

# Enmore Church of England Primary School

'Those who are taught here must  
go out and teach others'

*Rev J. Poole, Founder, 1810*



'I have set you an example that you  
should do as I have done for you.'

*John 13: 15*

## RE at Enmore

## Background



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***Religious Education** involves learning **about** and **from** different religious belief systems held by faith communities world wide. Students will learn about the variety of ways that people worship different gods or deities, as well as appreciating non-religious views. This will form the basis for tolerance, respect and understanding now and in later life.*

### ***Somerset Agreed Syllabus***

*An agreed syllabus is a religious education syllabus that is designed by a local authority's Agreed Syllabus Conference (ASC). The syllabus, like the provision for RE in academies, must reflect that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principle religions represented in Great Britain.*

*Each pupil must take part in a daily act of collective worship unless they have been withdrawn by their parents. Academies with a religious designation must provide collective worship in accordance with the tenets and practices of the academy's designated faith.*

Enmore follows the Early Years Foundation Stage Curriculum which can be found [here](#), and the Agreed Syllabus for Somerset, **Awareness, Mystery and Value** (2019) can be found [here](#).

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## Vision



*The school's vision and values underpin all subjects taught at Enmore. The page below illustrates how RE is influenced by these values and, as a result, illustrates what you would expect to see in classrooms.*

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### **Vision**

- To have high expectations

### **What this looks like in MFL**

- Learning behaviours are excellent
- Poor behaviour is uncommon and is challenged

- Marking is high quality
- teaching spaces are kept tidy and are well- organised

#### **Vision**

- A broad curriculum offer

#### **What this looks like in RE**

- Displays and work in books reflects a broad curriculum
- classes have topics but discrete subjects are taught
- Cross- curricular links used when possible

#### **Vision**

- An inclusive curriculum

#### **What this looks like in RE**

- All children have access to the curriculum
- Pre, post and during interventions used as appropriate, aimed at removing barriers to learning

#### **Vision**

- A mastery approach

#### **What this looks like in RE**

- Whole class teaching is predominant
- children who have mastered topics are given opportunities to support less confident
- low stakes testing and retrieval exercises used where appropriate

#### **Vision**

- Expose children to diversity

#### **What this looks like in RE**

- Learn from and about other cultures and religions, appreciating the diversity both globally and in the UK

#### **Vision**

- Ask Big Questions

#### **What this looks like in RE**

- Ask questions about belief and beyond belief
- Encourage children to ask questions about their own beliefs and world view

## Vision

- Close vocabulary gap for disadvantaged children

## What this looks like in RE

- Develop subject specific vocabulary and use in context with support sheets/assessments in RE books

## Vision

- Reinforce school, Christian and British values

## What this looks like in RE

- Develop understanding of roots of school values and origins
- Understand how Christian values impact followers of Christianity
- Compare values across different religions and world views

## Vision

- To develop the children as individuals and give responsibility

## What this looks like in RE

- Children have responsibilities for upholding values and supporting Collective Worship
- Develop sense of self and evaluate their own world view

## Subject Intent/Rationale

*We have a two year programme of study based on the AMV Somerset Agreed Syllabus.*

*The plan links to units of study from AMV and Understanding Christianity.*

Long Term RE Plan 2019- Enmore C of E Primary School UC= Understanding Christianity Resource AMV= Awareness, Mystery and Value (Somerset Agreed Syllabus)						
F5/KS1 - Featured Religions: Christianity and Judaism (Humanism)						
	Autumn		Spring		Summer	
	Year 1 (2019-20)	Year 2 (2020-21)	Year 1	Year 2	Year 1	Year 2
Class 1	During the foundation Stage, children explore the world of religion and belief in terms of special people, books, times, objects and places by visiting places of worship and through celebrations. These opportunities are planned for by the class teacher in line with the early learning goals.					
	UC Unit F3: Incarnation Y1 Going deeper AMV 2019- F1 Special me/ AMV 2019 F2 Special times/ AMV 2019 F3 Special places		UC Unit F5: Salvation Y1 Going deeper AMV 2019 F4 Special times AMV 2019 F6 Special stories		UC Unit F1: God/Creation Y1 Going deeper AMV 2019 F5 God/Creation	
Class 2	UC Unit 1.2: Creation	UC Unit 1.1: God (AMV 1.1)	AMV 2019 Unit 1.4 What do Christians believe about forgiveness?	AMV 2019 Unit 1.6: What do Jewish people believe about Torah?	AMV 2019 Unit 1.5: What do Jewish people believe about God and the covenant?	AMV 2019 Unit 1.3: What do Christians believe about love?
	UC Unit 1.3: Incarnation	AMV 2019 1.2 What do Christians believe about Jesus? (Christmas)	+ AMV unit: KS1 Humanism	UC Unit 1.5: Salvation	UC Unit 1.4: Gospel	AMV unit: KS1 Humanism

KS2 - Featured Religions: Christianity, Hinduism, Islam and Judaism (Humanism)						
	Autumn		Spring		Summer	
Class 3	AMV 2019 Unit 2.1: What do Jewish people believe about God, the covenant and the Torah?	UC UKS2 Unit 2A.4: Gospel + lesson on Zacchaeus AMV unit 2.4 lesson 7	UC UKS2 Unit 2A.5: Salvation	UC UKS2 Unit 2A.6: Kingdom of God	UC UKS2 Unit 2A.1: Creation/Fall	UC UKS2 Unit 2A.2: People of God
	UC UKS2 Unit 2A.3: Incarnation/God	Dhawal - Introduction to Hinduism AMV unit 2.3 Lesson 1 (4x lessons)	Dhawal - Introduction to Hinduism AMV unit 2.3 Lesson 1 (4x lessons)	AMV 2019 Unit 2.6 What do people believe about agape?	Introduction to the 5 Pillars- focus on prayer Ramadan	
Class 4	UC UKS2 Unit 2A.1: Creation/Fall DIGGING DEEPER	AMV 2019 Unit 2.12 What do Christian people believe about agape? UC 2A.4 Digging Deeper- Good Samaritan	UC UKS2 Unit 2B.6: Salvation + digging deeper	UC UKS2 Unit 2A.6: Kingdom of God DIGGING DEEPER	AMV 2019 Unit 2.2 What do Muslim people believe about Islam and Iman?	UC UKS2 Unit 2A.2: People of God DIGGING DEEPER
	AMV 2019 Unit 2.7 What do Jewish people believe about the Torah?	UC UKS2 Unit 2A.3: Incarnation DIGGING DEEPER		AMV 2019 Unit 2.3 What do Hindu people believe about Dharma, deity and Atman? (Starting from lesson 2)	AMV 2019 Unit Humanism UKS2	UC UKS2 Unit 2B.5: Gospel + lesson 2 from AMV 2.12
Class 5	Harvest + UC UKS2 Unit 2B.2: Creation/Fall	Harvest + UC UKS2 Unit 2B.1: God	UC UKS2 Unit 2B.7: Salvation + digging deeper	AMV 2019 2.9 What do Hindu people believe about Dharma, deity and Atman?	AMV 2019 Unit 2.7 What do Jewish people believe about God and the Covenant?	AMV 2019 Unit 2.8 What do Muslim people believe about Islam and Iman?
	ADVENT (see Staff Shared area)	UC UKS2 Unit 2B.4: Incarnation + AMV Unit 2.11 (2x Gospels)		UC UKS2 Unit 2B.3: People of God		UC UKS2 Unit 2B.8: Kingdom of God

## KS1 AMV

### RE- Key Stage 1 Coverage of religions required at foundation and KS1 is Christianity plus one other religion from: Hinduism, Islam or Judaism. Non-religious views (Humanism) must also be represented

<p><b>Christianity</b></p> <p><b>Key belief – Salvation.</b></p> <p><b>Pupils should know and understand:</b></p> <ul style="list-style-type: none"> <li>Know that the Christian Holy book is called the Bible, and that it is divided into two parts – Old Testament (which Christians share with Judaism – Jesus was a Jew) and New Testament.</li> <li>Recall stories from the Bible associated with the last eight days of Jesus’ life, including (a) his entry into Jerusalem, (b) the Last Supper, (c) his arrest, (d) crucifixion and (e) resurrection.</li> <li>Recognise the order of the key events in the Biblical narrative.</li> <li>Identify these stories with the religion of Christianity, who are collectively called Christians and know that they are from the Bible.</li> <li>Understand that Christians believe that Jesus died so that people can be forgiven by God.</li> <li>Understand that Christians believe that Jesus rose from the dead, giving hope of a new life.</li> <li>Raise and suggest answers to relevant questions in response to their enquiry into the Easter story.</li> </ul>
<p><b>Belief – Incarnation.</b></p> <p><b>Pupils should know and understand:</b></p> <ul style="list-style-type: none"> <li>Christians find out about what Jesus is like and how he wants people to live from the Bible.</li> <li>Understand that Advent is the time before Christmas when Christians get ready for Jesus coming.</li> <li>Recall Bible stories associated with the birth of Jesus. Including (a) the meaning of his names Immanuel (God is with us) and Jesus (he saves), (b) the angel Gabriel’s message to Mary – that her baby is God’s son, (c) his humble birth, (d) visited by shepherds-ordinary people – and the Magi.</li> <li>Identify these stories with the religion of Christianity, whose members are collectively called Christians and know that these stories are from the Bible.</li> <li>Recognise the order of the key events in the Biblical narrative.</li> <li>Raise and suggest answers to relevant questions in response to their enquiry into the Christmas story.</li> </ul>
<p><b>Belief – Agape (selfless, sacrificial, unconditional love).</b></p> <p><b>Pupils should know and understand:</b></p> <ul style="list-style-type: none"> <li>Jesus taught that people should be loving, kind and forgiving to everyone because this is what God is like.</li> <li>Recall the story of the Unmerciful Servant Matthew 18:23-34, linking it to forgiveness in the Lord’s Prayer Matthew 6:5-15 including (a) Peter’s question, “How many times should I forgive?” (b) the events of the parable, (c) understand that, just as Christians believe that God forgives them, Jesus wants them to forgive everyone (d) that Christians are reminded about these things every time they pray the Lord’s prayer.</li> <li>Reflect on the implications of this story for Christians and for themselves today.</li> <li>Raise and suggest answers to relevant questions in response to their enquiry into this story, e.g. ‘Why did Jesus tell this story and other parables?’</li> </ul>
<p><b>Belief –God.</b></p> <p><b>Pupils should know and understand:</b></p> <ul style="list-style-type: none"> <li>Christians find out about what God is like and how he wants people to live from the Bible.</li> <li>There is a story in the Bible which Christians believe expresses their key beliefs about creation. – God created the universe. – The story is called the six days of creation and describes what God did as the world was created. – The last thing that God created was humans.</li> <li>Christians believe that God expects humans to care for His world because it belongs to God.</li> <li>Raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God.</li> </ul>

<p><b>Judaism</b></p> <p><b>Key belief: God and the Covenant.</b></p> <p><b>Pupils should know and understand:</b></p> <ul style="list-style-type: none"> <li>• Know that Jews believe in one God who created the universe.</li> <li>• Know basic elements of the story found in Genesis:</li> <li>• God made the world from nothing</li> <li>• God Makes everything in the world, including plants and animals</li> <li>• Man is the last to be made</li> <li>• Man is made last and is given responsibility to care for the world God has created</li> <li>• Know that the Jewish name for God is Adonai which mean 'Lord'. Jews use the name with great respect, never carelessly. Sometimes Jews write the words as God because of its sacredness.</li> <li>• Be able to recognise the Star of David as a symbol of Judaism, which represents the 6 days of creation found in Genesis.</li> <li>• Know that Jews live all over the world, but Israel is considered very special as it was promised to Abraham and his descendants by God.</li> <li>• Raise and suggest answers to relevant questions in response to the story of creation.</li> <li>• Attempt to support their answers using reasons and/or information.</li> </ul>
<p><b>Belief: Torah.</b></p> <p><b>Pupils should know and understand:</b></p> <ul style="list-style-type: none"> <li>• Know that the Torah means 'teaching' is the most important part of Jewish scriptures.</li> <li>• Know that it contains the first 5 books of the Hebrew Bible.</li> <li>• It teaches Jews what God is like and how they should live their lives.</li> <li>• One day a week Jews observe the Sabbath: they rest, have a meal on Friday evening with their family. Jews believe that bringing the family together once a week when no one works is important.</li> <li>• Understand how special the Torah is for Jews: the Torah is read every week in the synagogue, the end of one cycle is celebrated in Simchat Torah.</li> <li>• Raise and suggest answers to relevant questions in response to the Jewish teachings on the Torah.</li> <li>• Attempt to support their answers using reasons and/or information</li> </ul>
<p><b>Humanism</b></p> <p><b>By the end of Key Stage 1, students should know and understand:</b></p> <ul style="list-style-type: none"> <li>• Be familiar with the terms 'Humanist' and 'atheist'.</li> <li>• Know that of utmost importance for a Humanist is what human beings have achieved and can achieve as individuals and together to improve life for everyone and look after the world.</li> <li>• Know that many Humanists are 'atheists'; they do not believe in a deity or deities.</li> <li>• Know how a Humanist family might celebrate the birth of a child and/or the naming of a baby.</li> <li>• Be able to recognise the 'happy human' as a symbol of Humanism (showing that the human being and the potential of human activity to shape our world are at the centre of what Humanists believe).</li> </ul>

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## Lower KS2 AMV

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<p><b>RE" Lower Key Stage 2</b></p> <p>Coverage of religions required at KS2 is Christianity plus three other religions: Hinduism, Islam and Judaism. Non-religious views (Humanism) must also be represented.</p>
<p><b>Christianity</b></p> <p><b>Key belief – Salvation.</b></p> <p><b>Pupils should know and understand:</b></p> <ul style="list-style-type: none"> <li>• Recognise that Christians refer to Jesus as 'the Saviour' or as 'my Saviour'.</li> <li>• Explain the Christian Salvation story and that it makes four main claims: God created a perfect world. Humanity went wrong. To save humanity God had a salvation plan. God enters into the world as Jesus Christ who saves humanity.</li> <li>• Recall the key features of the story of Zacchaeus:</li> <li>• Understand the context of the story; Zacchaeus is an outcast because he is seen as a greedy, corrupt traitor. Now he is sorry. He wants to make up for his bad deeds and live a better life. (AMV units 2,3,3)</li> <li>• Understand the message of the story – that Christians believe Jesus came to forgive and rescue everyone. No one is too bad – or too good.</li> <li>• Recall the story of Jesus death on the cross. Understand that Christians believe that because Jesus died they can be forgiven by God. (AMV units 2,3,4,5,6,7,8)</li> </ul>
<p><b>Belief – Incarnation.</b></p> <p><b>Pupils should know and understand:</b></p> <ul style="list-style-type: none"> <li>• Recall stories from the Bible of Jesus miracles- what do they say about Jesus? e.g. the storm on the lake – power over the forces of nature Mark 4.35-41, healing Jairus' daughter – power over death (Luke 8, 40-56). (AMV units 2,3,7,8)</li> <li>• Understand what Christians believe this and other stories from the Bible say about who Jesus is – that only God can do things like this. Christians believe that Jesus is the Son of God.</li> <li>• Raise and suggest answers to relevant questions in response to their enquiry into the accounts of these miracles and what Christians say about who Jesus is.</li> </ul>
<p><b>Belief – Agape (selfless, sacrificial, unconditional love).</b></p> <p><b>Pupils should know and understand:</b></p> <ul style="list-style-type: none"> <li>• Christians try to be like Jesus and obey his teachings in the things that they think and do.</li> <li>• Recall the story of the Good Samaritan Luke 10.25-37. Man attacked on dangerous road; left without anything – even clothes; he is seen by a Priest and Levite (respected members of community); Samaritan stops and helps Jew; uses expensive oils; places man on donkey while he walks; taken to inn and pays for stay.</li> <li>• Know the context for the story: how the story came to be told – Jesus is asked how to inherit eternal life? Love God and your neighbour as yourself; Jesus is asked who is my neighbour?</li> <li>• Understand background to the story; Samaritans and Jews are enemies (at the end of the story the person asking the question cannot even say the word 'Samaritan', the people who walked by had good reason (muggers still around; might be a trap; he might be dead anyway (cleansing process); road called 'red road' for good reason.</li> <li>• How does this and other teachings of Jesus display disinterested love (agape) being shown to all: freely given; generous; selfless; self-sacrificing?</li> <li>• Support their attempt to answer the relevant questions they raise in response to their enquiry into the Good Samaritan parable using reasons and information to support their views.</li> </ul>
<p><b>Belief – God.</b></p> <p><b>Pupils should know and understand:</b></p> <ul style="list-style-type: none"> <li>• Christians believe the Bible talks about what God is like and his relationship with people who believed in Him. (AMV units 3 &amp; 4)</li> <li>• Christians will describe one God as Father (parent), Son and Holy Spirit. The Trinity.</li> <li>• Recall what happens in both Infant Baptism and Believers' Baptism. Water is used. The person baptising usually says "I baptise you in the name of the Father, and the son, and the Holy spirit." The person is welcomed into the Christian Church.</li> <li>• Raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God.</li> </ul>

<b>Hinduism</b>
<p><b>Key Belief – Dharma (Right-living, respecting life, honouring Natural world). Pupils should know and understand:</b></p> <ul style="list-style-type: none"> <li>Recall stories of the exile, return and reign of Rama from the Hindu book: The Ramayana and understand how they teach a) respect for Parents, b) keeping promises, c) doing the right thing even when it's hard, and from his reign d) using power with care and responsibility towards those with less power, know that Hindus think these are important guidelines for right-living.</li> <li>Understand when Hindus light lamps to celebrate Diwali they remember that God guides us in life the way lamps light up darkness, to help us see our way.</li> <li>Know Dharma means 'right-living' and that the Hindu faith is called the 'Hindu Dharma'</li> </ul>
<p><b>Belief – Deity (Brahman, Deva, Devi, Avatar) Pupils should know and understand:</b></p> <ul style="list-style-type: none"> <li>Know that Hindu holy books describe Rama AND Krishna as special people called Avatars. These are believed by Hindus to be God, in human form and that God can choose to be born as an Avatar, in any time and place, when the world needs God's help or example.</li> <li>Know that Hindus believe that they can also worship God in other divine forms (or deities) alongside the Avatars, such as a loving mother (Devi), Lakshmi, popularly worshipped at Diwali.</li> </ul>
<p><b>Belief – Atman (The Divine within). Pupils should know and understand:</b></p> <ul style="list-style-type: none"> <li>Recognise a form of Hindu worship (called puja) using a special tray called 'a puja thal' with a small sacred flame, a bell, flower petals, incense and water to help them not be distracted by anything else they may see, hear, smell or touch around them, to make it a special time.</li> <li>Know and be able to use the following terms accurately and confidently: Mandir, shrine, puja, murti, prasad and arti.</li> <li>Know that Hindus have a special place at home for performing puja once a day.</li> <li>Understand that Puja helps Hindus be quiet enough to 'hear' God guiding them from within and to know Hindus can perform Puja at home or in a place of worship called a Mandir.</li> <li>Raise and suggest answers to relevant questions in response to the Hindu belief in Dharma, deity, and Atman.</li> <li>Attempt to support their answers using reasons and/or information.</li> </ul>

<b>Humanism</b>
<p><b>By the end of Lower Key Stage 2, students should know and understand:</b></p> <ul style="list-style-type: none"> <li>Be familiar with the concepts 'material world' and 'secular'. Know that 'secular' means 'concerned with the material world' and 'not concerned with religion'.</li> <li>Be able to tell another person what is meant by 'Humanist' and 'atheist'.</li> <li>Have had the opportunity to talk with members of a Humanist family.</li> <li>Know that Humanists look for truth as it is known and accessible through science, reason and the experience of human beings of the ever-changing material world.</li> <li>Know that Humanists primarily make decisions about right and wrong based on what is perceived to bring justice, happiness and peace to individuals, communities and societies. They should know that Humanists do not believe that knowledge of right and wrong comes from a deity or deities or that good deeds or wrong-doing will be judged and/or punished by a god or gods.</li> <li>Be familiar with what the 'happy human' symbol means to Humanists.</li> </ul>

<b>Islam</b>
<p><b>Belief – Iman (faith) Messengers of Allah. Pupils should know and understand:</b></p> <ul style="list-style-type: none"> <li>Know that Muslims believe that Muhammad had many revelations over 22 years.</li> <li>Understand that Islam teaches that Muhammad told many others what the revelations were. They wrote down the Words that had been revealed to Muhammad. What they wrote formed a book – the holy Qur'an.</li> <li>Know that Muslims believe that the angel Gabriel was 'sent down' with God's holy book – the Mother of the Book. This was the book that was shown to Muhammad. <a href="#">So</a> the Qur'an is a copy of God's holy book.</li> <li>Understand that the Qur'an is treated with great respect by Muslims, including that it is often kept in a stand, kept above all other books, is sometimes wrapped in a cloth, a Muslim will wash their hands before touching the book.</li> <li>Know that God's message is known as the 'Straight Path' or the Shariah</li> <li>Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah.</li> </ul>
<p><b>Key belief – Islam (Submission to the will of Allah). Pupils should understand:</b></p> <ul style="list-style-type: none"> <li>Know that Islam means "Submission (to the will of Allah)" and the word Muslims means someone who has willingly submitted themselves to Allah.</li> <li>Identify the two main beliefs of Islam as: the belief in only one God, and the belief that Muhammad is the Messenger of God</li> <li>Understand that praying 5 times a day, which is prescribed in the Qur'an, is one way Muslims submit to the will of Allah. They do this by: Being constantly reminded of Allah throughout the day, reminds them for what is important in their life and helps them straying from the path</li> <li>The sujud position (prostration) reflects Muslim submission as a physical act.</li> <li>Salah can take place anywhere, as God created everything</li> <li>Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah and the practice of Salah.</li> <li>Attempt to support their answers using reasons and/or information</li> </ul>

<b>Judaism</b>
<p><b>Key belief: God and the Covenant.</b></p> <p><b>Pupils should know and understand:</b></p> <ul style="list-style-type: none"> <li>God first made his covenant agreement with Abraham. God promises he would be the father of a great nation, the Jewish people, who will live in the land of Canaan.</li> <li>Recall the story of the giving of the 10 commandments to Moses: The people of Israel are enslaved in Egypt; God sends 10 plagues; the Pharaoh releases the Jews; this hasty departure is known as the exodus; the Jews spent 40 years as nomads; Moses went up Mt Sinai to receive from God the 10 commandments and other commandments which were the rules Jews had to live by.</li> <li>Understand that the Jews made an agreement or covenant with God: If Jews agree to obey His commandments; the Jews would be His Chosen people.</li> <li>Know that Jews celebrate the exodus at the week-long Passover festival; at the Seder meal Jews re-tell the story of the Exodus using symbolic food. The festival recalls this as a key event in their history because it shows: (a) God was at work in the events of history (b) they have been chosen to have a special relationship with God.</li> <li>Understand that Jews believe there is one God who should be placed above all else.</li> <li>The Shema, which expresses these key beliefs, is placed on the doorpost of Jewish houses in a Mezezah.</li> <li>Raise and suggest answers to relevant questions in response to the story of Moses and the giving of the 10 commandments.</li> <li>Attempt to support their answers using reasons and/or information.</li> </ul>
<p><b>Belief: Torah.</b></p> <p><b>Pupils should know and understand:</b></p> <ul style="list-style-type: none"> <li>On the Shabbat Jews attend the synagogue, where they worship God. Doing this develops a sense of community.</li> <li>The reading of the Torah is central to the service: during the service there will be readings from the Torah.</li> <li>In the synagogue the Torah (Sefer Torah) is written on parchment, which are written by hand with a special ink. The importance of the scrolls is shown by the way they are: —Never touched by human hands- a special pointer is used— Each scroll has a mantle (cover) —Once they have been used, they are returned to the Ark</li> <li>There is an ever-burning lamp outside the Ark to show God is always present</li> <li>Know that some Jews wear Tephilin (or Tefillin), which are two straps with boxes on and contain small pieces of parchment from Torah, on the forehead to remind Jews they must love God with their mind and on their arm facing the heart to remind Jews they must love God with all their heart.</li> <li>Know the Torah is written in Hebrew.</li> <li>Raise and suggest answers to relevant questions in response to the importance and respect Jews give to the Torah.</li> <li>Attempt to support their answers using reasons and/or information.</li> </ul>

<p><b>Christianity</b></p> <p><b>Key belief – Salvation.</b>  <b>Pupils should know and understand:</b></p> <ul style="list-style-type: none"> <li>Identify the use of the word 'atonement' in Christianity as referring to the forgiving or pardoning of sin through the death and resurrection of Jesus.</li> <li>Know that 'atonement' originally meant "at-one-ment", which means being "at one" or harmony, with someone.</li> <li>Know that Christians emphasize that Jesus is the Saviour of the world and through his death the sins of humanity have been forgiven.</li> <li>Christians use a range of theories and metaphors to explain how this reconciliation works. A common approach in Western Christianity is that: – Humans have not lived in the way God intended – they have sinned – Having broken God's Law, humans should have been punished. (Romans 6:23 – Jesus is without sin – He sacrifices himself in the place of humanity – Because Jesus is without sin, he 'pays the price' which should have been paid by humanity'. (Galatians 3.13)</li> <li>Reflect on and appraise the view that Easter celebrates Jesus dying to take the punishment (atonement)/ pay the debt of sin (redemption) so that people can be forgiven by God and live in relationship with Him.</li> <li>Know that Christians believe that Jesus rose again and that faith in him will give eternal life to the believer.</li> </ul> <p><b>Belief – Incarnation.</b>  <b>Pupils should know and understand:</b></p> <ul style="list-style-type: none"> <li>Know that the nativity is found in two gospels: Matthew (ch 1-2) and Luke (ch 1-2)</li> <li>Understand that the two accounts are told from different viewpoints (Mary and Joseph's)</li> <li>Reflect on why there may be different accounts.</li> <li>The Bible account of the virgin birth supports the Christian belief that Jesus is both human and divine.</li> <li>Some Christians understand this symbolically and others literally.</li> <li>The nativity of Jesus concerns the incarnation of Jesus: literally "become flesh". Incarnation is the belief that Jesus Christ is fully human and fully God.</li> <li>Identify how the belief that Jesus is "God with us" helps a Christian in daily life. Christians pray because they believe that Jesus is with them to listen and to help.</li> </ul> <p><b>Belief – Agape (selfless, sacrificial, unconditional love).</b>  <b>Pupils should know and understand:</b></p> <ul style="list-style-type: none"> <li>Recall what Jesus said about selfless, unconditional love in the Beatitudes (Matthew 5.1-12 &amp; 43-46).</li> <li>Give examples of what Christians are doing today to live out these beliefs. (AMV units 2,4,6,8)</li> <li>Jesus told his followers, "As I have loved you, so you must love one another." John 13.35. Give examples of the ways that the Christian Church shows the love of God both to its members and across society, in the UK and wider world today. E.g. visiting the sick, chaplains, hospices, food banks, rehabilitation of prisoners and addicts, helping the homeless, street pastors, promoting fair trade, aid work, education and working with youth.</li> <li>Raise and suggest answers to relevant questions in response to their enquiry into how Christians put the commandment to love into practice. How do these things set an example and cut across expectations?</li> </ul> <p><b>Belief – God.</b>  <b>Pupils should know and understand:</b></p> <ul style="list-style-type: none"> <li>Christians believe that "God is love" (1 John 4.8) – compassionate, all knowing (omniscient), everywhere at once (omnipresent), all powerful (almighty), pure, set apart (holy).</li> <li>Christians believe that it matters what people do. When people treat others badly (sin) it makes God upset and angry.</li> <li>Christians believe the Bible talks about what God is like and his relationship with people who believe in him.</li> <li>Raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God.</li> <li>Recognize that Christians use evidence to support their belief in God.</li> <li>Understand God loves His creation, and everything is created in harmony.</li> <li>Humans have a duty to care for God's creation. They are the stewards of creation.</li> <li>Raise and suggest answers to relevant questions in response to their enquiry into the evidence Christians use to support their belief in God and the concept of stewardship.</li> </ul>
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<p><b>Hinduism</b></p> <p><b>Key Belief – Dharma (Right-living, respecting life, honouring Natural world). Pupils should know and understand:</b></p> <ul style="list-style-type: none"> <li>Know that the term "Hinduism" is a Western term for people who lived in Northern India, who shared the Vedas and ancient Sanskrit writings of India. Followers prefer the term "Sanatan Dharma", which mean 'eternal truths' (i.e. basic teachings which have always been true and always will be).</li> <li>Know the Holi festival celebrates Spring, community and equality, reminding Hindus to respect the natural world and its seasons (AMV Unit 7, 10) Also recall the Holika story, who died using her powers to try and kill Prahlad, a believer in God, and understand how this reminds Hindus to use their gifts to help not hurt others, the principle of ahimsa.</li> <li>Know the Hindu word for 'action' is 'karma which means everything we do will have consequences. This is the 'Law of Karma'. Following the Dharma will produce beneficial results.</li> </ul> <p><b>Belief – Deity (Brahman, Deva, Devi, Avatar) Pupils should know and understand:</b></p> <ul style="list-style-type: none"> <li>Understand that thousands of years ago, Hindu books called the Vedas described many ways of thinking about God with special names, images and stories to help Hindus remember and understand about God. Hindus pray to God by any of these names and ways.</li> <li>Recall the story of Shiva and the Ganges. Understand that Hindus believe that whilst the natural world is all from within God and so is to be treated as special, the Ganges is a holy river to visit, and Shiva is a special and particularly powerful form of God to worship.</li> <li>Hinduism teaches that there is one Supreme Being/Person, Brahman. Brahman is everywhere and everything that exists lives in Brahman all the time. Nothing would exist if Brahman was not in it.</li> <li>Recognise the symbol often associated with Hinduism: Aum. The sound is sacred and is a way of describing Brahman.</li> </ul> <p><b>Belief – Atman (The Divine within).</b>  <b>Pupils should know and understand:</b></p> <ul style="list-style-type: none"> <li>Recall the Hindu greeting Namaste and its meaning: 'I respect you', because Hindus believe the same God is inside every heart and must be treated as one world-family.</li> <li>Hindus believe in Reincarnation: the belief that when a body dies their atman ("soul") may move onto another being. In the Bhagavad Gita this is likened to someone changing dirty clothes for clean ones. Similarly, the Atman casts off its worn-out body for a new one. (Bhagavad Gita 2:22).</li> <li>The Atman persists and is reborn many times. This continual cycle is called Samsara.</li> <li>The type of life an Atman moves onto depends on its previous one. This is determined by the Law of Karma.</li> <li>The end of Samsara is called Moksha. The soul breaks out of reincarnation and joins with Brahman.</li> <li>Raise and suggest answers to relevant questions in response to the Hindu belief in Dharma, deity and Atman.</li> <li>Attempt to support their answers using reasons and/or information.</li> </ul>
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<p><b>Humanism</b></p> <p><b>By the end of Upper Key Stage 2, students should know and understand:</b></p> <ul style="list-style-type: none"> <li>Be familiar with the term 'agnostic' and its two related meanings – 1) a person who holds that nothing is known or can be known about anything beyond the material world and 2) a person who does not know whether a god, gods or anything beyond the material world exists. They should know that some Humanists are agnostic.</li> <li>Be able to say why Humanism is a life stance but not a religion.</li> <li>Know how secular Humanists regard life and death. They should know that the focus of their attention is on what can be achieved during this life in this world and that they hold that death is the end of life.</li> <li>Know how Humanists might celebrate marriage or conduct an event to mark the death of someone close to them. Be able to say how these differ from a religious ceremony and why.</li> <li>Be able to name two prominent Humanist scientists of the modern period and say something about their lives and contribution to our understanding of the world, e.g. Marie Curie, Albert Einstein, Helen Caldicott.</li> <li>Know that the Humanist perspective informs music, song, poetry, literature, and the visual arts and be able to refer to at least one example, e.g. John Lennon's Imagine.</li> <li>Be aware of the work of the British Humanist Association (BHA) in promoting understanding of Humanism.</li> </ul>
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<b>Islam</b>
<p><b>Belief – Iman (faith) Messengers of Allah. Pupils should know and understand:</b></p> <ul style="list-style-type: none"> <li>• Know the Muslim belief that Muhammad is the final Prophet.</li> <li>• Know the names of Prophets that lived before Muhammad who are named in the Qur'an, including: Adam, Abraham, Moses, and Jesus. According to the Qur'an these prophets taught essentially the same religion (din) (from Adam to Muhammad). Know that all the Prophets before Muhammad were given the same message. Muslims do not criticise the prophets of other religions, because of this. Muslims show great respect to these by adding the phrase, 'peace be upon them'. They also show great respect to the sacred texts of other religions, such as gospels and Torah.</li> <li>• Know the Muslim belief that humans have a tendency to forget, ignore or tamper with, God's clear message.</li> <li>• Understand that the Muslims believe the Qur'an is (a) the word of God not a human creation, (b) is the authentic version of the revelations to Muhammad in word, rhythm (it is poetic) and so must be read in Arabic, (c) the most comprehensive and final book of knowledge and instruction to believers.</li> <li>• Know that Islam means "Submission (to the will of Allah)" and the word Muslims means someone who has willingly submitted themselves to Allah.</li> <li>• Understand the Muslim belief that humans have not followed God's message in the past because of over self-confidence (hubris) and so they • forgot it • ignore it • tamper with it</li> </ul>
<p><b>Key belief – Islam (Submission to the will of Allah). Pupils should know and understand:</b></p> <ul style="list-style-type: none"> <li>• Understand that the Qur'an is the original and most basic source of God's Law, but Hadith provide Muslims with the practical interpretations of how to apply the Qur'an to everyday life. Muslims believe Muhammad received instructions from Gabriel and so these are as valid as those in the Qur'an.</li> <li>• Know that humans have the role of Khalifah, trustees of Allah's creation. All things belong to Allah. Muslims have always studied nature for signs and wonders of Allah.</li> <li>• Understand that the practices of Zakat (giving) and Saum (fasting during Ramadan) illustrate the concept of Khalifah: Zakat (giving) is a duty (something you must do) not charity (something you might chose to do); it should be done anonymously, receiving no praise.: Saum (fasting during Ramadan) is an act of learning to appreciate all that God has provided.</li> <li>• Know the story of Bilal and understand why this story is important to Muslims: • Bilal is a black African slave; refuses to obey his master to attack one of Muhammad's followers who claimed that all people are equal; while imprisoned, waiting to be punished, he became a Muslim; close to death he was sold to Abu Bakr one of Muhammad's closest companions; Bilal was freed; Bilal became the first Muezzin (gave the first call to prayer at the first mosque in Medina and then at the Ka'aba). --- Meaning: this story emphasises that people should be judged not by their position in society or race, but on their commitment to obey Allah's commands.: That Allah alone is worthy of worship.: Bilal exemplified his dedication to Allah, even risking his own life. He is a role model to Muslims.</li> <li>• Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah.</li> <li>• Attempt to support their answers using reasons and/or information</li> </ul>
<b>Judaism</b>
<p><b>Key belief: God and the Covenant. Pupils should know and understand:</b></p> <ul style="list-style-type: none"> <li>• Know that Jews have coming of age ceremonies: Bar and Bat Mitzvah (for boys and girls, respectively). These are important because it marks the time when people become responsible for following the Torah.</li> <li>• Know that Abraham is called one of the fathers of Judaism</li> <li>• Know the story of Abraham who Jews believe was the first person to believe in one God: Abraham was rich and lived in Ur; the people worshipped many gods: God speaks to Abraham and tells him to leave his home with 3 promises: a relationship with God, numerous descendants and land - but Sara is barren --with no scriptures or traditions, he puts his faith in God.</li> <li>• Understand that, for Jews, the covenant that began with Abraham is an important belief of a two-way relationship. Jews put their faith in God (not blind faith – Abraham often questions God) and God gives his blessings to Abraham and his descendants.</li> <li>• Know that Yom Kippur is the holiest day in the Jewish calendar. -- This period starts with Rosh Hashannah and ends ten days later with Yom Kippur. It is during this time of fasting that Jews show how sorry they are, and attend the synagogue as often as they can, listening to the Torah; for asking for forgiveness from those who they have wronged, forgive those who have wronged them and ask G-d to forgive them; saying, "And for all these, God of forgiveness, forgive us, pardon us, and grant us atonement".</li> <li>• Understand how Jews celebrate the Shabbat and why it is considered the most important festival: Timing of Shabbat, no work, but study, rest and leisure: Time to celebrate belief in one God as creator: Central rituals: Kiddush, lighting candles, wine shared, and bread cut: Attendance at Synagogue and opening of <a href="#">Ark: Dietary rules</a> including kosher and trefah and separation of meat and milk.</li> <li>• Raise and suggest answers to relevant questions in response to the concept of a covenant with God.</li> <li>• Attempt to support their answers using reasons and/or information.</li> </ul>
<p><b>Belief: Torah.</b>  <b>Pupils should know and understand:</b></p> <ul style="list-style-type: none"> <li>• Recall that Jewish scriptures are called the Tenakh, which are made up of 3 sections: Torah, Nev'ism and Ketuvim. The word Tenakh, is made up of these 3 types of writing.</li> <li>• Know that the Torah is the most important because it tells Jews what God is like and how they should live.</li> <li>• Know that the teachings in the Torah are summed up in the Shema, which is kept on the doorpost of Jewish homes. It says "Hear O Israel, the Lord our God, the Lord is one ..."</li> <li>• Understand that there is also a collection of writings called the Talmud. These contain the teaching of rabbis over many years. It gives more details about how to put the rules found in the Torah into practice.</li> <li>• Understand the meaning of Simchat Torah: a ceremony at the end of Sukkot, when the final part of Deuteronomy and the first part of Genesis is read to show that the reading of the Torah never stops. It reminds Jews that it is important to study and obey the Law throughout their lives.</li> <li>• Raise and suggest answers to relevant questions in response to the idea of being able to put into practice the teachings of the Torah.</li> <li>• Attempt to support their answers using reasons and/or information.</li> </ul>

*Looking at each class, and linking to other topics, we have mapped the intent and rationale for RE.*

*We believe that it is vital for all our pupils to learn from and about religion, so that they can understand the world around them. Throughout our Religious Education curriculum, we promote British values through valuing a wide range of faith communities. Pupils develop their knowledge of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. It is our intent to engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to ask, and answer, challenging questions.*

*Our curriculum promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection. The modern world needs young people who are sufficiently confident in their own beliefs and values that they can respect the religious and cultural differences of others, and contribute to a cohesive and compassionate society.*

We want our pupils to know how Religious Education promotes discernment and enables them to combat prejudice, preparing them for adult life, employment and life-long learning. We utilise our close links with the local church (St Michael's), to give the children a sense of community and belonging whilst experiencing Christian worship throughout the year.

### Class 1

Class	IPC Topics	AMV/UC Units	Intent	Rationale
1		UC- Incarnation UC- Salvation UC- God/Creation <b>AMV 2019:</b> Special me Special times Special places Special stories God/Creation	Linked to ELGs <ul style="list-style-type: none"> <li>Develop understanding of Bible and biblical foundations, Jesus and his teachings. Children reflect upon their own feelings and experiences in some stories from religious traditions and explore them in different ways.</li> <li>Study of local church community, meeting Rector and visiting church. Using religious artefacts as a stimulus, children handle sensitively a religious object and talk about why it might be special for some people, showing respect. Children think about the uses and meanings associated with the artefact.</li> <li>Biblical stories (including OT): <b>Genesis, Christmas, Easter</b>, parables, Noah, Jonah, Moses,</li> <li>Using story from a religious tradition as a source, children talk about their ideas of what is fair and unfair, and how to behave towards each other.</li> <li>Nativity play.</li> <li>Reflections on celebrations, festivals, other faiths awareness, symbols (cross) Using a religious celebration as a stimulus, children talk about the special events associated with the celebration.</li> <li>Using appropriate software children find out about special events in religious traditions.</li> <li>Sense of what is meant by 'belief' and respect different beliefs.</li> <li>Using story as a stimulus, children reflect upon the words and actions of characters in the story and decide what they would have done in a similar situation. Children also learn about the consequences of their actions through play.</li> <li>Children identify and talk about the sequence of events in a story about love and forgiveness.</li> </ul>	Reverence and respect of church and contents. Provide opportunity to develop and awareness of spirituality. Provision of opportunities for awe and wonder. Develop sense of self- being special/unique- and being part of wider community. Values: be introduced to their responsibility towards others and creation. Children are encouraged to ask questions about things they find interesting or puzzling, as they begin to develop curiosity in a school environment. Having visited a local place of worship, children learn new words associated with the place, showing respect. Children develop an early understanding of our school vision and values, making connections with how they respond to each other. Make early connections with own experiences and beliefs. Focus on Christianity as an introduction to faith, religion and personal belief. Children develop early recall of biblical stories, with early reflection on moral meaning and how they may reveal God's character to Christians.

### Class 2

Class	IPC Topics	AMV/UC Units	Intent	Rationale
2	<b>Who am I? / The Stories People Tell</b> <b>The Great Fire of London / Sensational</b> <b>Flowers and Insects / All Dressed Up</b> <b>I'm Alive/ Buildings</b> <b>Titanic / Seeing the Light</b> <b>Our World / Hooray! Let's go on Holiday</b>	Autumn: a UC- Creation UC- Incarnation b UC- God AMV 2019: What do Christians believe about Jesus? (Christmas) Spring: a AMV 2019 What do Christians believe about forgiveness? b AMV 2019 What do Jewish people believe about Torah? Summer a AMV 2019 What do Jewish people believe about God and the covenant? UC- Gospel b	Learn about/from: Judaism/Christianity/Non-religious views <ul style="list-style-type: none"> <li>Christians find out about what God is like and how he wants people to live from the Bible.</li> <li>There is a story in the Bible which Christians believe expresses their key beliefs about creation.</li> <li>Christians believe that God expects humans to care for His world because it belongs to God.</li> <li>know that Advent is the time before Christmas when Christians get ready for Jesus coming.</li> <li>Recall Bible stories associated with the birth of Jesus.</li> <li>Recognise the order of the key events in the Biblical narrative.</li> <li>Jesus taught that people should be loving, kind and forgiving to everyone because this is what God is like.</li> <li>Recall the story of the Unmerciful Servant Matthew 18:23-34, linking it to forgiveness in the Lord's Prayer Matthew 6:5-15</li> <li>Recall Bible stories associated with the birth of Jesus.</li> <li>Recognise the order of the key events in the Biblical narrative.</li> <li>that the Christian Holy book is called the Bible, and that it is divided into two parts</li> <li>Recall stories from the Bible associated with the last eight days of Jesus' life</li> <li>Understand that Christians believe that because Jesus died they can be forgiven by God.</li> <li>Understand that Christians believe that Jesus rose from the dead, giving hope of a new life.</li> <li>Raise and suggest answers to relevant questions in response to their enquiry into the Easter story</li> <li>Know that the Torah means 'teaching' is the most important part of Jewish scriptures.</li> <li>Know that it contains the first 5 books of the Hebrew Bible.</li> <li>It teaches Jews what God is like and how they should live their lives.</li> <li>One day a week Jews observe the Sabbath: they rest, have a meal on Friday evening with their family. Jews believe that bringing the family together once a week when no one works is important.</li> <li>Understand how special the Torah is for Jews: the Torah is read every week in the synagogue, the end of one cycle is celebrated in Simchat Torah.</li> <li>Raise and suggest answers to relevant questions in response to the Jewish teachings on the Torah.</li> <li>Attempt to support their answers using reasons and/or information.</li> <li>Know that people of many religions live all over the world</li> <li>Know that many people do not follow a religion</li> </ul>	Continue to foster questioning, developing into Big Questions as a class. Raise and suggest answers to relevant questions in response to their enquiry Reflect on the implications of stories for Christian/Jews and for themselves today, beginning to see the impact of stories from faith contexts on how people live today. Identify stories with the religion of Christianity, whose members are collectively called Christians and know that these stories are from the Bible, which is sacred and used to guide people in their lives- the role of religion. Begin to recognise that there are different faiths in the world. Identify stories with the religion of Judaism, whose members are collectively called Jews and know that these stories are from the Torah. Continue to show respect but go further and consider the thoughts and feelings of others, seeing the world through the eyes of others. Discuss different views. Explore and learn from religious artefacts and texts. Explore links between British values, school vision and Christian values. Begin to distinguish between opinion and fact. Make connections with own experiences and beliefs, and recognise similarities and differences between them as peers, recognising that not everyone's experiences are the same as theirs. Begin to understand the need for advocacy around global issues and the role of religious groups in ending inequality.

		AMV 2019 What do Christians believe about love?		Develop independent use of wider vocabulary specific to Judaism/ Christianity.  Focus on Christianity and Judaism due to their connections. Judaism introduced in the summer term due to new vocabulary and being more challenging and building on understanding of Christianity
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## Class 3

Class	IPC Topics	AMV/UC Units	Intent	Rationale
3	<b>Explorers and Adventurers/ Shaping Up</b>  <b>Footprints from the Past/ What's on the Menu? /Romans</b>  <b>Gateways to the World/ Inventions that Changed the World</b>  <b>Chocolate/ Pictures and Photographs</b>  <b>Different Places, Similar Lives (WWII)</b>  <b>Treasure/ Do you live around here?</b>	Autumn  a  AMV 2019 What do Jewish people believe about God, covenant and the Torah?  UC- Incarnation/God  UC- Gospel  Diwali  Spring  a  UC- Salvation  b  UC- Kingdom of God  AMV 2019 What do Christian people believe about agape?  Summer	<i>Learn about/from: Christianity/Hinduism/Judaism/Islam/Non-religious views</i>  <ul style="list-style-type: none"> <li>know that Advent is the time before Christmas when Christians get ready for Jesus coming.</li> <li>Know that Jews believe in one G-d who created the universe and who should be placed above all else.</li> <li>Know basic elements of the story found in Genesis:</li> <li>G-d made the world from nothing.</li> <li>G-d Makes everything in the world, including plants and animals.</li> <li>Man is the last to be made.</li> <li>Man is made last and is given responsibility to care for the world G-d has created.</li> <li>Know that the Jewish name for G-d is Adonai which mean 'Lord'. Jews use the name with great respect, never carelessly.</li> <li>Be able to recognise the Star of David as a symbol of Judaism, which represents the 6 days of creation found in Genesis.</li> <li>Know that Jews live all over the world, but Israel is considered very special as it was promised to Abraham and his descendants by G-d.</li> <li>Recall the story of the giving of the 10 commandments to Moses:</li> <li>Understand that the Jews made an agreement or covenant with G-d: If Jews agree to obey His commandments; the Jews would be His Chosen people.</li> <li>Know that Jews celebrate the exodus at the week-long Passover festival.</li> <li>The Shema, which expresses these key beliefs, is placed on the doorpost of Jewish houses in a Mezuzah.</li> <li>On the Shabbat Jews attend the synagogue, where they worship G-d. Doing this develops a sense of community.</li> <li>The reading of the Torah is central to the service.</li> <li>In the synagogue the Torah (Sefer Torah) is written on parchment</li> <li>Know that some Jews wear Tephilin (or Tefillin)</li> <li>Know the Torah is written in Hebrew.</li> <li>Recall stories from the Bible of Jesus miracles – what do they say about Jesus?</li> <li>Understand what Christians believe these stories say about who Jesus is – Christians believe that Jesus is the Son of God.</li> <li>Recall stories of the exile, return and reign of Rama from the Hindu book: The Ramayana and understand how they teach important guidelines for right-living.</li> </ul>	Building from 2 faiths (KS1), see that the world has many faiths. Identify stories with the religion of Christianity, Hinduism, Judaism and Islam. Know collective names and names of holy books, and the origins and claims of these newly introduced religions.  Raise and suggest answers to relevant questions in response to their enquiry into what people believe about God. Continue to grow in confidence around Big Questions, recognising that not all questions can be answered. Reflect on feelings, practices and beliefs of others.  Support their attempt to answer the relevant questions they raise in response to their enquiry using reasons and information to support their views.  Use a range of sources and texts, building on the KS1 concept of opinion and fact. Do texts say the same thing to all people? Do faiths see all texts as equally important?  Building on artefact explorations (KS1), draw meaning from artefacts, art, poetry and symbols to develop their understanding of the impact and representation of faith.  Beyond recognising differences between their experiences (KS1), see issues from other people's points of view, taking time to listen and reflect. Articulate confidently their own opinions, beliefs and

a	<ul style="list-style-type: none"> <li>Understand when Hindus light lamps to celebrate Diwali they remember that God guides us in the way (lamps light up darkness, to help us see our way)</li> <li>Know Chama means 'right being' and that the Hindu faith is called the 'Hindu dharma'</li> </ul>	views. Draw meaning from other people's experiences.
UC- Creation/Fall Islam introduction	<ul style="list-style-type: none"> <li>Recognise that Christians refer to Jesus as 'the Saviour'</li> <li>Explain the Christian Salvation story and it's claims.</li> <li>Recall the key features of the story of Zarathustra: understand the message of the story</li> <li>Recall the story of Jesus' death on the cross. Understand that Christians believe that because Jesus died they can be forgiven by God.</li> <li>Christians will describe one God: The Trinity.</li> <li>Recall what happens in infant Baptism and believers' Baptism.</li> <li>Christians try to be like Jesus and obey his teachings</li> <li>Recall the story of the Good Samaritan</li> <li>Know the context for the story</li> <li>Understand background to the story and messages</li> <li>Be familiar with the terms 'Humanist' and 'atheist'</li> <li>Know that of utmost importance for a Humanist is what human beings have achieved and can achieve as individuals and together to improve life for everyone and look after the world.</li> <li>Know that many Humanists are 'atheists'</li> <li>Recognise the 'happy human' logo.</li> <li>Know how a Humanist family might celebrate the birth of a child and/or the naming of a baby.</li> <li>Know meaning of the words Islam and Muslim.</li> <li>Learn about the Islamic belief in submitting to the will of Allah and the practice of Salah (5 times).</li> <li>Be familiar with the concepts 'material world' and 'secular'.</li> <li>Be able to tell another person what is meant by 'humanist' and 'atheist'.</li> <li>Know that Humanists look for truth through science, reason and the experience.</li> <li>Know how Humanists make decisions about right and wrong</li> </ul>	<p>Following the notion of guidance gained from Christianity and Judaism (KS1), make comparisons between religious views and connect with different aspects of life locally, nationally and internationally.</p> <p>Develop broader vocabulary linked to 4 world faiths to be able to discuss confidently.</p> <p>Building on C2, explore links between British values, school vision and Christian values, recognising the origin of these (How / How?) (Biblical texts) and the impact on school life and beyond.</p>
b	UC- People of God	

## Class 4

Class	IPC Topics	AMV/UC Units	Intent	Rationale
4	<p><b>Being Human/AD900 (Mayans)</b></p> <p><b>Going Global/Space Explorers</b></p> <p><b>Full Power/What a Wonderful World/Rainforest (IOW week)</b></p> <p><b>Fairgrounds/Wether and Climate</b></p> <p><b>Building A Village/Vikings/Mountains</b></p> <p><b>The Holiday Show/Bahrain/Investigators</b></p>	<p>Autumn</p> <p>a</p> <p>UC- Creation/Fall</p> <p>Hanukkah</p> <p>b</p> <p>AMV 2019 What do Christian people believe about agape?</p> <p>UC- Incarnation</p> <p>Spring</p> <p>a</p> <p>UC- Salvation</p> <p>b</p> <p>UC- Kingdom of God</p> <p>AMV 2019- What do Hindu people believe about Dharma, deity and atman?</p> <p>Summer</p> <p>a</p> <p>UC- People of God</p> <p>AMV 2019 Humanism</p> <p>b</p> <p>AMV 2019 What do Muslim people</p>	<p><i>Learn about/from: Christianity/Hinduism/Judaism/Islam/Non-religious views</i></p> <ul style="list-style-type: none"> <li>Recognize that Christians use evidence to support their belief in God.</li> <li>Understand God loves His creation and everything is created in harmony.</li> <li>Humans have a duty to care for God's creation. They are the stewards of creation.</li> <li>Recall what Jesus said about selfless, unconditional love in the Beatitudes</li> <li>Give examples of what Christians are doing today to live out these beliefs.</li> <li>Give examples of the ways that the Christian Church shows the love of God both to its members and across society, in the UK and wider world today. How do these things set an example and cut across expectations?</li> <li>Incarnation is the belief that Jesus Christ is fully human and fully God.</li> <li>Identify how the belief that Jesus is "God is with us" helps a Christian in daily life.</li> <li>Reflect on and appraise the view that Easter celebrates Jesus dying, atonement and redemption.</li> <li>Know that Christians believe that Jesus rose again and that faith in him will give eternal life to the believer.</li> <li>Know that Hindu holy books describe Rama AND Krishna as special people called Avatars.</li> <li>Know Hindus aim to visit places where the Avatars lived</li> <li>Know that Hindus believe that they can also worship God in other divine forms (or deities) alongside the Avatars</li> <li>Recognise a form of Hindu worship (called puja)</li> <li>Know that Hindus have a special place at home for performing puja</li> <li>Understand that Puja helps Hindus be quiet enough to 'hear' God guiding them from within</li> <li>Be familiar with the term 'agnostic' and its two related meanings</li> <li>Know that Humanism is a life stance but not a religion.</li> <li>Know how secular Humanists regard life and death.</li> <li>Know how Humanists might celebrate marriage or conduct an event to mark the death of someone close to them.</li> <li>Be able to name two prominent Humanist scientists of the modern period and say something about their lives and contribution to our understanding of the world.</li> <li>Know that the Humanist perspective informs music, song, poetry, literature and the visual arts.</li> <li>Be aware of the work of the British Humanist Association</li> <li>Understand that praying 5 times a day, is one way Muslims submit to the will of Allah.</li> <li>Salah can take place anywhere, as God created everything.</li> <li>Know that Muslims believe that Muhammad had many revelations over 22 years.</li> <li>Understand that Islam teaches that Muhammad told many others what the revelations were. What they wrote formed a book – the holy Qur'an.</li> <li>Know that Muslims believe that the angel Gabriel was 'sent down' with God's holy book</li> <li>Understand that the Qur'an is treated with great respect by Muslims</li> </ul>	<p>Raise and suggest answers to relevant questions in response to their enquiry into the evidence people use to support their beliefs. Attempt to support their answers using reasons and/or information from a <b>variety of sources</b>, developing from range in C3.</p> <p>Ask relevant questions, some of which will be wonderings and Big Questions about existence and life, linking to spiritual development.</p> <p>Building on explorations of artefacts, draw meaning from artefacts (C3) and <b>suggest meaning of religious texts.</b></p> <p>Building on comparing views in C3, develop the ability to <b>reflect</b> on feelings, experience, attitudes, beliefs, values, relationships, practices, giving thoughts in writing or orally. Demonstrate the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others and the ability to see issues from their point of view.</p> <p>Building on understanding origins and claims or different faiths (C3), weigh up the respective claims of consideration for others, religious teaching and individual conscience.</p> <p>Distinguish between opinion, fact (C3) and <b>belief.</b></p> <p>Have the confidence to articulate their own ideas, beliefs and values, showing respect and appreciation for different views and non-religious ideas.</p>
		<p>believe about Islam and Iman?</p> <p>UC- Gospel</p>	<ul style="list-style-type: none"> <li>Know that God's message is known as the 'Straight Path' or the Shariah</li> </ul>	<p>Consider how and why texts have been influential and significant, developing own views based on evidence.</p> <p>Consider different responses to global issues by faiths and non-faith groups. Consider their own personal/collective response.</p> <p>Understand the diverse and global nature of world faiths, including Christianity.</p> <p>Broaden vocabulary linked to 4 world faiths and use confidently in discussion and writing.</p> <p>Building on C3, explore links between British values, school vision and Christian values, recognising the origin of these (Rev J Poole/ Biblical text), and the <b>benefit these can bring to themselves and others/wider community.</b></p>

## Class 5

Class	IPC Topics	AMV/UC Units	Intent	Rationale
5	<p><b>Myths and Legends/ Fascinating Forces/ Making New Materials (Bake it)</b></p> <p><b>The Time Tunnel/ Existing Extinct Endangered</b></p> <p><b>They see the World Like This/ Isle of Wight /Growing Up (yr6)</b></p> <p><b>Making the News/ Go with the flow/</b></p>	<p>Autumn</p> <p>a</p> <p>Harvest</p> <p>UC- Creation/Fall</p> <p>Advent</p> <p>b</p> <p>Harvest</p> <p>UC- God</p> <p>UC- Incarnation</p> <p>Spring</p> <p>a</p> <p>UC- Salvation</p>	<p><i>Learn about/from: Christianity/Hinduism/Judaism/Islam/Non-religious views</i></p> <ul style="list-style-type: none"> <li>Christians believe that "God is love" – compassionate, omniscient, omnipresent, all powerful almighty, pure, set apart (holy).</li> <li>Christians believe that it matters what people do</li> <li>Know that the nativity is found in two gospels</li> <li>Understand that the two accounts are told from different viewpoints (Mary and Joseph's)</li> <li>Understand that for some Christians the virgin birth symbolizes that Jesus is both human and divine; though many Christians understand it literally.</li> <li>Reflect on why there may be different accounts.</li> <li>Identify the use and meaning of the word 'atonement' in Christianity</li> <li>Know that Christians emphasize that Jesus is the Saviour of the world and through his death the sins of humanity have been forgiven.</li> <li>Understand and interpret a range of theories and metaphors Christians use to explain how this reconciliation works.</li> <li>Know that Jews have coming of age ceremonies:</li> <li>Know that Abraham is called one of the fathers of Judaism</li> <li>Know the story of Abraham who Jews believe was the first person to believe in one G-d</li> <li>Understand that, for Jews, the covenant that began with Abraham is an important belief of a two-way relationship.</li> <li>Know that Yom Kippur is the holiest day in the Jewish calendar.</li> </ul>	<p><b>Debate</b> issues of religious significance with reference to evidence, argument, opinion and statements of faith. Evaluate clearly and rationally, using a range of reasoned, balanced arguments.</p> <p>Communicate their ideas with greater depth and precision.</p> <p>Know what may count as good evidence in understanding religion(s).</p> <p>Use an increasing range and interpret religious language. Develop a specialist vocabulary.</p> <p>Suggest meanings of religious where metaphors or imagery may be used.</p> <p>Recognizing bias, caricature, prejudice and stereotyping.</p> <p>Link significant features of religion(s) together in a coherent pattern.</p>

<p><b>Christmas cookery</b></p> <p><b>Champions for Change/ Look (Hear)</b></p> <p><b>Making Things Go / Art-specialist unit/ Growing Up (yr6)</b></p>	<p>b</p> <p>AMV 2019</p> <p>What do Hindu people believe about Dharma, deity and Atman?</p> <p>UC- People of God</p> <p>Summer</p> <p>a</p> <p>AMV 2019 What do Jewish people believe about covenant and Torah?</p> <p>b</p> <p>AMV 2019</p> <p>What do Muslim people believe about Islam and Iman?</p> <p>UC- Kingdom of God</p>	<ul style="list-style-type: none"> <li>● Understand how Jews celebrate the Shabbat</li> <li>● Know about dietary rules including kosher and trefah</li> <li>● Recall that Jewish scriptures are called the Tenakh</li> <li>● Know that the Torah is the most important because it tells Jews what God is like and how they should live.</li> <li>● Know that the teachings in the Torah are summed up in the Shema</li> <li>● Understand that there is also a collection of writings called the talmud.</li> <li>● Understand the meaning of Simchat Torah</li> <li>● Know that the Shar'a is taken from the Qur'an and the Sunnah</li> <li>● Understand that the Qur'an is the original and most basic source of God's Law, but Sunna provide Muslims with the practical interpretations of how to apply the Qur'an to everyday life.</li> <li>● Know that humans have the role of Khalifah</li> <li>● Understand that the practices of Zakat (giving) and Saum (fasting during Ramadan) illustrate the concept of Khalifah</li> <li>● Know the story of Bilal and understand why this story is important to Muslims:</li> <li>● Know the Muslim belief that Muhammad is the final Prophet.</li> <li>● Know the names of Prophets that lived before Muhammad who are named in the Qur'an. Muslims do not criticise the prophets of other religions</li> <li>● Know the Muslim belief that humans have a tendency to forget, ignore or tamper with, God's clear message.</li> <li>● Understand that the Muslims believe the Qur'an is (a) the word of God not a human creation, (b) is the authentic version of the revelations to Muhammad in word, rhythm (it is poetic) and so must be read in Arabic, (c) the most comprehensive and final book of knowledge and instruction to believers.</li> <li>● Understand the Muslim belief that humans have not followed God's message in the past because of over self-confidence (hubris)</li> <li>● Recall the Hindu greeting Namaste and its meaning</li> <li>● Hindus believe in Reincarnation</li> <li>● The Atman persists and is reborn many times: Samsara.</li> <li>● Know about the Law of Karma.</li> <li>● The end of Samsara is called Moksha.</li> <li>● Understand significance of Hindu books called the Vedas</li> <li>● Recall the story of Shiva and the Ganges and its meaning</li> <li>● Hinduism teaching about Brahman</li> <li>● Recognise the symbol often associated with Hinduism: Aum.</li> <li>● Know the terms "Hinduism" and "Sanatan Dharma"</li> <li>● Know what is celebrated at the Holi festival</li> <li>● Recall the Holika story and understand how this reminds Hindus of the principle of ahimsa</li> <li>● Know the Hindu word Karma and the Law of Karma</li> </ul>	<p>Respond to religious ideas, beliefs and questions through a variety of media.</p> <p>Draw meaning from significant experiences in their own and others' lives, such as looking at prominent figures.</p> <p>Develop their speaking and listening skills when considering religious beliefs and ideas.</p> <p>Read, and interpret at an appropriate level, sacred texts; write in different styles such as poetry, diaries, extended writing</p> <p>Reflect on how the contemporary media conveys the place of religion in the world e.g., newspapers, magazines, articles, leaflets, advertisements.</p> <p>Understand the diverse and global nature of world faiths, including Christianity.</p> <p>Consider different responses to global issues by faiths and non-faith groups. Consider their own personal/collective response and the reasons behind people's views and actions.</p> <p>Building on C4, develop their own personal response to Christian values and school vision. Take part in the development of values through CW and school responsibilities.</p>
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## Progression/Key "sticky" Knowledge

*RE Skills (as outlined in [Somerset AMV](#)) are reflected in learning opportunities across KS1 and KS2. The syllabus places an important emphasis on the development of skills at all stages of learning. The content is rooted in skills and illustrate how pupils progress through the development of key skills.*

*Below shows progression of these skills across the five classes.*



	Learning about religions. (Knowledge and understanding of)		Moving to...		Learning from religions. (Response, evaluation, application and questions of)	
Skills	C1	C2	C3	C4	C5	
Thinking about religion and belief	<ul style="list-style-type: none"> <li>• aware that festivals are special times for different people.</li> <li>• able to describe how people celebrate some religious festivals</li> <li>• recall features of religious, spiritual and moral stories and other forms of religious expression</li> <li>• recognise and name some features of Christianity.</li> </ul>	<ul style="list-style-type: none"> <li>• retell religious, spiritual and moral stories</li> <li>• identify how religion and belief is expressed in different ways</li> <li>• identify similarities and differences in features of religions and beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• make links between beliefs, stories and practices</li> <li>• identify the impacts of beliefs and practices on people's lives</li> <li>• identify similarities and differences between religions and beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• comment on connections between questions, beliefs, values and practices</li> <li>• describe the impact of beliefs and practices on individuals, groups and communities</li> <li>• describe similarities and differences within and between religions an</li> </ul>	<ul style="list-style-type: none"> <li>• use religious and philosophical terminology and concepts to explain religions, beliefs and value systems</li> <li>• explain some of the challenges offered by the variety of religions and beliefs in the contemporary world</li> <li>• explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.</li> </ul>	
Enquiring, investigating and interpreting	<ul style="list-style-type: none"> <li>• identify what they find interesting and puzzling in life</li> <li>• recognise symbols and other forms of religious expression</li> </ul>	<ul style="list-style-type: none"> <li>• recognise that some questions about life are difficult to answer</li> <li>• ask questions about their own and others' feelings and experiences</li> <li>• identify possible meanings for symbols and other forms of religious expression</li> </ul>	<ul style="list-style-type: none"> <li>• investigate and connect features of religions and beliefs</li> <li>• ask significant questions about religions and beliefs</li> <li>• describe and suggest meanings for symbols and other forms of religious expression</li> </ul>	<ul style="list-style-type: none"> <li>• gather, select, and organise ideas about religion and belief</li> <li>• suggest answers to some questions raised by the study of religions and beliefs using relevant sources and evidence</li> <li>• suggest meanings for a range of forms of religious expression, using appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• identify the influences on, and distinguish between, different viewpoints within religions and beliefs</li> <li>• interpret religions and beliefs from different perspectives</li> <li>• interpret the significance and impact of different forms of religious and spiritual expression</li> <li>• suggest lines of enquiry to address questions raised by the study of religions and beliefs</li> </ul>	
Beliefs and teachings (what people believe)	<ul style="list-style-type: none"> <li>• be aware that other children belong to different groups.</li> <li>• recount outlines of some religious stories</li> </ul>	<ul style="list-style-type: none"> <li>• retell religious stories and identify some religious beliefs and teachings</li> </ul>	<ul style="list-style-type: none"> <li>• describe some religious beliefs and teachings of religions studied, and their importance</li> </ul>	<ul style="list-style-type: none"> <li>• describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions</li> </ul>	<ul style="list-style-type: none"> <li>• make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.</li> <li>• explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities</li> </ul>	

Practices and lifestyles (what people do)	<ul style="list-style-type: none"> <li>• able to talk about a place, a special story or person belonging to a faith community.</li> <li>• recognise features of religious life and practice</li> </ul>	<ul style="list-style-type: none"> <li>• identify some religious practices, and know that some are characteristic of more than one religion</li> </ul>	<ul style="list-style-type: none"> <li>• describe how some features of religions studied are used or exemplified in festivals and practices</li> </ul>	<ul style="list-style-type: none"> <li>• show understanding of the ways of belonging to religions and what these involve</li> </ul>	<ul style="list-style-type: none"> <li>• explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.</li> </ul>
Expression and language (how people express themselves)	<ul style="list-style-type: none"> <li>• show a range of feelings in response to their experiences.</li> <li>• able to talk about the groups they belong to.</li> <li>• respond with increasing sensitivity and responsibility to the world around them.</li> <li>• identify aspects of own experience and feelings, in religious material studied.</li> </ul>	<ul style="list-style-type: none"> <li>• respond sensitively to the experiences and feelings of others, including those with a faith.</li> </ul>	<ul style="list-style-type: none"> <li>• compare aspects of their own experiences and those of others, identifying what influences their lives.</li> </ul>	<ul style="list-style-type: none"> <li>• ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers.</li> </ul>	<ul style="list-style-type: none"> <li>• discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</li> </ul>
Meaning and purpose (making sense of life)	<ul style="list-style-type: none"> <li>• able to describe some features of a special place or a book or stories.</li> <li>• able to talk about their special places, books, objects and people.</li> <li>• able to talk about their own times of celebration.</li> <li>• identify things they find interesting or puzzling, in religious materials studied</li> </ul>	<ul style="list-style-type: none"> <li>• realise that some questions that cause people to wonder are difficult to answer</li> </ul>	<ul style="list-style-type: none"> <li>• compare their own and other people's ideas about questions that are difficult to answer</li> </ul>	<ul style="list-style-type: none"> <li>• ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied</li> </ul>	<ul style="list-style-type: none"> <li>• express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</li> </ul>
Values and commitments (making sense of right and wrong)	<ul style="list-style-type: none"> <li>• identify what is of value and concern to themselves, in religious material studied</li> </ul>	<ul style="list-style-type: none"> <li>• respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong</li> </ul>	<ul style="list-style-type: none"> <li>• make links between values and commitments, including religious ones, and their own attitudes or behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues</li> <li>• make informed responses to people's values and commitments (including religious ones) in the light of their learning</li> </ul>	<ul style="list-style-type: none"> <li>• make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply</li> </ul>

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When considering knowledge, each class- through teaching RE- will deliver key knowledge to pupils which will develop and be core knowledge for their future learning.

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## Class 1

Religious Education: Sticky Knowledge	
Christianity/Values/SMSC	World View/ World Faiths/Beliefs
<b>Class 1</b>	<ul style="list-style-type: none"><li>○ Know that Christmas is the time Christians remember Jesus' birth</li><li>○ Know that Jesus was special~ Son of God</li><li>○ Know that Jesus taught people to love and care for others</li><li>○ Church is a special place for Christians</li><li>○ Know that the Bible is a special book for Christians</li><li>○ <i>Know that I am special</i></li><li>○ <i>Know that I can help others</i></li><li>○ <i>Know that we can care for the world</i></li><li>○ <i>We can ask Big Questions that adults may not be able to answer</i></li></ul>

Class 2

Religious Education: Sticky Knowledge		
	Christianity/Values/SMSC	World View/ World Faiths/Beliefs
<b>Class 2</b>	<ul style="list-style-type: none"> <li>○ Know that advent is a time of waiting for Jesus' birth before Christmas</li> <li>○ Know that the Easter story is about forgiveness for Christians</li> <li>○ Know that Jesus taught people to forgive each other</li> <li>○ Know the Bible story of creation</li> <li>○ Know the bible has two testaments, old and new</li> <li>○ <i>We should treat others with respect</i></li> <li>○ <i>Know that creation needs to be cared for by people</i></li> <li>○ <i>We can ask Big Questions and pose answers</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Know that there are other world faiths apart from Christianity, such as Judaism</li> <li>○ Know that the Torah is the sacred book for Jewish people</li> <li>○ Know that Jews observe a day of rest (Shabbat)</li> </ul>

Class 3

Religious Education: Sticky Knowledge		
	Christianity/Values/SMSC	World View/ World Faiths/Beliefs
<b>Class 3</b>	<ul style="list-style-type: none"> <li>○ Know that Jesus is said to have performed miracles</li> <li>○ Know that Jesus stories (parables) have a deeper meaning</li> <li>○ Know that Jesus was born over 2000 years ago</li> <li>○ Know that Christians believe in the trinity</li> <li>○ Know that Christians believe Jesus was God's son on earth</li> <li>○ <i>I can make my own choices about my beliefs</i></li> <li>○ <i>I can make a positive difference to the lives/causes of others</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Know that there are several world faiths, some of which are Hinduism, Judaism and Islam</li> <li>○ Know that some people believe in God or gods, some do not</li> <li>○ Know different places of worship have different names according to the religion e.g. Synagogue, temple...</li> <li>○ Know that personal beliefs effect how people behave</li> </ul>

Class 4

Religious Education: Sticky Knowledge		
	Christianity/Values/SMSC	World View/ World Faiths/Beliefs
<b>Class 4</b>	<ul style="list-style-type: none"> <li>○ Know that Christians believe that they can build a relationship with God through prayer and worship</li> <li>○ Know that Christians believe that God has made promises to look after them, both now and after death</li> <li>○ Know that the Bible is made of different books, sometimes with different versions of the same events</li> <li>○ <i>I can champion a cause and care for the world</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Know that different faiths have different religious festivals</li> <li>○ Know that different religions represent God differently, such as avatars (Hinduism), names (Allah) and symbols</li> <li>○ Know that different religions worship in different ways</li> <li>○ Know that some belief systems do not include a god- Humanism</li> <li>○ Know that prayer is a common element to religious worship</li> </ul>

Class 5

Religious Education: Sticky Knowledge		
	Christianity/Values/SMSC	World View/ World Faiths/Beliefs
<b>Class 5</b>	<ul style="list-style-type: none"> <li>○ Know that Jesus gave examples for followers to live by through his teaching, and it is used today</li> <li>○ Know that Christian love involves compassion/action</li> <li>○ Know that Christians believe that forgiveness allows them to be in relationship with God as their 'saviour'</li> <li>○ Know that Christians call wrongdoing 'sin'</li> <li>○ <i>Know that we can be a voice for others through our own words and actions</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Know symbols linked to Hinduism, Islam, Judaism and Christianity</li> <li>○ Hindus believe in reincarnation</li> <li>○ Many religions have responsibilities or duties for their followers</li> <li>○ Atheists believe there is no God or afterlife</li> <li>○ There are several world faiths, observed across many countries and cultures</li> </ul>

## Subject Implementation



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### *Planning*

*This subject is generally taught in discrete lessons following topics from the Somerset Agreed Syllabus - AMV. The objectives within the AMV have been cross referenced with the main resource used to support the teaching of Christianity, **Understanding Christianity**.*

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### *Understanding Christianity*

*The key purpose Understanding Christianity is to help all teachers support pupils in developing their own thinking and their understanding of Christianity, as a contribution to their understanding of the world and their own experience within it. The resource supports the development of a coherent understanding of Christian belief and practice, and helps pupils explore the significant theological concepts within Christianity as part of developing their wider religious, theological and cultural literacy.*

*UC Resource link [here](#).*

*Map between UC and AMV [here](#)*

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## CORE LEARNING

### ★ OUTCOMES

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:

- 1. Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.
- 2. Make clear links between Genesis 1 and what Christians believe about God and Creation.
- 3. Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)
- 4. Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.

### 📖 KNOWLEDGE BUILDING BLOCKS

PUPILS WILL KNOW THAT CHRISTIANS BELIEVE:

- God the Creator cares for the creation, including human beings.
- As human beings are part of God's good creation, they do best when they listen to God.
- The Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments).
- [Building block from EYFS: Christians believe God made our wonderful world and so we should look after it.]

**NOTE:** Teachers should read the Essential Information pages before teaching this unit.

2

## CREATION/FALL

WHAT DO CHRISTIANS LEARN FROM THE CREATION STORY?

### ➡ YOU MIGHT LIKE TO START WITH...

A trip outside to the school playground, local park, forest, beach, and so on. Carry out an activity to help pupils identify 'wow factors' in nature. For example, give each pupil a piece of card shaped as a paint palette with double-sided sticky tape on and ask them to find examples from nature to stick on it. Can they fill it with all the colours of the rainbow or every shade of a particular colour, without destroying any living plants? Or ask pupils to shut their eyes and listen to 'nature's symphony' – can they hear bees, birds, leaves rustling, waves lapping? Recreate as many of these sounds as possible using resources from the surrounding natural environment. Ensure that pupils are helped to focus on what they find wonderful about the world in each activity. In pairs pupils take a digital image of something from nature that they feel has the 'wow factor'. Discuss choices and use images to start a display.

### 🔍 MAKING SENSE OF THE TEXT

- Close eyes and listen to Louis Armstrong's 'What A Wonderful World', then tell the Jewish and Christian creation story from Genesis 1:1-25 in child-friendly language. You might introduce it using guided visualisation (see Resource Sheet 1).
- Give time for pupils to write or draw what they think is wonderful about the world in light of the initial activity and the creation story – ideas can be added to the display of photos in a creative manner. Collect pupils' questions as you go through.
- Talk about what this God must be like – recall learning from KS1 Unit 1.1 God. If God is Creator, what kind of God must God be? List some ideas. (You might like to use James Weldon Johnson's poem to get pupils to think about what God's perspective might be; see Resources.)
- Go back outside. In pairs, pupils take a digital image of something that has the 'wow factor' from the human-made world, perhaps something that represents human ingenuity, kindness or capacity for appreciation of beauty. Add these to the display.
- Now, reading the text from a Bible, share Genesis 1:26-31, focusing on what it says about humans being made in God's image and being given control over the earth.
- Look together at a translation of the Bible from the original text (for example, the *International Children's Bible*; see Resources). Ask pupils to count the number of times that the words 'good' or 'very good' are used to describe how God sees creation. Discuss what parts of God's creation in the story were good/very good (ensure that humans are one feature in the discussion). How good and clever is creation/the natural world? Add any extra ideas to the list describing what Christians think God must be like from this story.
- Pupils share a time when they have created something they thought was good or really liked, for example, a story/picture/design/model/poem. How did they care for their own 'very good' creation and how did they want others to treat it? Talk about how people look after the 'wow' objects humans created. Explain how many Christians believe that God cares for his own creation, including humans. Ask pupils to write instructions God might give to humans to make sure the world stays 'very good'; for example, how to look after animals.
- Talk about the key question: what do they think Christians learn from this story?

## 2A.1 CREATION RESOURCE SHEET 2: INSTRUCTIONS FOR LOOKING AFTER CREATION

### CHRISTIANS SEE THESE AS GOD'S INSTRUCTIONS TO HUMAN BEINGS, FROM THE FIRST BOOK IN THE BIBLE:

God blessed them and said, "Be fertile, increase in number, fill the earth, and be its master. Rule the fish in the sea, the birds in the sky, and all the animals that crawl on the earth."

God said, "I have given you every plant with seeds on the face of the earth and every tree that has fruit with seeds. This will be your food. I have given all green plants as food to every land animal, every bird in the sky, and every animal that crawls on the earth – every living, breathing animal." Genesis 1:28-30 (God's Word translation)

What do you think these instructions mean? How should human beings treat God's Creation?

Here are some suggestions. Choose the MOST likely and the LEAST likely meaning. Explain why.

All Christians should  
be vegetarian.

Do whatever you want  
with the Earth  
- you're the boss!

Care for plants and  
animals – they belong  
to God, but you are the  
gardeners and farmers.

Put all the animals in  
zoos so you can show  
that you are ruling  
over them.

Leave the earth alone  
- it doesn't belong to  
you.

There is plenty of  
food for all, but don't  
be greedy.

2 - UC plans are well resourced. Sample of resource to be printed or show on screen during lesson.

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*To support the teaching of faiths other than Christianity, and humanism/atheism, we use exemplar materials provided by AMV and RE training.*

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## 2.1b Lower KS2 - Judaism - Torah - Lesson 1 & 2: Synagogue

**Context:** In this lesson pupils will be introduced to the role of the synagogue in Jewish life and worship. The reading of the Torah, and the explanation of that reading by the Rabbi are central to the worship. This teaches the worshippers how their faith is to be lived out in daily life.

**Essential core:**

- On the Shabbat Jews attend the synagogue, where they worship G-d. Doing this develops a sense of community.
- The reading of the Torah is central to the service: during the service there will be readings from the Torah.
- In the synagogue the Torah (Sefer Torah) is written on parchment, which are written by hand with a special ink. The importance of the scrolls is shown by the way they are:
  - Never touched by human hands- a special pointer is used
  - Each scroll has a mantle (cover)
  - Once they have been used they are returned to the Ark
  - There is an ever-burning lamp outside the Ark to show G-d is always present
- Know the Torah is written in Hebrew.
- Raise and suggest answers to relevant questions in response to the importance and respect Jews give to the Torah.
- Attempt to support their answers using reasons and/or information

**Resources:** Miniature Torah scroll,  
[www.truetube.co.uk/film/holy-cribs-synagogue](http://www.truetube.co.uk/film/holy-cribs-synagogue) (10 mins)  
<http://www.bbc.co.uk/education/clips/zctb4j6>  
<http://www.rafimetz.com/rmd/learn/read%20A.html>  
<http://reonline.org.uk/specials/jwol> (Shabbat)

**Vocabulary:** kippah, tallit, yad Torah scroll.

### INTRODUCTION

Today David has brought a miniature Torah scroll. He is learning to read Hebrew so that one day he can take his turn and read from the Torah scroll in Synagogue. What questions might the children want to ask? How do you learn Hebrew? Is it hard? Why is it so important?  
For lesson two David can have a Jewish prayer book that contains the synagogue services in Hebrew and English so that he can follow and join in the service. Any Christian pupils that attend Anglican and Catholic churches will find this a familiar idea.

Go to this Jewish website and see how children learn Hebrew. Can you join in the Hebrew alphabet song?  
In what ways is Hebrew different from English? Can you write some of the letters?  
<http://www.rafimetz.com/rmd/learn/read%20A.html>

Look at how a Torah scroll is hand written by a Jewish scribe. What questions would you like to ask these people? What happens if he makes a mistake? Why is it so important to create a perfect copy?  
What does this tell us about what matters most to them?  
<http://www.bbc.co.uk/news/in-pictures-23409254>  
<http://www.soferstam.co.uk/soferstam-stam.html>

3 - Example of lesson plan provided by Somerset AMV to support the teaching of Judaism in LKS2.

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*Teachers are responsible for planning the teaching of their units and put weekly We Are Learning To (WALTs) onto their weekly plans:*

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	9.00	9.15	9.30	9.45	10.00	10.15	10.30	11.00	11.15	11.30	11.45	12.00	1.30	1.45	2.00	2.15	2.30	3.00	3.15		
Mon	Assembly	SUBJECT						SUBJECT						SUBJECT WALT:							
Tues		SUBJECT						SUBJECT						SUBJECT WALT:				SUBJECT WALT:			
Wed		SUBJECT						SUBJECT						SUBJECT WALT:				SUBJECT WALT:			
Thur		SUBJECT						SUBJECT						SUBJECT WALT:				SUBJECT WALT:			
Fri		SUBJECT						SUBJECT						SUBJECT WALT:				SUBJECT WALT:			

### Unit 3 Footprints from the past/Romans.

Planning - Spiritual Development

<p>Windows</p> 	<p>Looking out at the world ~ Wow! (positives) ~ Ow! (problems in the world) ~ Wander</p> <p>Wow moments that encourage/stimulate ...</p> <ul style="list-style-type: none"> <li>- Dinosaurs, evolution. See. Mark out.</li> <li>- Early life/plants.</li> <li>- Handling real fossils/objects millions of years old.</li> </ul>
<p>Mirrors</p> 	<p>Looking at ourselves ~ Reflect ~ Me and others around me ~ beliefs and values</p> <p>...Big Questions....</p> <ul style="list-style-type: none"> <li>- Why are there no dinosaurs in the Bible?</li> <li>- What plants and animals are the oldest?</li> <li>- What happened to the dinosaurs?</li> <li>- Which British Values can be traced back to Roman times?</li> </ul>
<p>Doors</p> 	<p>Action and response ~ Do ~ apply/express thoughts and ideas ~ Live by</p> <ul style="list-style-type: none"> <li>- views on protecting the planet as a whole / space exploration.</li> <li>- British values.</li> </ul>

**Summer 2nd half- India**

<p><b>PSED and RE</b></p> <p><b>RE</b> Learn about the Hinduism and how it effects people's lives in India. Learn about where they worship and the main festivals of Diwali and Raksha Bandhan- brothers and sisters showing their love for each other. Compare to Christianity. Compare with Christian place of worship and special festivals eg weddings, christenings.</p> <p>Explore images of Indian markets and introduce Indian food. Show images of people eating and introduce idea of main foods being rice and spices. Discuss different ways of eating, on the floor, using hands and bread rather than cutlery. Give children opportunity to taste Indian food, nan bread, chapatti, onion bhaji, cucumber raita, mango chutney, papadum, rice, Bombay potatoes, also veg.</p> <p><b>PSED</b> Give children opportunities to visit new classrooms and work with new teacher. Circle time activities, what I am good at, how can we tell when we are worried or anxious, ways to help others feel proud, discussing gifts and talents and times that they feel proud</p>	<p><b>CLL</b></p> <p>Listen to stories about journeys eg The Little Red Train, We're Going on a Bear Hunt. Watch DVD retelling stories where appropriate.</p> <p>Read, spell and use question words. Ask questions about their own locality and about India. Use non-fiction texts to learn about India. Use contents and index to find info. Learn about the key features of instructional text. Learn about alphabetical order. Write a simple dictionary.</p> <p>Listen to Indian stories and identify main events, sequencing in chronological order. Use story language and discuss appearance, behaviour, characteristics and goals of characters. Write character profiles. Write own version of traditional tales.</p> <p>Listen to poems. Identify rhyme and alliteration. Construct their own short rhyming poem. Explore sensory words. Sort into the five senses. Make sensory poems. Introduce Golden words (adjectives) and model use within.</p> <p>Phonics- Learn about and read words containing 'magic e'.</p>
<p><b>MD</b></p> <p>Recognise fractions; whole, half and quarter. Learn in the contexts of pictures and even numbers to 10.</p> <p>Continue to learn and apply number bonds to 10 and doubles to 10 +10. Compare numbers and say which is largest, smallest etc. Calculate 1 more/ less than a given number. Secure understanding of addition and subtraction and the written sum. Relate to real life problems and money. Which operation do they need to do? Make children learn the skill of counting on and calculating answer to missing number sums. Consolidate use of the number line. Recap odd and even numbers to 20. *</p> <p>Capacity- Recognise full, empty, half-full. Use water and materials such as sand, marbles etc.</p> <p>Understand and use positional vocabulary. Use directional vocabulary eg forward, backwards, left, right. Introduce whole, half and quarter turns. Make and read simple bar charts.</p> <p>Name 2D and 3D shapes and describe their features. Use features to sort.</p>	<p><b>KUW</b></p> <p>The children will learn about the features of their local environment and Somerset. Use visitors guides and maps to identify what is on offer to visit in Somerset. Visit Cricket St Thomas park. Focus on the geographical and human features of the surrounding areas. Explore the geographical features of India and what it is like for some children growing up in an Indian village. Make comparisons and identify similarities with their own life. Learn about plan view. Relate to small world play and Bee Bots. Draw Target Maps. Explore and compare clothing. Show pictures of saris and jewelry, henna patterns on hands. Show images of men wearing baggy shirts called kurtas, some don't wear trousers.</p> <p>Explore sound. Recap five senses. Play games where they have to listen carefully and identify sounds. Explore vocabulary that describes sounds. Explore purpose of hearing eg communicating, hazards. Explore how sound gets further with increased distance. Investigate distance that sounds can be heard eg measure distance in meters, how different sounds can affect distance that they are heard. Record findings.</p> <p>ICT- Use computers, DVD and internet to find out about India. Explore the use of Google Earth and Google map to find out about their own locality and India. Use Bee Bots to support understanding of positional language in relation to map work.</p>
<p><b>PD</b></p> <p>Dance- Explore a range of Indian music and dance moves. Create a sequence of movements to form their own dance.</p> <p>PE- Athletics and Games. See separate planning.</p>	<p><b>CD</b></p> <p>Clay- make Diwali clay lamps (Divas).</p> <p>Pattern- make rangoli patterns. Make patterns on fabric eg tie dying and hand outlines eg rangoli. Make mosaics using polystyrene templates.</p> <p>3D- use junk modelling to make Indian animals eg elephants. Make bead bracelets linked to Raksha Bandhan/</p> <p>Allow opportunities for free painting and colour mixing.</p>

## Examples of Work



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*Class 5*

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Friday 16<sup>th</sup> October  
 WALT: identify how all Christians put their beliefs into practice in worship.

### How Great Is Our God

The splendor of a King, clothed in majesty  
 Let all the Earth rejoice  
 All the Earth rejoice

He wraps himself in light  
 And darkness tries to hide  
 And trembles at His voice  
 Trembles at His voice

How great is our God, sing with me  
 How great is our God, and all will see  
 How great, how great is our God

Age to age He stands  
 And time is in His hands  
 Beginning and the end

The Godhead Three in One  
 Father Spirit Son  
 The Lion and the Lamb  
 The Lion and the Lamb

How great is our God, sing with me  
 How great is our God, and all will see  
 How great, how great is our God

Name above all names  
 Worthy of our praise  
 My heart will sing  
 How great is our God

You're the name above all names  
 You are worthy of our praise  
 And my heart will sing  
 How great is our God

How great is our God, sing with me  
 How great is our God, and all will see  
 How great, how great is our God



How great is our God, sing with me  
 How great is our God, and all will see  
 How great, how great is our God

The whole world sings, the whole world sings  
 How great is our God  
 How great is our God  
 How great, how great is our God


*Handwritten notes:*  
 God is always holy, has been and always will be our king.  
 God is eternal and will live forever.  
 God is strong like a lion - and strong gentle (like a lamb).  
 God is holy.  
 God is holy and pure, like a light.  
 God is bigger and better than us.  
 The belief God is good - perfect yet omniscient.

4 - Identifying belief through worship lyrics.

Friday 6<sup>th</sup> November, 2020.  
 WALT: weigh up how biblical ideas about God as holy and loving might make a difference in the world today.

HOLY	LOVING
 <p>If God was only holy, tomorrow Christians would always feel like they had done something wrong. They could live their life in fear of God.</p>	 <p>If God was only loving, people would feel like they could do anything and would still be forgiven. God would be treated like a playmate.</p>
<p>I think that God is 55% loving, and 45% holy - the perfect match! He loves us (but doesn't let us do anything) and strict - but not that we're afraid of our him!</p>	

5 - Considering the concept of God as holy and loving, giving views and reasoning.



**A** dvent is a time of waiting and getting ready for the day Jesus was born.

**D** ivine is Jesus because he was sent to the earth by God at Christmas.

**V** itious, meaning holy is like Jesus being the son of God.

**E** ternal means never ending and its like Jesus's love for others will never end.

**N** ever forgetting the gift of Jesus coming to earth.

**T** heophany is Jesus to the world because he helped and cured people.

6 - Exploring the key concepts considered by Christians during advent.

Friday 4th of November  
 What identify Christian advent traditions and their meaning



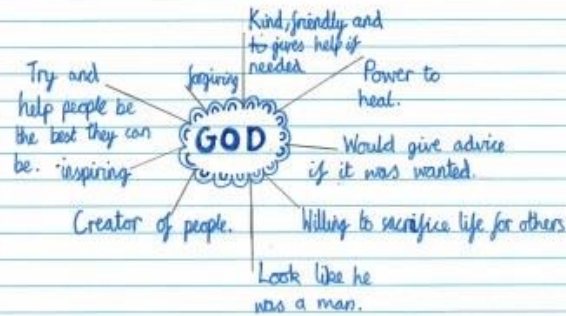
<p><u>Love</u>          Christians: they think about gods love for them.          Me: I think about my family and my special toys.</p>	<p><u>Joy</u>          Christians: they think about the joy that Jesus brought to them.          Me: Joy to me means happy that I felt when I do something fun.</p>
<p><u>Hope</u>          Christians: they think about they hope that they have in god and that he will make all things good.          Me: Hope means to me that you can always have hope even in bad times.</p>	<p><u>Peace</u>          Christians: they think about the peace that Jesus brought to the world.          Me: Peace, to me, means that everyone can live together and are always there for everyone even if they have done something bad.</p>

7 - Exploring the meaning of the advent candles and linking to their own beliefs.

Friday 18<sup>th</sup> September 2020

WALT: explain connections between biblical texts and Christian belief

I believe in God and I think I am Christian.



omnipotent - all powerful.

omniscient - extremely wise.

eternal - no beginning, no end.

Psalm 103

David believes God is: holy, kind, forgiving, gives blessing, loving, merciful.

1 John 4 v 7-13

The ~~w~~ writer believes God is: love, forgiving, loving enough to send his son, perfect, unseen,

8 - Using curriculum language to explore the concept of God for Christians.

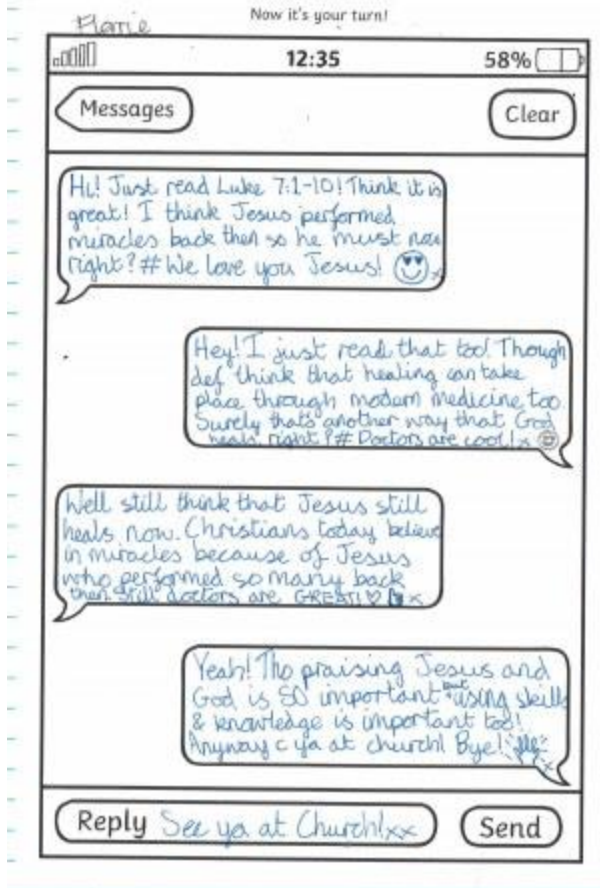
**The Ten Commandments**

1. Trust God
2. Worship Only God
3. Use God's name with respect
4. Keep the Sabbath holy
5. Respect your parents
6. Do not kill
7. Husbands and wives keep your love and promises for each other.
8. Do not lie
9. Do not steal
10. Do not envy others

**Ten Guidelines for living**

1. Don't kill.
2. Respect others.
3. Respect and care for your family.
4. Be honest.
4. Do not steal.
5. Don't be unkind and jealous.
6. Put others before yourself.
7. Be kind and helpful.
8. Listen to good advice.
9. Set a good example for others.
- 10.

9 - Discussing if the 10 commandments are relevant today and allowing them to explore their rules for living.



10 - Considering how Christians relate to Bible passages today.

Friday 21st May 2021

WALT: make connections between gospel texts, Jesus' good news and how Christians live.

**World Vision**

World Vision helps vulnerable children around the world who are living in ~~world~~ dangerous places and are in need of aid. Inspired by their Christian faith, they help children to fulfil their God-given potential. They work together with lots of communities to create happy and fulfilling childhoods.

**Compassion**  
In Jesus' name

Jesus is at the heart of what they do. They respond to God's call to love their neighbour and to care for the poor. Christ's love helps them motivate them as they help children from all backgrounds, regardless of beliefs. They show every child that they matter, linking them with one sponsor who gives them hope and a future. They help release children from extreme poverty and help them along their life path.

**The Leprosy Mission**  
Leprosy defeated. Lives transformed.

Leprosy Mission is all about trying to get rid of leprosy forever. Following Jesus, they seek to bring about transformation; breaking the chains of leprosy and empowering people to attain healing, dignity and life in its fullness. They work in 4 key areas: diagnosing and treating leprosy, caring for disabled people, advocating change and pioneering research. They believe that no one should suffer a preventable and treatable disease.

WALT: Write a newspaper report in paragraphs

## RULE OUT RACISM!

This month is a celebration of compassionate black people from our past who changed the future.

Here in the UK we celebrate Black History Month. This celebration happens annually in October, however over in America they celebrate in February. Everyone in the country can join in; it's fun for everyone. We remember how things changed. Black people are a big part of our past. They have had a big impact in our music, dance and more.

Currently, in a lot of cities there are lots of events being held (music festivals, special meals being sold, speeches, art galleries, carnivals) which are open to everyone. The event is held all through October so there is plenty of time to go and celebrate.

Here in the UK we remember the lives who helped others. One of the big names <sup>was</sup> ~~were~~ Nelson Mandela. Mandela made sure white people were observant of others. Nelson spent nearly 27 years in prison to refrain people from discrimination, racism and slavery. After all of his work he won an election and became Prime Minister of Africa. Another person who was very powerful was Mary Seacole. Mary began her journey when she went 2 miles from the battlefield and treated the needy and injured. People became very fond of Mary so she was called Mother Seacole. Mary wanted to ~~to~~ this as she <sup>is</sup> was tired of prejudice, violence and segregation.

Mary spent most of her money travelling, so when she arrived home she had nothing. People became aware of this and raised funds.

Class five have been thinking about this and have quoted that it's good. Lydia and Thomas Huxley both told me it was a good idea and very crucial. ~~Watch~~ Watch around for anything to do with Black History Month around you.

Sp

I can ...

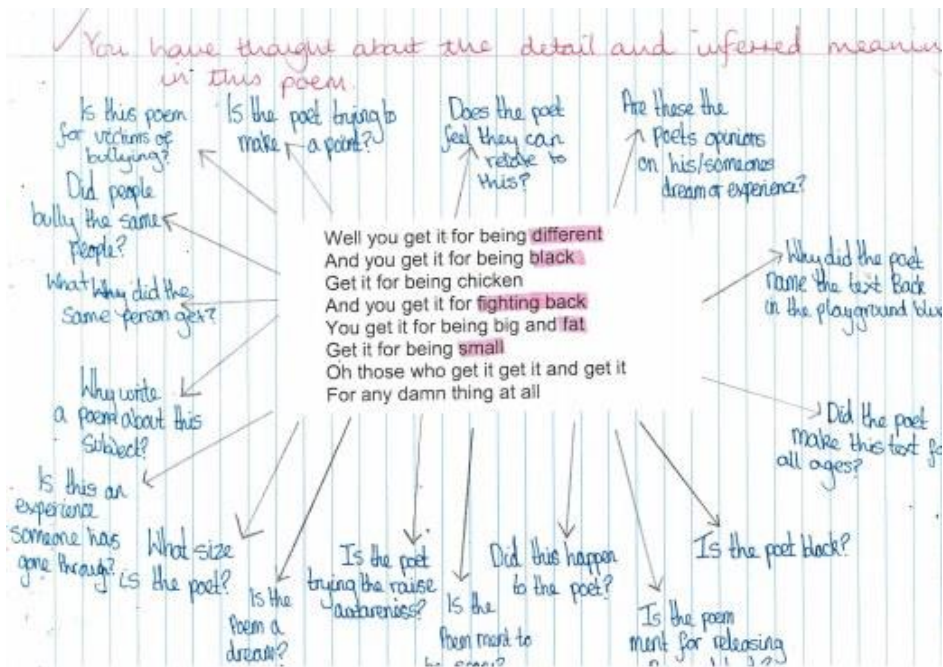
Used joined handwriting 😊

You can ... use brackets, edit your work and use topic specific language

Can you ... use semi colons in your work? (x1)

crucial violence  
 crucial violence  
 crucial violence  
 crucial violence  
 crucial violence

13 - Racism




14 - Bullying

Wednesday 19th March

WAL.T I identify reasons for Jesus's arrest.

# WANTED



Jesus of Nazareth

Accused of:

- Saying he was God.
- Helping the poor.
- Working on the Sabbath.
- Turning over the tables in the Temple.
- To Organise people to take over the Romans.

30 <sup>Reward</sup> pieces of silver

15 - Thinking about the Easter story.

Friday 4th October

Reflection reflection

Standing at the front of the church made a knot in my stomach. I did a prayer and a fact about water. My thoughts were are there ever going to be a world where nobody lacks food. Looking at all the food at the front of the church made me feel sorry for all of the people who don't have enough of food. The song we sang made me feel think about all of the hard work that the farmers have to do to gives us things that we take for granted. Listening to water in my bucket speech made me think about how far some people have to walk to get dirty water.

Reflection ☺

16 - Reflection taking part in Harvest Service.

# 5 Steps to friendship



1. Allow time to calm down
  2. Talk about feelings
  3. Apologise
  4. Forgive
  5. Accept consequence
- 

# 5 STEPS TO FRIENDSHIP!!!

1. Ask your friend if they are ok.
2. Try to say sorry
3. Forgive your friends.
4. Treat others as you want to be treated.
5. Think before you speak



(by Alex Daver)



18 - Learning about life and faith in Cameroon from a visitor to the school.



19 - Visiting a Hindu Temple in Bristol



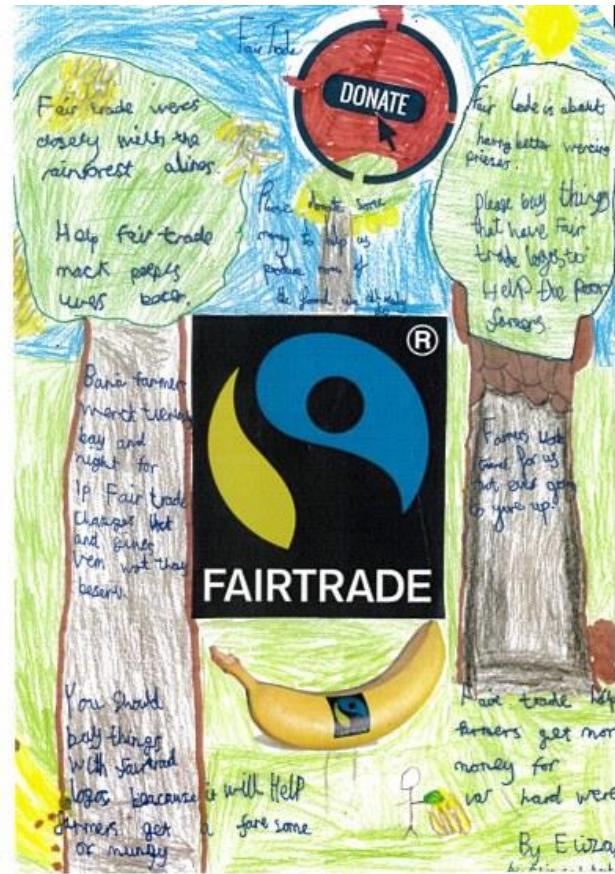




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*Class 4*

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20 - Global issues: Fair trade

# ADOPT AN ACRE OF RAINFOREST



**WORLD  
LAND  
TRUST**

World Land Trust is an International Charity that protects the most significant habitats including the...  
**RAINFOREST!!!**

## GET INVOLVED!

We can get involved by trying to adopt as much rainforest as we can and even the smallest amount of rainforest is saved it could make a huge **DIFFERENCE.**



Save it!!!



## WE CAN...

- protect and sustainably manage natural ecosystems of the world.
- To develop partnership which local individuals and community.

Designed  
Arlene and Cheryl

Friday 4th September 20  
20

WALT: meaning of Agape.

I think Agape is Love and Caring for everyone.

You have a lovely idea of what agape means.

22 - Considering the language of RE: Agape love

Task 2

What talents do I believe

God gave me?

I think God made me  
a strong person because  
I am blind.

Task 3

How might I use my

talents to help others?

I think I can help people to  
walk with a cane.

*You have so much to give others -  
so thoughtful!*

Friday - 23<sup>rd</sup> - October.

W A L T Consider now:  
each of my talents can be  
used to help others.

Task 1.

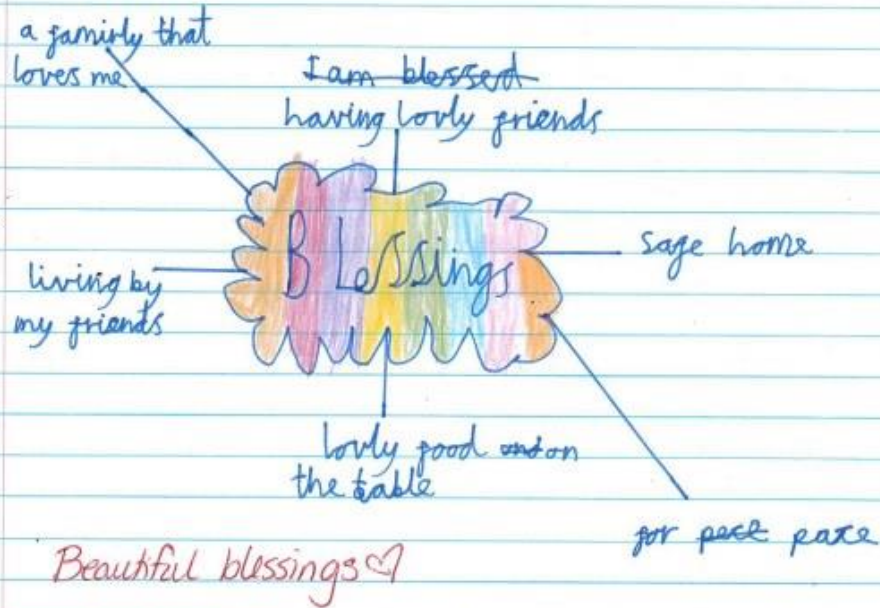
How would you make the world  
a better place?

I would grow beautiful  
flowers because it makes  
people happy.

*I love this idea -*

*Flowers bring joy and  
can smell gorgeous too!*

Friday Friday 18<sup>th</sup> September, 2020  
WALT: reflect on my Blessings



Friday 14<sup>th</sup> May, 2021  
WAL: What is Pentecost?

Jesus' disciples would meet to pray and talk about how He had been taken to Heaven. One day as they were praying, they heard a mighty wind rush around the room they were in. Suddenly, a fire appeared. The tongues of the fire separated and came to rest above each of the disciples' heads. The disciples found that they could talk in different languages. They began to pray and give thanks to God. The sound of the disciples' praises drifted out onto the town street. People were amazed to hear the disciples speaking in different languages. Peter spoke to the crowd and told them how they had been blessed with the Holy Spirit. He told them all about Jesus. That day, 3000 people were baptised and received the Holy Spirit.

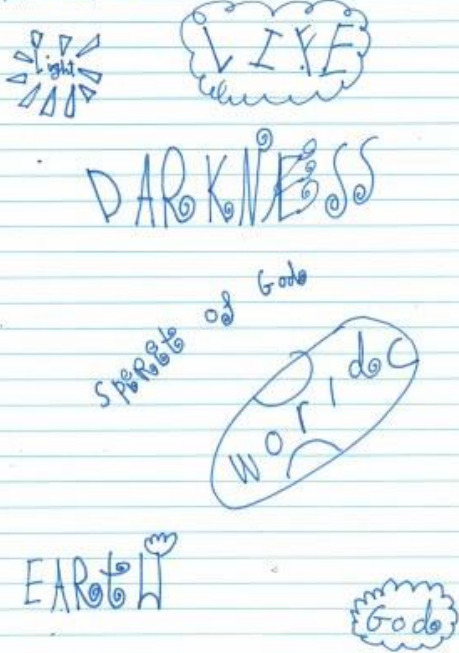
This is how I want to represent the Holy Spirit.



*A lovely representation*

November 2020  
Unit: Incarnation/God

We looked at words we can find at the beginning of the Bible. They are important because they represent God, the creation of the world and the birth of Jesus. We can find these words in: Luke, Genesis, Matthew and John.



26 - Creation.

WLAT: reflect on how we choose our friends









Think about one of your friends, draw a picture of your friend and write some sentences about them.

	<p>Name: <u>Hannah</u></p> <p>Age: <u>7</u></p> <p>Where did you become friends? <u>We became friends when</u> <u>we were a baby.</u></p>
---	---

Now, think about why did you choose that person to be your friend, just like Jesus chose his disciples.

Hannah is my friend because I met her at Emmaus when  
Jessica was a reception and Andrea was at Emmaus. Me and  
Hannah <sup>was</sup> a few months old.


Mattha is my friend because she makes me laugh. She is  
pretty and good


What Christians Do			
			
We visit people if there are ill and upset.	We give love to each other and we care for each other.	As Christians we help all over the world and send doctors to where they are.	We teach others about God.
			
We care about animals.	We pray to/about God.	We give money to good causes.	We help up/celebrate special occasions.


28 - Exploring faith in action.


Friday 27th November

The Story of Rama and Sita

 The king wanted Rama to be king.

 Rama's step mother the queen sent Rama, Sita and Lakshmana.

 Rama went to get the golden deer to capture Sita.

 Sita got distracted by the golden deer.

29 - Retelling the story of Rama and Sita.



Ravana took Sita for her beauty.



Ravana and Lakshmana tried to look for her.



Hanuman helped to find Sita.



There was a big battle. Ravana got killed.



The king laid these lamps to lead the way.



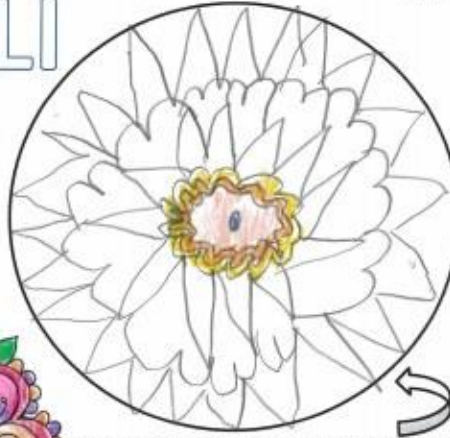
When Sita and Ravana got back they were King and Queen.

Excellent.

# RANGOLI



A rangoli is a colourful design made on the floor near the entrance to a house to welcome guests.



Add some colour to these designs to make them bright and welcoming!



Design your own rangoli pattern in the circle above. Add colour afterwards to make it bright and exciting!



30 - Creating rangoli patterns.

Tuesday 15th November  
The Christmas story

An angel visited Mary to tell her she was going to have a baby. She was worried at first.

Mary and Joseph travelled to Bethlehem. There was a census.

Mary and Joseph stayed in a stable, because there was no room in any of the inns. Jesus was born in there.

31 - Retelling the Christmas story.

3.



Mary and Joseph could not find a place to stay.

5.



An angel visited some shepherds to tell them all about Jesus, the savior of the world.

6.



The shepherds visited Jesus in a stable.

7.



The three kings follow a star to find Jesus.



The kings gave gifts to baby Jesus. They were gold, frankincense and myrror.

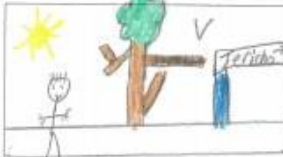
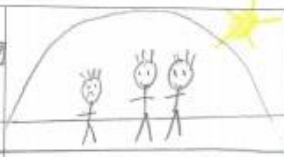
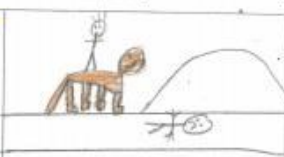
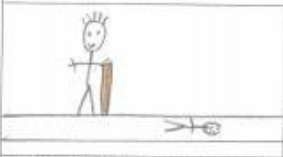


Excellent.

(4)

1 Sam

### The Good Samaritan

Make a cartoon strip of the story. Underneath each picture, write what is happening.

		
A man was going on a journey from Jerusalem to Jericho.	On the way, he was attacked by robbers and left to die.	A priest came that way, saw the man. He crossed over the road and went on his way.
		
A Levite came that way and saw the man. He crossed over the road and went on his way.	A Samaritan came that way and saw the man. Bandaged the man's wounds and helped him.	He took the man to an inn and payed the innkeeper to look after the man until he was better.

32 - Identify the main features of the good Samaritan.

Friday 23rd April The Rich Fool

	
There was once a rich farmer who had a big crop.	He couldn't fit his crop in his store.
	
He thought he would build a bigger house.	He said, he should of spent his life helping others.

33 - Parables Jesus told.

25.09.20

**WALT:** sequence the parable of The Lost Son and understand its deeper meaning – what God is like and how he wants us to treat others.

**The Prodigal Son**

These sons were a man who had two sons.

The father thought it was time to divide up his inheritance.

One day the younger son asked his father for his inheritance money.

The father said yes and gave him all the money.

He then went to a far country and he had a hard time. He had to work for a living and he was very poor.

He was very hungry and he had to eat the food of the pigs.

The son wanted to go home but he was ashamed. He had spent all his money and he was very poor.

He thought about his father and how he had loved him. He thought about how he had been eating and drinking and how he had been happy.

He decided to go home and to tell his father that he was sorry.

When he came home his father was very happy. He had a big feast and he gave his son a new robe and a ring and sandals.

The older son was angry. He thought that he had worked hard for his father and he had never been punished. He was angry because he had never been given a reward like his brother.

Great sequencing!

34 - Parables Jesus told

07.05.21

**WALT:** understand how the law was given and how the Jewish people remember this.

We created our very own class 'mezuzah' which we attached to our classroom door. Inside we added a class prayer as our own 'Torah' law.



35 - Judaism- practice and belief

Join us for Shabbat.



WALT: understand what Shabbat is? (2)

14.05.21

Jews have a day of rest. It represents that God made the world in seven days and on the seventh day He rested.

Shabbat is the Hebrew name for the day we call the Sabbath.

Shabbat is a day of great joy eagerly awaited throughout the week, a time when can set aside all of their weekday concerns and devote themselves to God.

The Sabbath day is important to Jews because it is stated in

the 10 Commandments.

The word 'Shabbat' means to rest or to cease.

The Sabbath begins on Friday afternoon, when the house is cleaned, the family bathes and dresses up, the best dishes and tableware are set, a festive meal is prepared.

Also, everything that cannot be done during Shabbat must be set up beforehand. For this reason, a popular Sabbath meal is chicken, a slow-cooked stew.

Before the meal candles are lit. On Shabbat the meal begins with a blessing said over challah and two loaves of bread.

Jewish families have the meal at the dining table with a white tablecloth and the best silver and cutlery.

Jews spend time in the synagogue praying, prayer is not what distinguishes Shabbat from the rest of the week.

Shabbat is a very full day when it is properly observed, and very relaxing. You really don't miss being unable to turn on the TV, drive a car or go shopping.

<del>Synagogue</del>	<del>rest</del>	<del>Friday</del>	<del>Sabbath</del>	<del>cease</del>	<del>ten</del>
<del>Ten</del>	<del>Shabbat</del>	<del>seventh</del>	<del>challah</del>	<del>shopping</del>	<del>Jews</del>
<del>bread</del>	<del>challah</del>	<del>white</del>	<del>wine</del>	<del>silver</del>	<del>cutlery</del>

Singer!  
You know  
what  
Shabbat  
is!

11.06.21

WALT: understand what is meant by salvation according to Christians.

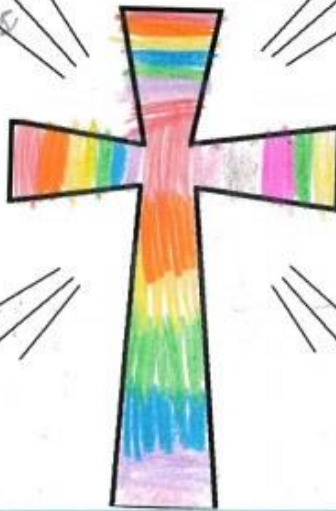


# Sin

# Salvation

The bad things that we sometimes do.

Jesus came to save us and bring us back to God.



Well done!



Long ago there was a girl called Mary. An angel appeared and said you will have a baby and he is going to be God's son and he will be called Jesus. ✓  
Jesus was born in a stable he got put in a manger. When Jesus was about six years Mary and Joseph and Jesus went to Egypt because the King was going to kill Jesus. They had to go to Bethlehem. Mary and Joseph kept Jesus safe from the king's men. The star shone brightly. ✓




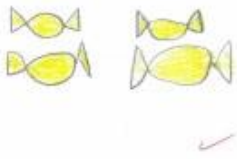
12.03.21

WAI.T. understand that God wants us to be generous with what we have.



Jesus taught that we should be generous with what we have.

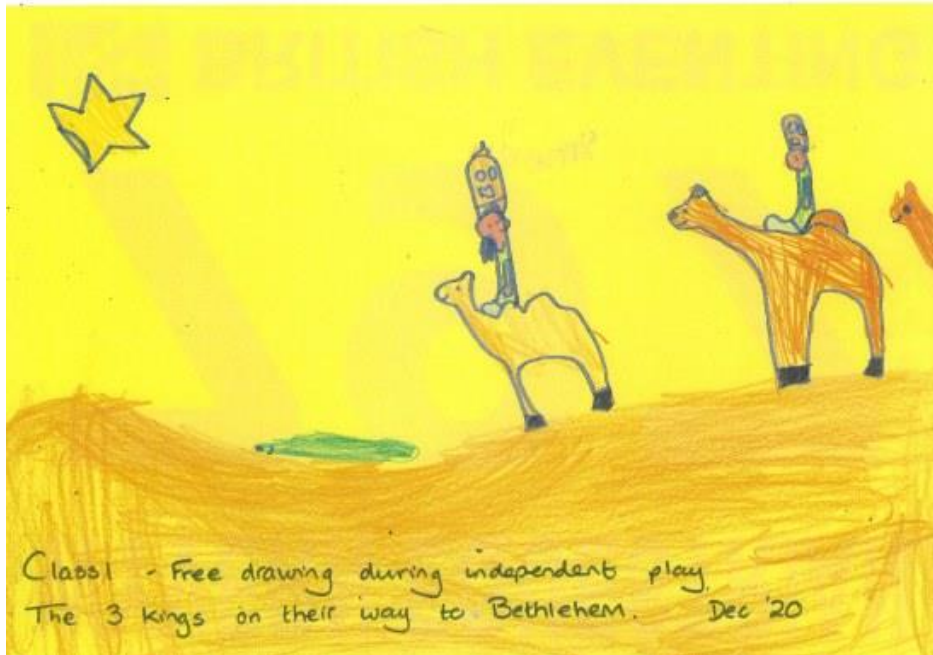
What other things can we share and be generous with that will help others?

1.) 	2.) 
I will share my toys.	I will share my bed.
3.) 	4.) 
I will share my park.	I will share my Sweets.

Great thoughts!

39 - Discussion around the concept of generosity.

Class 1



40 - Free writing

I am thankful for...

I am thankful  
for my bed.

I am thankful  
for my swimming <sup>pool</sup>.

I am thankful for food.

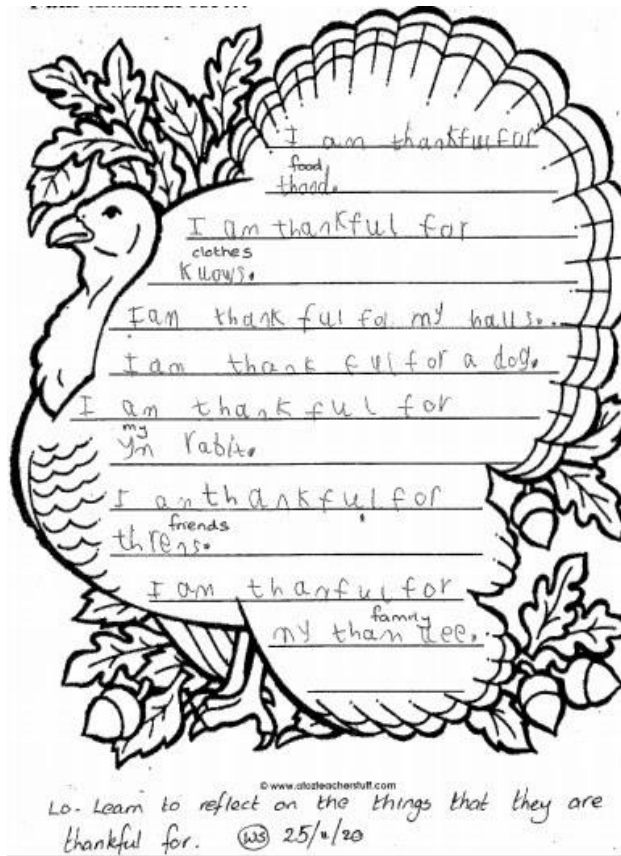
I am thankful for toys.

I am thankful for mummy  
and daddy.

© www.100teacherstuff.com

L6- Learn to reflect on the things that they are thankful for. (L6) 25/1/20

41 - Thankfulness writing

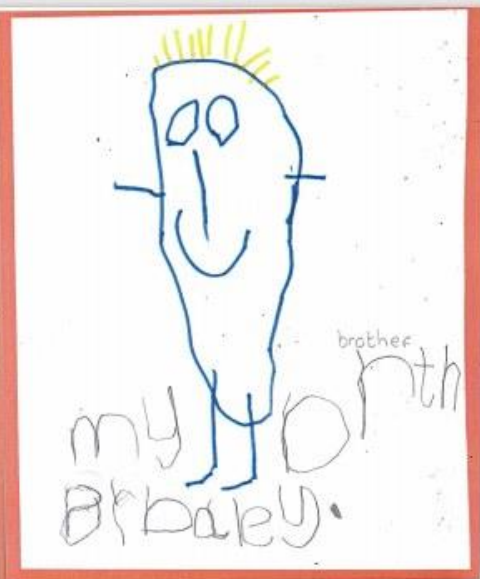


Class 1 R.E.

The children were learning about strategies they can use when dealing with negative/ difficult emotions. They were learning about the power of talking to someone they trust and how this can make them feel better. We read the story, Ruby's Worry. The children then drew a picture of someone that they felt they would be happy talking to if they were worried about something. They wrote a short sentence to accompany it. Their work was displayed.



42 - Exploring feeling as we think about how we are made.



### Class 1 visit to St. Michael's church October 2019

The Class 1 children and the house captains from Class 5, visited the church. They were welcomed by Rev. Eleanor and members of the PCC. The aim of the visit was to support the children in feeling confident and safe to make the visit at other times of the school year when we visit as a whole school. The children also learnt about the features of a Christian church. They were shown the main features such as the font, the chancery, the pulpit, the pews, and the organ, but they were also allowed to ring the bells in the bell tower and were given squash and a biscuit.



*43 - Church visit- Place of worship.*

Well done Jensen. You have remembered the names of some of the features and objects you saw at the church. 😊 26/5/21.

LO- Learn to identify the main features of a church.



The pews are long.



The altar is where people get married.

St Michael's Church



The font is where people get baptised.



The stained glass windows are special.



The eagle is special because it holds the bible.



The organ is special because you play music on it.

Well done for remembering the names and uses of the objects and features you saw at the church. 😊 26/5/21

LO- Learn to identify the main features of a church.



The pews are long.



The altar is for people to get married.

St Michael's Church



The font is used to put water on people's heads.



The stained glass windows are pretty.



The eagle is for holding the bible.



The organ is for singing.

#### Learning about world religions.

Class 1 and 2 were visited by a family who explained to the children how they celebrated Diwali as part of their Hindu faith. They brought Diwali sweets for the children to try, showed them a PowerPoint presentation depicting elements of their celebration, and they brought a shrine to show the children. They talked about some of their rituals and gods.



44 - Exploring Hinduism with school family.



### Class 1

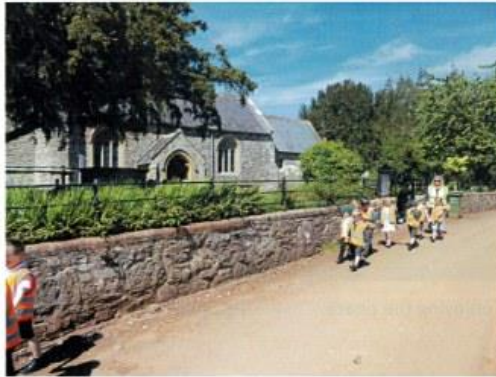
**LO- Learn to reflect on the beauty in their local environment. Learn to use a range of senses to 'experience' their immediate environment.**

We chose to enter a local art competition which encouraged us to draw a special place in the locality. We chose to use pastels to draw our parish church; St Michaels church.

We chose a sunny afternoon in May to walk from the school to the church. The children were encouraged to walk around the perimeter of the grounds using their senses; sight, smell and hearing. The children were encouraged to talk about the features of their environment that they noticed. They then sat in the sun, closed their eyes and had a moment of stillness where they were encouraged to feel the warmth of the sun on their skin, the warmth of the spongy grass that they were sat on, the feel of the wind and listen to the sounds it made as it blew the trees.

They reflected on the things that they liked about their environment. What made this place special/ beautiful/ peaceful?

The children then spent time creating their observation drawings of the church and grounds.



Examples of the children's observational drawings of St Michael's church





<sup>favourites</sup> Things about worship  
I like the big screen  
because  
I like it is the  
of looking and  
the pictures.





45 - Display showing the classes learning about the parable of the lost sheep.



46 - Our prayer space



1, The Gables  
Grove Road  
Burnham-on-Sea  
Somerset  
TA8 2EB  
Phone:- 01278 785788

**RNLI - Burnham & Highbridge Branch**

22.7.19.

The Headteacher  
Enmore Church of England Primary School  
Enmore  
Nr Bridgwater  
Somerset  
TA5 2DX

Dear Headteacher

I am writing to you on behalf of the local branch of the RNLI to thank you for the donation your school has made in the amount of £37.37.

As you know, the RNLI is entirely run by voluntary contributions and the local branch is very grateful for your support. The donation made will be banked and used to keep the lifeboats at sea.

Yours sincerely

Janet M Pearce (Mrs)  
Treasurer – RNLI



Mrs B J Smith,  
Timpetill,  
Goathurst,  
Bridgwater,  
Somerset  
TA5 2DF  
Tel: 01278 662491  
Mob: 07790 825207

Email: [timpetillbrenda@hotmail.co.uk](mailto:timpetillbrenda@hotmail.co.uk)

27/03/2021

Dear Class 5,

Thank you so much for the wonderful variety of posters which you designed to advertise our church services on Palm Sunday and Easter Day. They are beautifully and carefully drawn, and the images and content are both thoughtful and appropriate. Mrs Modley has displayed them on noticeboards throughout the village and at the church.

We are pleased to hear that you have all settled down well upon your return to school after the lockdown and hope that you will enjoy the Easter holidays.

With our thanks and best wishes for a very Happy Easter,

*Brenda Smith*

Brenda Smith,



Churchwarden, on behalf of Goathurst PCC



48 - Divali dance workshop learning about the story of Hanuman. Part of Divali week.

**Enmore Church of England Primary School**  
 "Those who are taught here must go on and teach others" Rev J. Davis, Founder, 1810  
 "I have set you an example that you should do as I have done for you" John 13: 15

Name: Boadie 7/12/20  
 who was John Boyle?

   
 John Boyle  
 1796-1827

John Boyle started founded Enmore school in 1810

Our values

Thankfulness, Forgiveness, Service, Friendship, Endurance, Hope

49 - Values Day Ks1

# Enmore Church of England Primary School

Those who are taught here must go on and teach others  
Rev J Poole Founder 1810



I have set you an example that you should do as I have done for you  
John 13: 17

Name: Becky + Brad  
Who was John Poole?

7/12/20



John Poole started (founded)  
Enmore school in 1810.

## Our Values



Who was John Poole?  
John Poole was the rector of St Enmore Church from 1796 to 1857. He was the founder of the first one of the first first Church of England schools in the country. It was the first free school of the country ever for children with attend at John Poole opened the school in 1810 and he wrote a book called 'A Village School Improved'. He said that 'those who are taught here must go on and teach others'. Lots of people have all around the country opened their own schools by using John Poole's ideas.



Our values:

Those who are taught here must go on and teach others  
Rev J Poole Founder 1810

I have set you an example that you should do as I have done for you  
John 13: 17

## How can we serve others?



## Jesus enables us to reach God.



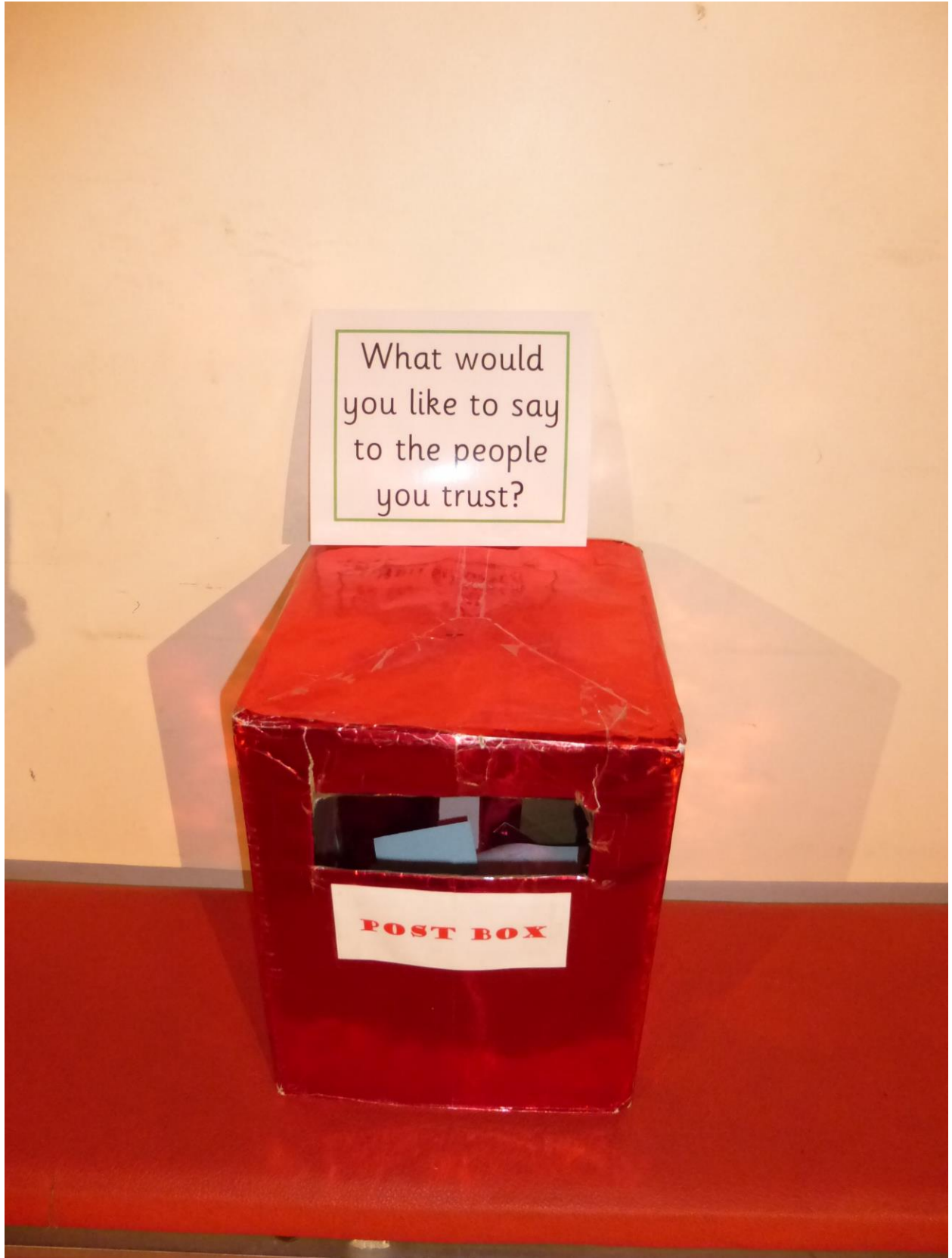
Jesus served others.  
He washed the feet of the disciples.

What did Jesus do to set an example?

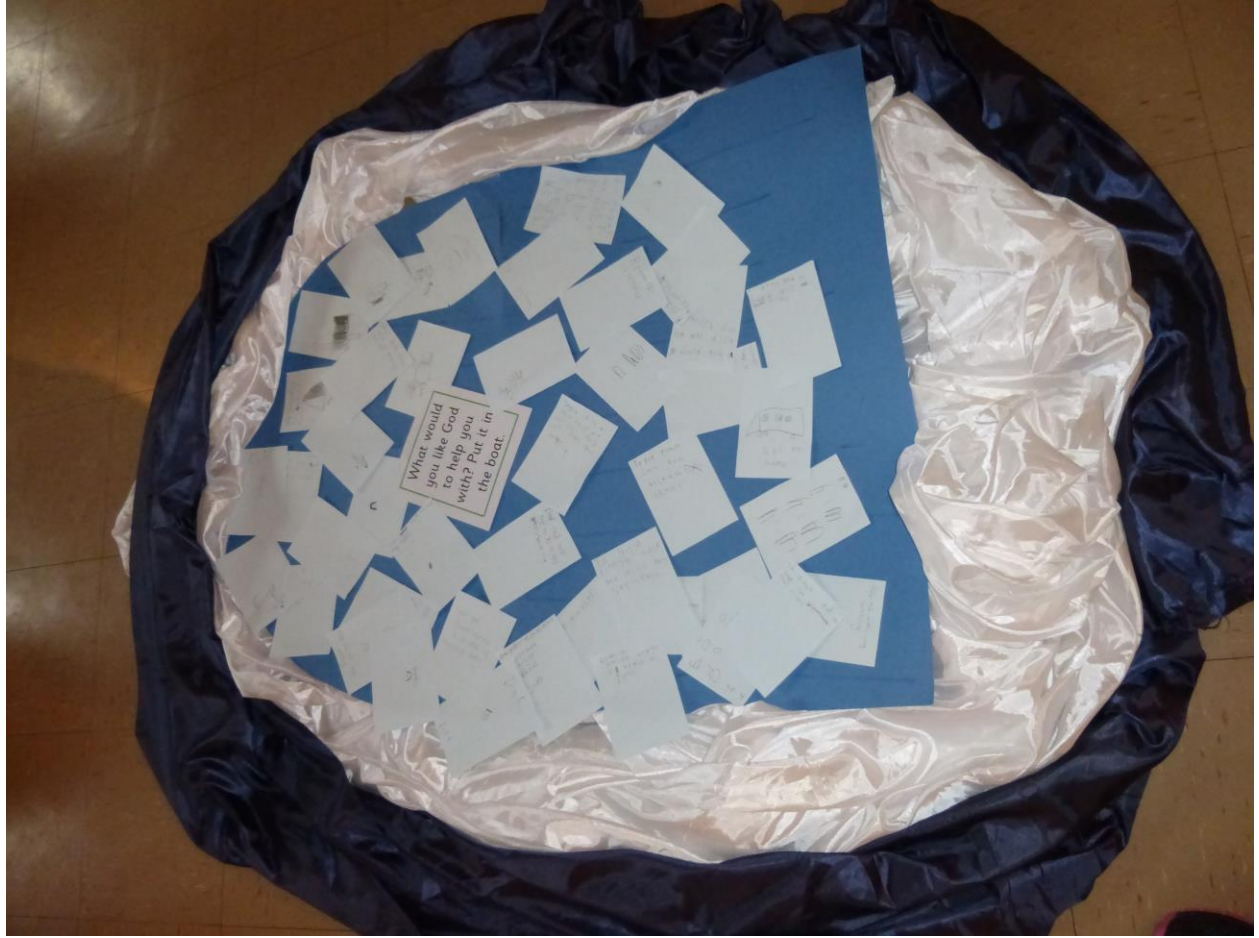


What would  
you like to say  
to the people  
you trust?

**POST BOX**















Subject Impact

# Impact

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*In order to assess standards in RE, the following assessment tools are in the back of the children's RE books. They are written in question format, and written to allow peer or teacher assessment. They are highlighted when the pupil has achieved the standard.*

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**KS1 RE Assessment**

<i>Christianity: Incarnation</i>	<b>What is Advent?</b> Understand Advent is when Christians get ready for Christmas.		<b>Can you tell me the story of Jesus' birth?</b> Recall and order Bible stories associated with <u>Jesus</u> birth		Raise and suggest answers to relevant questions
<i>Christianity: Agape</i>	<b>What did Jesus teach people?</b> Jesus taught people should be loving, kind and forgiving because this is what God is like.	<b>What is the story about the Unmerciful Servant?</b> <b>What is it about?</b> Recall story of Unmerciful Servant linking it to forgiveness in Lord's prayer.	<b>What do Christians think about forgiving others?</b> Reflect on implications of this story for Christians today.		Raise and suggest answers to relevant questions
<i>Christianity: God</i>	<b>Where do Christians find out about God?</b> Christians find out what God is like and how he wants people to live from the Bible	<b>Can you tell me about the story of creation in the Bible?</b> Key beliefs of the Bible creation story	<b>What do Christians believe God wants us to do with the world?</b> Christians believe God expects humans to care for His world.		Raise and suggest answers to relevant questions
<i>Christianity: Salvation</i>	<b>What are the two parts of the bible?</b> Know Bible is Old and New Testament	<b>What happened in the last 8 days of Jesus life?</b> Recall and sequence last eight days of Jesus life	<b>Why do Christians believe Jesus died on the cross?</b> Understand Christians believe because Jesus <u>died</u> they can be forgiven by God	<b>What happened to Jesus at the end of the Easter story?</b> <b>Why is this special to Christians?</b> Understand Christians believe Jesus rose from dead giving hope of new life.	Raise and suggest answers to relevant questions
<i>Judaism: Torah</i>	<b>What is the Torah?</b> Know what Torah is and what it means	<b>Why is the Torah special?</b>	<b>How do Jews show it is special?</b>	<b>What is Shabbat?</b> Basic details of Shabbat	Raise and suggest answers to relevant question
<i>Judaism: G-d and the covenant</i>	<b>Who do Jews think created the world?</b> <b>How?</b> G-d created universe and details of story	<b>What is the Jewish name for G-d?</b>	<b>What is this star called and what does it mean?</b> 	<b>Why Israel is special to Jews?</b>	Raise and suggest answers to relevant question

**Lower KS2 RE Assessment**

<b>Christianity: Incarnation</b>	Can you recall stories of Jesus miracles? What do they say about Jesus?	What do Christians believe about Jesus' relationship to God?	What questions can you raise and suggest answers to about Jesus?		
<b>Christianity: Agape</b>	What do Christians believe about 'following Jesus'?	Can you tell me the story of the Good Samaritan?	What is the context & background of Good Samaritan story?	How does story display disinterested love to all?	What questions can you raise try to answer about God's love using reasons and information to support your ideas?
<b>Christianity: God</b>	What do Christians mean by the term 'Trinity'?	What happens at Infant and Believers Baptism?	Can you ask and suggest answers to relevant questions about God?		
<b>Christianity: Salvation</b>	What do <u>Christians</u> mean when they call Jesus 'Saviour'?	Can you explain four claims of the Christian Salvation story?	What is the story of Zacchaeus? What is the message in the story?	Can you tell the story of Jesus death on the cross?	Why do Christians believe Jesus died on the cross?
<b>Islam: Iman</b>	What is in the Qur'an?	What is meant by the terms 'Mother of Book' and how does this link to the Qur'an?	How is the Qur'an shown respect?	What is meant by the word Shariah?	What questions can you raise and suggest answers to about the Qur'an?
<b>Islam: Submitting to the will of Allah</b>	What does the word Islam mean?	How does praying 5 times a day is show that Muslims are submitting to will of Allah?	Can you ask questions and suggest answers about Muslims submitting to Allah?		
<b>Judaism: Torah</b>	What are some of the key features of a synagogue?	Why is going to synagogue important?	What happens in a synagogue and how is the Torah central?	What language is the Torah written in?	Can you ask questions and suggest answers about the Torah?
<b>Judaism: G-d and the covenant</b>	What do Jews believe about God's Covenant with Abraham?	What happened in Exodus and with Moses and the 10 commandments?	What does the covenant of being God's Chosen People involve?	What is celebrated at Passover?	Can you Raise <u>questions and</u> suggest answers about the covenant ?
<b>Hinduism: Dharma</b>	Can you recall stories of the exile, return and reign of Rama & how they <u>teach</u> a) respect for <u>Parents</u> b) keeping promises, c) doing the right thing d) using power with care and responsibility towards those with less power?	When/ why do Hindus light lamps to celebrate Divali?	What does Dharma mean? Hindu faith is called the 'Hindu Dharma' belief.		
<b>Hinduism – Atman (the Divine Within)</b>	What is puja?	Do you know what Mandir, shrine, puja, murti, prasad and arti are and how they are used?	Where do Hindus perform daily puja at home?	Why do Hindus perform puja?	Can you ask questions and suggest answers about Hindu belief?
<b>Hinduism – Deity (Brahman, Deva, Devi, Avatar)</b>	How do the Hindu holy books describe Rama AND Krishna? What is an avatar?	What do Hindus believe about divine <u>forms</u> (or deities) and Avatars, such as a loving mother (Devi), Lakshmi, popularly worshipped at Divali?			

**Upper KS2 RE Assessment**

<b>Christianity: Incarnation</b>	How do the two versions of the nativity story compare from two gospels? (viewpoints)	What was special about Jesus and his birth?	Why do you think their different accounts of the nativity story?	What does incarnation mean?	How does the belief that Jesus is 'God with us' help Christians?		
<b>Christianity: Agape</b>	What did Jesus say during the Beatitudes sermon about unconditional love?	Can you give examples of what Christians are doing today to live out these beliefs?	Can you give examples of ways Christian Church shows the love of God?	What questions can you raise and suggest answers to about God's love?			
<b>Christianity: God</b>	What do Christians believe about God being Love? Can you use these words? -compassionate, omniscient, omnipresent, almighty, holy	What does the Bible say about what God is like and his relationship with people? Can you give examples?	What do Christians use to support their belief in God?	What do Christians believe about human duty toward creation?	What questions can you ask about God & the concept of stewardship?		
<b>Christianity: Salvation</b>	What is the meaning of atonement?	What do Christians believe about Jesus as saviour?	How does reconciliation work?	What do Christians celebrate at Easter?	What do Christians believe about Jesus rising from the dead? How can they have eternal life?		
<b>Islam: Iman</b>	Who did Allah send as prophets who are respected by Muslims? What is special about Muhammad?	Why is there a need for the Qur'an?	What are the key beliefs about Qur'an?	What questions can you raise and suggest answers to about the Qur'an?			
<b>Islam: Submitting to the will of Allah</b>	What is God's message known as?	Where is Shari'a taken from?	What does the Sunnah provide Muslims?	What is Islamic belief about the role of humans?	What is the concept of Khalifah that the Saum and Zakah illustrate?	Do you know the story of Bilal? Why is it important to Muslims?	What questions can you raise and suggest answers to about the will of Allah?
<b>Judaism: Torah</b>	What is the Tenakh?	Why is Torah the important part of Tenakh?	What is in the Shema? How is its importance demonstrated?	What are features of the Talmud and why is it important?	What are features of Shabbat Torah?	What questions can you raise and suggest answers to about the Torah?	
<b>Judaism: G-d and the covenant</b>	What is a Bar and Bat Mitzvah and what do the mean to Jewish believers?	Can you tell me about Abraham's story?	What is the meaning of the covenant with Abraham?	What are the features of Yom Kippur?	How and why Shabbat is celebrated?	What questions can you ask and suggest answers to about God's covenant with the Jews?	
<b>Hinduism: Dharma</b>	Where does the term "Hinduism" come from and what does it mean? What term to followers prefer?		What does the Holi festival celebrate? Do you know the Holika story?		What does the Hindu 'karma' mean?		
<b>Hinduism: Deity</b>	What do Hindu books called the Vedas describe?	Can you recall the story of Shiva and the Ganges?	What does Hinduism teach about Brahman?	What is this symbol? 			
<b>Hinduism: Atman</b>	Can you recall the Hindu greeting and its meaning?	What do Hindus believe about Reincarnation of the atman ("soul")?	What do Hindus believe about the cycle of reincarnation known as Samsara?	What is Moksha? What happens to the soul at this point?	What questions can you raise and suggest answers to relevant questions in response to the Hindu belief in Dharma, deity and Atman. Can you support your answers using reasons and/or information		

From viewing these documents, regular book scrutiny and discussions with staff, it is clear that standards in RE are outstanding. This is supported by the recent SIAMS inspection (2019) where the school achieved Excellent grading.

## Key findings

- The school has developed a distinctive Christian vision rooted in its local context. This vision is threaded through all aspects of school life and is well understood by governors, staff and pupils.
- The school is a highly inclusive, welcoming, and thriving community where both adults and pupils flourish. The vision is modelled by both adults and children leading to exceptionally strong relationships.
- Opportunities for spirituality are embedded throughout the well-crafted curriculum. Children speak with a high degree of maturity about big questions in life and the value of prayer and reflection.
- Collective worship makes a transformational difference to the life of the school. Pupils make clear links between values and their own attitudes to learning and each other. However, the Foundation committee does not yet monitor spiritual development and social action across the school.
- Religious Education (RE) is ambitious and well-taught. Pupils show a high degree of understanding of the value of faith in modern Britain and display a thoughtful and respectful attitude to others.

The school's distinctive vision is threaded through its whole approach to learning. The 'mastery' approach encourages children to set an example to others and teach another when they are confident with a concept. This approach contributes to the fact that academic progress is significantly above average for all pupils when they leave key stage 2. Pupils enthusiastically describe how their peers have helped them to develop in their learning, and how they help others in turn. The curriculum followed by the school enables progressively deeper opportunities to engage with big questions. Year 5 pupils linked their learning about star formation to ask whether the universe has an end, and the role of God in creation. Teachers plan lessons to allow for pupils to ask spontaneous questions which are then discussed in depth. For example, in a Year 2 RE lesson, the question 'how big is God?' framed a discussion originating with a pupil. School leaders have put considerable effort into developing their curriculum to give opportunities for lively debate and engagement with the real world. As a result, pupils' behaviour is excellent; they show passionate interest in their learning and listen to each other with great respect. The school provides a safe space within which to learn. Parents have absolute confidence in the school leadership and describe how the Christian vision and values have made a real difference to their children. They comment on how their children 'love to come to school', and how 'you can always tell an Enmore child'.

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### *Examples of book scrutiny carried out by the Foundation Committee*

#### ***Pupil interviews:***

##### **What is RE?**

*Religious Education.*

*Learning about different religions.*

*Thinking about our beliefs.*

*The study of gods.*

##### **Why is it important?**

*It helps us understand different people around the world.*

*We might meet people from other religions.*

**What have you been learning about this year?**

*Christianity and Hindus.*

*Jesus death and the meaning of Easter.*

*Christmas events in the Bible.*

*Taking the harvest service. What we can do to help others at harvest time.*

**What can you remember about what you have learned in the past?**

*We look at symbols and what they mean.*

*We learnt about Diwali and made diva lamps.*

**What do you know about Judaism?**

*The don't celebrate Christmas, they celebrate Hanukkah.*

*Some things they believe are similar to Christians but they do not think Jesus was the son of God.*

*They can't eat certain foods and meats.*

*they celebrate Passover with food like salt and herbs.*

**What is the Torah?**

*A Jewish scroll used in the synagogue.*

**Can you remember the story of Rama and Sita?**

*Yes. Rama and Sita get married, but some people are jealous so the evil god Ravana tricks them with a deer and kidnaps them.*

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