Our RE curriculum is based on the agreed syllabus developed by Cheshire East Standing Advisory Council on Religious Education (**SACRE**).

SACRE is the body responsible for monitoring religious education and collective worship provision in all Cheshire East schools.

We all live in a multi-cultural society in this country and a good understanding of different cultures is crucial to our pupils’ personal development. Our RE curriculum aims to help our pupils begin to tackle the challenges of the many spiritual, moral, social and cultural questions that modern life throws at them and creates opportunities for them to begin to develop their own beliefs.

In RE our pupils will learn about religions and worldviews in local, national and global contexts. They will begin to learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

Our RE curriculum aims to:

* support pupils in their own search for meaning and purpose in life
* help pupils develop their own beliefs, values and ideals
* provide a safe and secure environment for pupils to challenge prejudices and misconceptions
* encourage tolerance and respect in pupils for themselves and for other people
* enable pupils to be discerning so that they can make informed choices about systems of belief whether faith based or secular
* encourage pupils to recognise and celebrate diversity in society
* enhance pupils’ understanding of history, art, music, literature and the media

**NB It is not the intention of Religious Education in our school to promote the beliefs of any one religion/religious denomination or worldview.**

**The Legal Framework**

Since 1944, all maintained schools have been required to teach RE to all registered pupils (with the exception that parents have the right to withdraw their children from the subject and pupils of 18 years of age can withdraw themselves). **Parents may withdraw their children from RE lessons and the school has a duty to supervise them, however schools do not have to provide additional teaching.**

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| Description: Description: Cledford logo | **Early Years** | **Year One** | **Year Two** | **Year Three** | **Year Four** | **Year Five** | **Year Six** |
|  | **Christianity** | **Christianity** | **Christianity Judaism** | **Christianity**  **Islam** | **Christianity**  **Judaism** | **Christianity**  **Islam** | **Christianity**  **Hindu-Dharma** |
| **INTENT** | **To know Christians believe in God. To know Christmas and Easter are special to Christians.** | **To know about a Christian church and key events in the Christian calendar.** | **To know key events from familiar Christian stories.**  **To know the importance of the Torah, synagogue and Shabbat.** | **To know how Christians live their lives as disciples.**  **To develop an understanding of core Islamic beliefs and the Qur’an.** | **To know that Christians see God as the Holy Trinity and Jesus as the saviour.**  **To know about ways in which Jews celebrate and live their lives.** | **To know about the old testament teachings.**  **To know about Islamic prophets.** | **To know and analyse diverse expressions of Christian worship.**  **To develop an understanding of Hindu-Dharma its key beliefs.** |
| **Description: Description: Cledford logoChristianity** | **Description: Description: Cledford logoGod, the world and self**  Talk about who Christians say Jesus is (2b)  *eg say why they think he might be special.*  Retell a few key aspects of the Christmas story (4d)  *eg Jesus came to earth and was born in a stable; his parents were Mary and Joseph.*  Retell a few key aspects of the Easter story (5e)  *eg Jesus came into Jerusalem on a donkey he died and came back alive.*  **Authority**  Talk about how Christians describe God (1a)  *eg as creator.*  Explain the Bible is the Christian’s holy book. (3C)  Understand that the Bible tells stories that help Christians think about God and Jesus. (6F)  **Personal Belief**  Begin to show curiosity and ask questions about Christian stories. (8H)    **Religious/ Non-religious worldview in the wider world**  Understanding the World: Past and Present  Talk about the lives of the people around them and their roles in society. (9)  People Culture and Communities  Know some similarities and differences between different religious and cultural communities in this country (10).  *Drawing on their experiences and what has been read in class.*  **Belonging/ Celebrations**  Talk about things some Christians do in church. (7G)  *Development matters*  *Understand that some places are special to members of their community.*  *Recognise that people have different beliefs and celebrate special times in different ways.* | **Personal Belief**  Begin to show curiosity and ask questions about at least 3 Christian stories. (13)  **Marking Life’s Journey**  Identify at least four aspects of how Christians celebrate a Baptism (3).  *Explaining why each event might be important to them.*  (*Use examples from different church traditions*).  **Belonging/ Celebrations**  Identify at least four aspects of how Christians celebrate Christmas and Easter (3).  *Focus on objects and symbols – do not retell the stories.*  *Explaining why each event might be important to them.*  *(Use examples from different Church traditions)*  Recognise the features of a church building and identify at least 3 artefacts found in a church (6).  *Explaining why they are important to Christians.*  (*Use examples from different traditions*).  Describe at least three things a minister/church leader might do. (7)  *(Use examples from different traditions).* | **Description: Description: Cledford logoGod, the world and self**  Recall the main events from the Christmas Bible stories (1).  *Linking these stories with Christianity.*  *For example, put six pictures in order to show what happened on the first Christmas.*  Recall the main events from the Easter Bible stories linking these stories with Christianity. (2)  *For example, recall and order the five key events that happened during Jesus’ last week on Earth; entry into Jerusalem, Last Supper, arrest, crucifixion, and resurrection.*  **Authority**  Talk about who Christians say Jesus is (4)  *e.g. called the Son of God; God in human form.*  Explain that the Bible is the Christian holy book *(for most Christians)* and identify different kinds of genre/writing. (5) | **Authority**  Explain how the Bible is used in the local Church by Christians for guidance, devotion, and inspiration (21).  (*Use examples from different traditions*).  Describe and explain how Christians live their life as disciples (23).  *Make a link between: New Testament Bible stories/teaching; examples from local/global church communities and church worship.* *(Include references to Bible teaching, eg the two most important commandments, love and forgiveness stories, ‘The Parable of the Good Samaritan’, ‘The Parable of the Prodigal Son’, ‘The Parable of the Sower’, ‘The Lord’s Prayer’).* (*Use examples from different traditions*).  **Marking Life’s Journey**  Compare and contrast ‘infant’ and ‘believers’ baptism’ (22). *Suggesting why they are important to most Christians.*  **Belonging/ Celebrations**  Compare and contrast different Christian places of worship. (21) | **Description: Description: Cledford logoGod, the world and self**  Explain that most Christians see God as ‘three in one’ (17). *(Father, Son and Holy Spirit known as the Trinity).*  *(Use examples from different traditions).*  Describe and suggest reasons why most Christians call Jesus ‘Saviour’ (19).  *Using references from some key texts studied.*  eg Creation; The Fall, Christmas; The Story of Zacchaeus and Easter. You must focus on the **Saviour** element.  **Authority**  Explain what Christians can learn about Jesus from the nativity stories (18).  *Focus on Jesus being a “Saviour”.*  *e.g. ‘God with us ‘Emmanuel’.*  **Religious/ Non-religious worldview in the wider world**  Explain with reference to the creative arts how God has a salvation plan for humans. (20) | **Description: Description: Cledford logoGod, the world and self**  Explain the roles of ‘Father, Son and Holy Spirit’ (Trinity) in some Christian views of God (41).  (*Use examples from different Christian viewpoints*)  Describe why many Christians say Jesus is the ‘Son of God’; the ‘Christ’ and both ‘God and man’ (42).  (*Use examples from different viewpoints*)  **Authority**  Identify ways in which some Christians believe the Old Testament prophecies speak about Jesus. (43)  Explain using key texts, *(eg parables, miracles)* teaching the Christian idea of the ‘Kingdom of God’ and how Christians seek to live to advance the kingdom on earth (47). *Example key texts: Beatitudes; The Lords’ Prayer; Jesus’ Temptations; Parables of the Kingdom.*  *(Use examples from different viewpoints)*  **Personal Belief**  Analyse how diverse expressions of Christian worship can reinforce faith and belief. (49) | **Personal Belief**  Suggest answers to questions that the resurrection of Jesus might raise. (45)  **Belonging/ Celebrations**  Explain how the celebration of Easter links to the idea of Jesus reconciling people to God (44)  *So that*  *Christians can live forgiven in a relationship with God, (sacrifice and reconciliation).*  *(Use examples from different viewpoints)*  Identify ways Christians believe God is with them in hard times(46).  *eg: prayer; worship; peace.*  *(Use different views)*  Describe how signs of salvation in churches reinforce the Christian idea of forgiveness (48).  (*Use examples from different traditions and viewpoints*) |
| Judaism |  |  | **Description: Description: Cledford logoGod, the world and self**  Identify that the Torah is a holy book for Jewish people and how the rules in the Torah can guide a Jew in their lives (8).  *eg why they believe it is wrong to steal. (Use different interpretations/views)*  **Belonging/ Celebrations**  Describe some of the things that happen at the synagogue and why Shabbat is important to some Jews. (9)  Describe at least three things a Rabbi might do (10).  *eg take part in a naming ceremony.* |  | **Description: Description: Cledford logoGod, the world and self**  Describe and explain why the Torah is important to Jews (33).  *eg given by God to Jews through Moses.*  Explain two key aspects of the ‘covenant’ God made with the Jews (32). *Make reference to key texts e.g. Abraham.*  **Marking Life’s Journey**  Explain the key events in a Jew’s life *(eg Bat/Bar Mitzvah)* and suggest why they are important to Jews. (31)  **Belonging/ Celebrations**  Describe three key ways in which Jews celebrate (30).  *Explain why at least one festival is important, eg Passover; Yom Kippur or Rosh Hashanah. (Use examples from different traditions).*  Identify ways in which the Jews show respect for the Torah (34).  (*Use examples from different traditions*). |  |  |
| Description: Description: Cledford logoIslam |  |  |  | **Description: Description: Cledford logoGod, the world and self**  Explain how Muslims describe Allah (24)  *eg using 99 names.*  Know Muslims believe Muhammad (pbuh) to be a ‘messenger of ‘God’, (Prophet of God) (25).  (*Use examples from different traditions*).  **Authority**  Recall five key facts about the story of the ‘Night of Power’ - Muhammad’s (pbuh) first revelation (26).  *For example, Muhammad (pbuh) received messages from God; He told everyone that he was speaking words God gave him; people wrote them down exactly; the words later became the Qur’an and afterwards Muhammad (pbuh) became known to all Muslims as the ‘Prophet of God’.*  Recognise a Qur’an and identify it with Islam (27).  *Explain how and why Muslims treat it with respect and many Muslims believe it to be the exact words of ‘Allah’ (God). (Use examples from different traditions).*  **Belonging/ Celebrations**  Make a link between two Muslim artefacts *(e.g. Qur’an stand and Prayer mat);* fasting during Ramadan and the celebration of Id-ul-Fitr (28).  (*Use examples from different traditions*). *Compare different mosques.*  Explain how Muslims organisations help people in need. (29) |  | **Description: Description: Cledford logoGod, the world and self**  Understand many Muslims believe that to have ‘inner peace with God’ humans must follow and submit to Allah’s guidance and will. (52)    **Authority**  Identify and understand that Muslims believe the Prophets who came before Muhammad (pbuh) all taught the same message (50). (*Use examples from different traditions*).  Explain how majority of Muslims believe that Muhammad (pbuh) is the last and final prophet. (51)  Explain why the Qur’an is so important to Muslims (56).  (U*se key texts to explain ideas)*  **Belonging/ Celebrations**  Explain and assess how all Muslims are part of the ‘Ummah’ (53).  *By showing how the Five Pillars enable most Muslims to have peace with God.*  (*Use examples from different traditions eg Sunni and Shi’ite*).  Describe three ways in which Muslim worship shows devotion to Allah (55).  *Making reference to life at home and in the Mosque.*  *(Use examples from different traditions).*  Analyse how main features of a mosque explain Muslim key beliefs (57).  (*Use examples from different traditions*).  **Marking Life’s Journey**  Identify, describe, and explain key Muslim beliefs related to Allah (God); marriage and life after death. (54) |  |
| Hindu-Dharma |  |  |  |  |  |  | **Belonging/ Celebrations**  Describe various forms of worship that happen in the Hindu Mandir (Temple) (58).  *Including Puja.*  Describe how and suggest why many Hindus celebrate Diwali and Holi (61). (*Use examples from different traditions*).  Analyse and evaluate Hindu Dharma beliefs (63).  *About reincarnation, vegetarianism and caring for the environment.*  **Authority**  Outline some of the stories of Vishnu, Rama and Sita (59).  *Explain their significance for many Hindu.*  Identify key Hindu Dharma symbols and explain their meaning (60).  *eg Aum, Swastika.*  **Marking Life’s Journey**  Compare/contrast Hindu ways of welcoming a child with all religious/non-religious views previously studied. (62)  **Personal belief**  Explain the Hindu Dharma idea of ‘Karma’ and how actions have consequences (65). *Compare and contrast with similar values found in other religious/non-religious viewpoints studied.*  *(Use examples from different traditions).*  Compare and contrast some Hindu Dharma ways of understanding family with other religious/non-religious views about family (64).  (*Use examples from different traditions*). |
| Cross Religious/ Non-Religious Viewpoints |  | Begin to talk thoughtfully with respect to a range of spiritual questions (16).  *e.g. What happens when you die? Why do people worship? What do others think about God? (Use examples from different traditions/worldviews).*  Raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints (15). *Attempt to support answers using simple reasoning.* | Talk about stories in the Bible that describe what God is like for Christians, Jews, and Muslims (11).  *For example, in the Old Testament story of Creation - identify Jewish and Christian beliefs that God is the creator who cares for all people. Also, in the New Testament story of the Lost Sheep - identify that Christians believe God is like a Shepherd who goes after those who are lost.*  Explain why Abraham is important to both Jewish and Christian traditions (12) *(NB he is also important to*  *Muslims).*  *For example, Christians and Jews believe Abraham was the beginning of the promises (covenant) God made with them. He is also an example of faith. (Use examples from different traditions).*  Begin to show curiosity and ask questions about at least 3 Christian or Jewish stories. (13)  Explain three reasons why Moses found it difficult to obey God at first and the 10 Commandments he was given later in life. (14) | Explain how Jews, Muslims, and Christians welcome babies (35)  *Suggesting differences and similarities between them. Compare and contrast other religious and non-religious ceremonies.*  Compare and contrast Christian, Jewish and Muslim ideas of God (38).  *Linking their ideas in with other non-religious views and perspectives.*  (*Use examples from different traditions*).  Ask simple questions about the decisions people make and suggest what might happen as a result of different decisions (39).  *Make simple connections between questions, beliefs, and answers. (Use examples from different viewpoints). Identify the impact for religious/non-religious groups on society past and present.* | Explain why the 10 Commandments are important to both Jews and Christians (36).  *Link ideas to other sacred texts/non-religious teachings. (Use examples from different traditions).*  Describe what Christians and Jews can learn about God from Old Testament stories (37).  *e.g. ‘Moses and the escape from Egypt’ showing God as sustainer. Joseph showing God as guide and protector.*  Raise relevant questions in response to material studied and suggest answers using reasons to support their views (40).  *Make reflective links between own experiences and material studied.* | Investigate by gathering, selecting, organising, or refining questions and ideas about religious/non-religious viewpoints (69).  *(eg examine role of art and music in religious expression or life after death.)*  Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints (70).  *eg creation, marriage.* | Outline, compare and contrast key Christian, Hindu Dharma and Muslim beliefs about God (66).  *Make links to other perspectives and viewpoints. Identify some of the reasons people believe/do not believe in God.( eg Atheism/Agnosticism)*  Compare and contrast Christians/Hindu Dharma/Muslim pilgrimages and reflect on how they affect believers (67). (*Use examples from different traditions*).  Compare and contrast what motivates people of a religious faith *(eg Christian, Hindu Dharma and Muslim)* and a non-religious belief to work together to impact UK and the wider world through environmental and global charities (68). *eg Islamic Aid, Christian Aid.* |

Black text – Objectives to form “I can” statements

Purple text – Suggestions for how to teach the lesson content / what to include

Green text – Stories or passages to use as examples