individuals and make comparisons between this and the belief of Muslims. Reflect on how Muslim prayer could help Muslims in their everyday life. 	<ul style="list-style-type: none"> Identify some questions people may ask about Jesus performing miracles. Form own questions about whether Jesus really did perform miracles using knowledge and understanding of Christian belief. Give own opinions about whether Jesus performed miracles. Reflect on ways in which Christians may interpret one of Jesus's miracles. 	<ul style="list-style-type: none"> Reflect upon how religious beliefs and teachings may influence people to make the world a better place. Reflect on how we as individuals could make the world a better place and make comparisons between this and Buddha's teachings. Evaluate why there may be problems in the world and how people could help to solve them. 	<ul style="list-style-type: none"> Evaluate and make comparisons between the different ways Sikhs put their religion into practise. Show critical awareness of how religious stories may influence how Sikhs behave. Give opinions as to why Sikh stories may be important today. 	<ul style="list-style-type: none"> Evaluate different beliefs about eternity. Reflect and express own individual opinion about eternity. Make comparisons between own individual opinion of eternity and that of a Christian. Express feelings I have about situations or things I would like to last for ever. Empathise with Christians about beliefs of things and situations that they want to last forever.
	British Values	<ul style="list-style-type: none"> Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs. 	<ul style="list-style-type: none"> Rule of Law Individual Liberty Mutual Respect Tolerance of those with different faiths and beliefs 	<ul style="list-style-type: none"> Mutual Respect Tolerance of those of different faiths and beliefs. 	<ul style="list-style-type: none"> Individual Liberty Mutual Respect Tolerance of those with different faiths and beliefs 	<ul style="list-style-type: none"> Rule of Law Mutual Respect Tolerance of those with different faiths and beliefs 	<ul style="list-style-type: none"> Mutual Respect Tolerance of those of different faiths and beliefs.
	Vocabulary	Friendship, bible, opinion, Christians, God, leader., disciples	Muslim, commitment, prayer, (Salah), Allah, Qur'an, Makkah, Mosque	Miracle, Incarnation, Disciples, Paralysed,	Buddha (Siddhartha) Bodhi, 8 fold path, enlightenment, selfishness, suffering	Sikh, Guru Granth Sahib, Gurdwara, Guru, Jasmine, Vaisakhi, Panj Piare or 'Beloved Five', Khalsa courage, compassion, honesty, happiness,	God, Christian, Salvation, eternal/ eternity, love, unconditional love (agape), Heaven, Hell, lepur, Bible. Bible references.
	Assessment						

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Year Group		1	2	3	4	5	6	
Spring 2	Topic	How does your garden grow?	Arctic/Antarctic	Robots	Tudors	Ancient Greeks	Frozen Kingdoms	
	Unit	Christianity	Christianity	Christianity	Christianity	Christianity	Christianity	
	Enquiry Questions	Why was Jesus welcomed like a king or a celebrity by the crowds on Palm Sunday?	How important is it to Christians that Jesus came back to life after His crucifixion?	What is 'good' about Good Friday?	Is forgiveness always possible for Christians?	How significant is it for Christians to believe God intended Jesus to die?	Is Christianity still a strong religion 2000 years after Jesus was on the Earth?	
	Knowledge & Understand	<ul style="list-style-type: none"> Understand the relevance of Palm Sunday in the Easter Story. Understand that Jesus is special to Christians and that his welcome on Palm Sunday reflects this. 	<ul style="list-style-type: none"> Know and retell the Easter Story. Understand what Jesus's resurrection means to Christians. 	<ul style="list-style-type: none"> Know the key events in the Easter Story. Understand why Jesus's crucifixion symbolises hope for Christians. 	<ul style="list-style-type: none"> Understand how Jesus's life, death and resurrection teaches Christians about forgiveness. 	<ul style="list-style-type: none"> Know the events in Holy Week which led up to Jesus's crucifixion. 	<ul style="list-style-type: none"> Understand the influences that Christianity still has in the world. 	
	Skills	<ul style="list-style-type: none"> Reflect on who is important to us as an individual. Compare how we would welcome our important person to how Christians welcomed Jesus. Reflect upon how religious beliefs and teachings may influence people to behave towards others. 	<ul style="list-style-type: none"> Empathise with Christians and their belief about the Easter Story. Express own opinion as to what happened to Jesus after the empty tomb. Reflect on other's beliefs about what happens when you die. Make comparisons with other opinions and own about what happens when you die. 	<ul style="list-style-type: none"> Analyse difficult situations and suggest how a person may rescue/help others. Reflect and give opinions on whether I agree with Christian beliefs about Jesus's death. Reflect upon how religious beliefs and teachings may influence people to behave towards others. 	<ul style="list-style-type: none"> Reflect upon how religious beliefs and teachings may influence people to behave towards others. Reflect on the sort of help I need to show forgiveness. Empathise with Christians to understand how forgiveness can be difficult. 	<ul style="list-style-type: none"> Question and evaluate whether God intended Jesus to be crucified. Evaluate whether Jesus's crucifixion was the consequence of events during Holy Week. Express own opinion about Jesus's crucifixion being his purpose. Reflect on self and others purposes in life. 	<ul style="list-style-type: none"> Evaluate whether Christianity is a strong religion. Give own opinions about the strength of Christianity. 	
	British Values	<ul style="list-style-type: none"> Democracy Rule of Law Mutual Respect Tolerance of those of different faiths and beliefs 	<ul style="list-style-type: none"> Rule of Law Mutual Respect Tolerance of those of different faiths and beliefs 	<ul style="list-style-type: none"> Mutual Respect Tolerance of those of different faiths and beliefs 	<ul style="list-style-type: none"> Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs 	<ul style="list-style-type: none"> Rule of Law Mutual Respect Tolerance of those of different faiths and beliefs 	<ul style="list-style-type: none"> Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs 	
	Vocabulary	Christianity, Resurrection, God, Jesus, crucifixion, hot cross bun, salvation, life after death, Heaven, tomb, Easter Sunday, Easter Monday.	Christians, God, Jesus, Bible, Easter, crucifixion, symbolic/symbolism, forgiveness, salvation, Last Supper, bread, wine, Heaven, Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday.					
	Assessment							

Redwell Religious Education Intent 2022-2023

Year Group		1	2	3	4	5	6
Summer 1	Topic	Toy Story	Castles	Chocolate	Romans	Space	British Empire
	Unit	Judaism	Islam	Hinduism	Buddhism	Sikhism	Islam
	Enquiry Questions	Is Shabbat important to Jewish children?	Does going to the Mosque give Muslims a sense of belonging?	How can Brahman be everywhere and in everything?	What is the best way for a Buddhist to lead a good life?	What is the best way for a Sikh to show commitment to God?	Does the belief In Akhirah (life after death) help Muslims lead good lives? (taught over Summer 1 and 2)
	Knowledge & Understanding	<ul style="list-style-type: none"> Know what Shabbat is. Understand why Shabbat is important to Jewish people. Know and use the right names for things that are special to Jewish people during Shabbat. 	<ul style="list-style-type: none"> Understand why Muslims visit the mosque. Understand whether visiting the mosque gives Muslims a sense of belonging. Know and use the right words to describe what Muslims need for prayer. 	<ul style="list-style-type: none"> Understand the Hindu belief that there is more than one God with many different aspects. 	<ul style="list-style-type: none"> Know some of the teachings of Buddha. Understand how these teachings can influence how Buddhists chose to live their lives. Know about the 8-fold path and how it helps Buddhist to live their life. 	<ul style="list-style-type: none"> Know some of the ways Sikhs show their commitment to God. 	<ul style="list-style-type: none"> Know ways in which Muslims lead a good life. Understand the Muslim belief in Akhirah.
	Skills	<ul style="list-style-type: none"> Empathise with Jewish children by understanding what they do in Shabbat. Reflect and compare own important weekly activities to that of a Jewish child helping with Shabbat. Reflect upon how religious beliefs and teachings may influence people to live their lives and behave in a certain way. 	<ul style="list-style-type: none"> Reflect upon how religious beliefs and teachings may influence people to live their lives. Evaluate whether visiting the mosque gives Muslims a sense of belonging. Reflect on whether meeting in a certain place can make us as individuals feel like we belong and make comparisons with Muslims and the mosque. Reflect on how it feels to belong. 	<ul style="list-style-type: none"> Have awareness of the different roles we as individuals play whilst still being us. Express opinions about some Hindu beliefs and gods with respect to Hindus. Ask questions about what Hindu belief. Reflect and make comparisons with my own beliefs and those of a Hindu. 	<ul style="list-style-type: none"> Reflect upon how religious beliefs and teachings may influence people to live their lives. Reflect on a 'good choice' I have made and analyse the consequence of it. Evaluate consequences which may come with different actions. Empathise with Buddhists about how challenging sticking to the 8 fold path may be. 	<ul style="list-style-type: none"> Evaluate the different ways Sikhs show their commitment to God and if there is a best way. Reflect upon how religious beliefs and teachings may influence people to behave. Empathise with Sikhs ways of showing commitment. Express opinions about how I think Sikhs should show commitment to God. 	<ul style="list-style-type: none"> Evaluate how Muslim's belief in Akhirah influences how Muslims lead a 'good' life. Reflect upon how religious beliefs and teachings may influence people to behave. Reflect on times when my choices have been influenced and I have changed them after considering the consequences. Express what motivates and influences me to lead a good life and make comparisons with Muslim beliefs.
	British Values	<ul style="list-style-type: none"> Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs 	<ul style="list-style-type: none"> Rule of Law Individual Liberty Mutual Respect Tolerance of those with different faiths and beliefs 	<ul style="list-style-type: none"> Rule of Law Mutual Respect Tolerance of those with different faiths and beliefs. 	<ul style="list-style-type: none"> Individual Liberty Mutual Respect Tolerance of those with different faiths and beliefs 	<ul style="list-style-type: none"> Rule of Law Mutual Respect Tolerance of those with different faiths and beliefs 	<ul style="list-style-type: none"> Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those with different faiths and beliefs
	Vocabulary						
	Assessment						

Redwell Religious Education Intent 2022-2023

Year Group		1	2	3	4	5	6	
Summer 2	Topic	What a Wonderful World (Gambia)	Madagascar	Ancient Egypt	Urban Life and Diversity	Endangered Earth	Mayans	
	Unit	Judaism	Islam	Hinduism	Christianity	Christianity	Islam	
	Enquiry Questions	Are Rosh Hashanah and Yom Kippur important to Jewish Children?	Does completing Hajj make a person a better Muslim?	Would visiting the River Ganges feel special to a non-Hindu?	Do people need to go to church to show people they are Christians?	What is the best way for a Christian to show commitment to God?	Does the belief in Akhirah (life after death) help Muslims lead good lives? (taught over Summer 1 and 2)	
	Knowledge & Understanding	<ul style="list-style-type: none"> Know what Rosh Hashanah and Yom Kippur are. Understand what Rosh Hashanah and Yom Kippur mean to a Jewish child. 	<ul style="list-style-type: none"> Know what Hajj is and what happens. Understand the importance of Hajj to Muslims. 	<ul style="list-style-type: none"> Understand the significance of the River Ganges for Hindus and non-Hindus. Know what happens at a Hindu ritual at/in the River Ganges. 	<ul style="list-style-type: none"> Understand how important going to church is for Christians to show that they are Christians. Know some of the ways Christians use churches to worship and celebrate Holy Communion or baptisms. Know some of the things Christians do in worship. 	<ul style="list-style-type: none"> Know how Christians show their commitment to God. 	<ul style="list-style-type: none"> Know what is meant by the term 'stereotyping'. Understand different Muslim interpretations of Jihad. Understand how the different interpretations of Jihad link to getting into Heaven. 	
	Skills	<ul style="list-style-type: none"> Empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them. Reflect on own traditions for looking forward to the New Year and compare with what Rosh Hashanah and Yom Kippur mean to Jewish children. Give opinions on why certain pictures may be important to Jewish children at Rosh Hashanah and Yom Kippur. Reflect on a time when we as individuals said sorry and how it felt. 	<ul style="list-style-type: none"> Reflect on special journeys I have had and why they were important to me. Empathise with Muslims about how it may feel to be in the Hajj. Reflect on the significance of Hajj to a Muslim. Begin to express opinions about whether completing the Hajj makes a person a better Muslim. 	<ul style="list-style-type: none"> Reflect on why water is important to me and others. Empathise with Hindus to help understand why rituals in the Ganges are significant and important. Empathise with the special feelings a Hindu may experience when taking part in a ritual at the River Ganges. Evaluate how it may make a non-Hindu to go to the River Ganges in comparison with a Hindu. 	<ul style="list-style-type: none"> Reflect on some of the places that are special to us as individuals and the feelings we have there. Empathise with Christians and understand the impact their special place has on them. 	<ul style="list-style-type: none"> Evaluate the different ways Christians show their commitment to God and if there is a best way. Reflect upon how religious beliefs and teachings may influence people to behave. Express opinions about how I think Christians should show commitment to God and why some may be better than others. 	<ul style="list-style-type: none"> Critically analyse and challenge stereotyping through understanding of different Muslim interpretations of Jihad. Reflect upon how religious beliefs and teachings may influence people to behave. Express what motivates and influences me to lead a good life and make comparisons with Muslim beliefs. Reflect on times when I have misinterpreted something. 	
	British Values	<ul style="list-style-type: none"> Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs 	<ul style="list-style-type: none"> Rule of Law Individual Liberty Mutual Respect Tolerance of those with different faiths and beliefs 	<ul style="list-style-type: none"> Rule of Law Mutual Respect Tolerance of those with different faiths and beliefs. 	<ul style="list-style-type: none"> Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs 	<ul style="list-style-type: none"> Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs 	<ul style="list-style-type: none"> Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those with different faiths and beliefs 	
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