



RE Knowledge, Skills and Vocabulary Routeway

RE at Hollyfast

Vision:

RE at Hollyfast aims to be an academically rigorous subject that allows pupils to aim high, grow within and reach beyond the stars. Children “aim high” through engagement with three main disciplines for studying religion and world views: theology (studying beliefs and sacred texts), philosophy (studying knowledge and ideas about existence, ethics and morals), and human and social sciences (studying lived religion and world views and all their diversity). Children grow within through the chance to consider their own world view and beliefs. They reach beyond the stars as they better understand the world views and beliefs of others, making them more prepared for life in modern Britain.

Rationale:

The RE curriculum supports pupils in the expression of our core values:

- Excellence: engagement with an academic subject as scholars of religion and world views, developing knowledge and skills of the three main disciplines for studying RE (theology, philosophy, and human and social sciences), nurturing critical religious literacy.
- Kindness: RE classrooms that invite difference and diversity, and see the strength in learning from others.
- Respect: developing an understanding of world views different to our own, and reflecting on what we might learn and appreciate from other people.
- Courage: the courage to share our own personal world views with others, even if it is different to that of others, or it is changing over time.
- Perseverance: developing scholarly vocabulary over time, and recognising that learning to see the world through other peoples’ lenses is an ongoing and challenging task.
- Collaboration: working and holding conversations with adults and peers to engage in academic enquiry that supports a growing understanding of religion and worldviews.

The aims of RE from the Coventry and Warwickshire agreed syllabus are:

1. Know about and understand a range of religions and worldviews.
2. Express ideas and insights about the nature, significance and impact of religions and worldviews.
3. Gain and deploy the skills needed to engage seriously with religions and worldviews (disciplinary knowledge and skills).

End of key stage outcomes

RE should enable pupils to:

A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	C2. Find out about and respond with ideas to examples of co-operation between people who are different.
A3. Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities.	B3. Notice and respond sensitively to some similarities between different religions and worldviews.	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

End of key stage outcomes

RE should enable pupils to:

A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	C1. Discuss and present thoughtfully their own and others’ views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.	C3. Discuss and apply their own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

Year Group	Autumn	Spring	Summer
Reception	<p>Autumn 1 <u>F5 – Being special: where do we belong?</u></p> <p>Autumn 2 <u>F1 – Which stories are special and why?</u></p>	<p>Spring 1 <u>F2 – Which people are special and why?</u></p> <p>Spring 2 <u>F4 – What times are special and why?</u></p>	<p>Summer 1 <u>F6 – What is special about our world?</u></p> <p>Summer 2 <u>F3 – What places are special and why?</u></p>
Year 1	<p>Autumn 1 1.1 Who is a Christian and what do they believe? (Believing: theology)</p> <ul style="list-style-type: none"> Talk about beliefs about God and origins of festivals in the sacred stories from the Christian tradition. Re-tell stories from the Bible. Start to link beliefs with practises (eg. Worship, prayer) <p>Vocabulary: text, ritual, practice, sacred, Bible, parable, miracle</p> <p>Autumn 2 1.6 – How and why do we celebrate special and sacred times? (Expressing: philosophy)</p> <ul style="list-style-type: none"> Identify ways Christians, Jews and Muslims celebrate their festivals (Cover these festivals: Christmas, Easter, Pesach, Chanukah, Eid-ul-Fitr and Ramadhan). Retell stories connected with each festival. Discuss why these festivals are important for some people. Share ideas about why humans celebrate festivals (connect with non-religious celebrations, eg fireworks, birthdays etc). <p>Vocabulary: festival, celebration, community</p>	<p>Spring 1 and Spring 2 1.2 Who is Jewish and what do they believe? (Believing: theology)</p> <ul style="list-style-type: none"> Talk about beliefs about God and origins of Shabbat and festivals in the sacred stories from the Jewish tradition. Re-tell stories from the Torah. Start to link beliefs with practises (eg. Shabbat, mezuzah) <p>Vocabulary: text, ritual, practice, sacred, Torah, Shabbat, Chanukah, Pesach, remembrance.</p>	<p>Summer 1 1.8 – How should we care for others and the world, and why does it matter? (Living: human and social sciences)</p> <ul style="list-style-type: none"> Retell stories from the Bible/Torah. Make links with ideas of right and wrong/good and bad originating from sacred stories. Discuss ways people can show belief in God by caring for others and the world. Describe the “Golden Rule” and how this is lived out in different religions. Express their own ideas about the creation story and what God might be like. <p>Vocabulary: Bible, Torah, belief, teachings, serving, “Golden Rule”, creation</p> <p>Summer 2 1.4– What can we learn from sacred books? (Believing: theology)</p> <ul style="list-style-type: none"> Demonstrate respect for stories originating in sacred texts as special to some people. Retell stories from the Bible, the Torah and the Qur’an and begin to suggest meanings behind these stories. Ask questions about stories from sacred texts. Discuss ideas of good and bad/right and wrong within these stories. <p>Vocabulary: Bible, Jesus, Tenakh, Torah, Muhammad, Qur’an, Arabic, Hebrew</p>
Year 2	<p>Autumn 1 and 2 1.2 Who is a Muslim and what do they believe? (believing: theology)</p>	<p>Spring 1 1.11 – What can we learn from the life of the Buddha? (Believing: theology)</p> <ul style="list-style-type: none"> Retell the life of the Buddha. 	<p>Summer 1 1.7 – What does it mean to belong to a faith community? (Living: human and social sciences)</p>

Theology knowledge and skills

Philosophy knowledge and skills

Human and social science knowledge and skills

	<ul style="list-style-type: none"> • Talk about beliefs about Allah from the Muslim tradition (99 Names of Allah). • Re-tell stories about the life of Prophet Muhammad. • Identify objects used by Muslims and discuss why these might be important (prayer artefacts). • Identify some ways Muslims observe Ramadhan and celebrate Eid-ul-Fitr. <p>Vocabulary: Muslim, Allah, Prophet Muhammad, artefacts, Ramadhan, Eid-ul-Fitr, Arabic, calligraphy, Shahadah, Qur'an</p>	<ul style="list-style-type: none"> • Discuss the importance of The Four Sights. • Share some of the key teachings of the Buddha (for example the Five Precepts, three kinds of good action). • Share examples of kindness, harmlessness and empathy in Buddhist living. • Explain the benefits of meditation (ideally following a meditation session). <p>Vocabulary: Buddha, Buddhist, Prince Siddhartha, Four Sights, Five precepts, meditation, harmlessness</p> <p style="text-align: center;">Spring 2</p> <p style="text-align: center;">1.10 – Who is a Sikh and how do they live? (Living: human and social sciences)</p> <ul style="list-style-type: none"> • Describe what happens in a Gurdwara and begin to suggest why (visit a Gurdwara this half term). • Make suggestions about how being Sikh impacts on the way somebody chooses to live. • Identify some ways Sikhs use the Guru Granth Sahib and talk about why it is so important to Sikhs. • Discuss ways Sikhs can show belief in God by caring for others and the world (Langar and Sewa). <p>Vocabulary: Sikh, Gurdwara, Langar, Sewa, Guru Granth Sahib</p>	<ul style="list-style-type: none"> • Recognise and identify symbols of belonging, including those from religious traditions, and begin to suggest what they might mean and why they might be important for some people. • Describe Christian baptism including actions and symbols, and the meaning behind these. • Describe weddings and coming of age ceremonies (brit bat, Aqiqah, Jewish ketubah) from different religious traditions and explain what these are expressing. • Suggest times when people with different worldviews work together (eg. Religious charities or observation of Remembrance Day). <p>Vocabulary: Symbol, belonging, baptism, wedding, ceremony, community, cooperation</p> <p style="text-align: center;">Summer 2</p> <p style="text-align: center;">1.5- What makes some places sacred? (Expressing: philosophy)</p> <ul style="list-style-type: none"> • Discuss what it means for something to be sacred or Holy. • Identify objects and symbols found in places of worship, and describe what they might mean and how they might be used. • Discuss why symbols are an important part of human expression. • Make links between stories, objects, symbols and actions in places of worship, and the beliefs that people hold. • Describe ways music is used in worship, and the impact this can have. • Pose questions during visits to places of worship to better understand what happens there and why (visit a Church, Synagogue or Mosque for this). <p>Vocabulary: sacred, Holy, symbols, belonging, Church, Mosque, Synagogue.</p>
<p style="text-align: center;">Year 3</p>	<p style="text-align: center;">Autumn 1</p> <p style="text-align: center;">L2.2 – Why is the Bible so important for Christians today? (Believing: theology)</p> <ul style="list-style-type: none"> • Make connections between stories in the Bible and Christian beliefs (creation, the Fall, salvation). • Suggest ways Christians use the Bible today and why. • Describe Christian ideas about God from the Bible and ways Christians might express these. • Discuss reasons why humans might do bad things, and ways people try to put things right (make links to reconciliation and the ways non-religious people approach doing the right thing and undoing harms). <p>Vocabulary: Bible, Christian, creation, Fall, salvation, reconciliation, incarnation</p> <p style="text-align: center;">Autumn 2</p>	<p style="text-align: center;">Spring 1</p> <p style="text-align: center;">L2.3 – Why is Jesus inspiring to some people? (Believing: theology)</p> <ul style="list-style-type: none"> • Make connections between Jesus' teachings and the way Christians might live today. • Describe how Christians might celebrate Holy Week and Easter. • Identify the most important parts of Easter, and why these are important to Christians. • Suggest simple definitions for some key Christian concepts (gospel, incarnation, salvation), and link these with events from Holy Week and Easter. <p>Vocabulary: Christian, Holy Week, Easter, Jesus, gospel, incarnation, salvation</p> <p style="text-align: center;">Spring 2</p>	<p style="text-align: center;">Summer 1</p> <p style="text-align: center;">L2.1 What do different people believe about God? (Believing: theology)</p> <ul style="list-style-type: none"> • Describe some of the ways God is understood by those with different religious worldviews (Christian, Hindu, Muslim). • Ask questions and make personal responses to ideas about God (religious and non-religious view points). • Explain why faith and belief in God can sometimes be hard. • Describe ways faith and belief in God can make a difference in people's lives and why. <p>Vocabulary: Christian, Hindu, Muslim, faith, belief, trinity, Allah, Trimurti: Brahma (creator), Vishnu (preserver), Shiva (destroyer), Bible, Qur'an, Bhagavad Gita</p> <p style="text-align: center;">Summer 2</p>

Theology knowledge and skills

Philosophy knowledge and skills

Human and social science knowledge and skills

	<p>L2.5 – Why are festivals so important to religious communities? (Expressing: philosophy)</p> <ul style="list-style-type: none"> Connect stories, symbols and beliefs when talking about religious festivals. Suggest and question why festivals matter to believers (Christians and Jews). Identify similarities and differences in the celebration of festivals. Suggest why celebrating and remembering are important ideas in communities (both religious and non-religious). <p>Vocabulary: symbols, beliefs, celebration, community, Easter, Pesach, Yom Kippur, Lent</p>	<p>L2.1 What do different people believe about God? (carries over to Summer 1) (Believing: theology)</p> <ul style="list-style-type: none"> Describe some of the ways God is understood by those with different religious worldviews (Christian, Hindu, Muslim). Ask questions and make personal responses to ideas about God (religious and non-religious view points). Explain why faith and belief in God can sometimes be hard. Describe ways faith and belief in God can make a difference in people's lives and why. <p>Vocabulary: Christian, Hindu, Muslim, faith, belief, trinity, Allah, Trimurti: Brahma (creator), Vishnu (preserver), Shiva (destroyer), Bible, Qur'an, Bhagavad Gita</p>	<p>L2.4 Why do people pray? (Expressing: philosophy)</p> <ul style="list-style-type: none"> Discuss and share ideas about what prayer is, and why humans might choose to pray, and also reasons why they might not. Describe the practice of prayer within different religious worldviews (Christian, Hindu, Muslim). Make links between beliefs about prayer and what people do when they pray. Give examples of ways in which prayer might be both comforting and challenging (religious and non-religious worldviews). Describe similarities and differences between prayer practices within and across religious worldviews (Christians, Hindus, Muslims) <p>Vocabulary: prayer, reflection, meditation, practice, Surah, Mantra</p>
Year 4	<p>Autumn 1</p> <p>L2.8 – What does it mean to be a Hindu in Britain today? (Living: human and social sciences)</p> <ul style="list-style-type: none"> Describe some examples of how Hindus show their faith, making connections with some Hindu beliefs and teachings about life. Describe some ways in which Hindus express their faith (Puja, aarti, bhajans). Describe reasons why being a Hindu in Britain today can be good as well as challenging. Make links between actions Hindus might take to help other, and ways in which other people take similar actions (religious and non-religious worldviews). <p>Vocabulary: Hindu, puja, aarti, bhajans, Sanatan Dharma, murti, deity, Bhagavad Gita, Om, dharma, karma</p> <p>Autumn 2</p> <p>L2.5 – Why are festivals so important to religious communities? (Expressing: philosophy)</p> <ul style="list-style-type: none"> Connect stories, symbols and beliefs when talking about religious festivals. Suggest and question why festivals matter to believers (Muslims and Hindus). Identify similarities and differences in the celebration of festivals. Suggest why celebrating and remembering are important ideas in communities (both religious and non-religious). <p>Vocabulary: symbols, beliefs, celebration, community, Ramadhan, Eid-ul-Fitr, Diwali, Holi, Navratri</p>	<p>Spring 1</p> <p>L2.7 – What does it mean to be Christian in Britain today? (Living: human and social sciences)</p> <ul style="list-style-type: none"> Describe some ways Christians show their faith, making connections with Christian beliefs and teachings. Describe ways Christians might express their faith using music and song in worship. Describe reasons why being a Christian in Britain today can be good as well as challenging. Make links between actions Christians might take to help other, and ways in which other people take similar actions (religious and non-religious worldviews). <p>Vocabulary: Christian, hymn, worship, Church, community, Anglican, Roman Catholic, Pentecostal, poverty, charity</p> <p>Spring 2</p> <p>L2.6 – Why do some people think that life is a journey and what significant experiences mark this? (Expressing: philosophy)</p> <ul style="list-style-type: none"> Suggest why life is seen as a journey in some worldviews (religious and non-religious), and some key milestones on that journey. Describe what happens in ceremonies of commitment and the meaning of such rituals (Christian, Jewish, Hindu). Suggest why for some people marking the milestones of life is important (Christian, Hindu, Jewish, non-religious). Connect ideas about community, belonging and belief with expressions of commitment. <p>Vocabulary: milestone, journey, commitment, ceremony, ritual, community, belonging, baptism, Bar/Bat Mitzvah, Humanist, metaphor.</p>	<p>Summer 1 and 2</p> <p>L2.9 – What can we learn from religions about deciding what is right and wrong? (Living: human and social sciences)</p> <ul style="list-style-type: none"> Identify different rules for living from different worldviews (Christians, Jews, non-religious/Humanists). Suggest ways in which religious rules might help believers with difficult decisions and in difficult situations. Connect stories about temptation from sacred texts with the challenge humans face in trying to be good. Share examples of inspirational people who have been guided by their own worldview towards living a good life. Discuss ideas about how people decide what is right and wrong, connected with religious and non-religious worldviews, and pupils' own worldview. <p>Vocabulary: religion, religious, worldview, temptation, inspirational, morals, ethics, guidance, dilemma, Humanist</p>
Year 5	Autumn 1 and 2	Spring 1	Summer 1

Theology knowledge and skills

Philosophy knowledge and skills

Human and social science knowledge and skills

	<p>U2.7 – What matters most to Christians and Humanists? (Living: human and social sciences)</p> <ul style="list-style-type: none"> Describe the Christian doctrine of humans being made from God’s image, as well as some Christians ideas of them being “fallen” (sinful). Identify values held by Christians and Humanists, including those that are shared across the two worldviews. Express ideas about big moral concepts eg. fairness, honesty etc within their own worldview, and those held by others (religious and non-religious). Suggest reasons why following a moral code can be helpful as well as difficult, drawing upon worldviews studied. Share examples of how Christians and Humanists might live in response to their moral codes. <p>Vocabulary: Christian, Humanist, values, morals, moral code/code for living, moral concept</p>	<p>U2.2 – What would Jesus do? Can we live by the values of Jesus in the twenty-first century? (Believing: theology)</p> <ul style="list-style-type: none"> Explain the teachings of Jesus on how his followers should live. Share interpretations of two of Jesus’ parables, and explain what they might teach Christians about how to live. Identify the impact Jesus’ example and teachings might have on Christians today. Share an understanding of how Jesus might respond to a moral dilemma from today’s world. <p>Vocabulary: Jesus, Christian, interpretation, parable, moral dilemma, forgiveness, justice, generosity</p> <p style="text-align: center;">Spring 2</p> <p>U2.6 – What does it mean to be a Muslim in Britain today? (carries over to Summer 1) (Living: human and social sciences)</p> <ul style="list-style-type: none"> Make connections between Muslims practising the Five Pillars and the beliefs they hold about Allah and Prophet Muhammad. Describe the significance the Qur’an holds for Muslims. Describe sources of guidance a Muslim might turn to, and make comparisons with guidance sought by those with other worldviews (including the pupils’ own). Make connections between the functioning of the Mosque, and the beliefs held by Muslims. <p>Note to teachers – visit to Mosque in Summer 1.</p> <p>Vocabulary: Five Pillars (ibadah – worship and beliefs in action, Shahadah – belief in one God and His Prophet, Salat – daily prayer, Sawm – fasting, Zakat – alms giving, Hajj – pilgrimage), Allah, Prophet Muhammad, Mosque/Masjid, tawhid (oneness of God), Surah, Sunnah, Hadith.</p>	<p>U2.6 – What does it mean to be a Muslim in Britain today? (Living: human and social sciences)</p> <ul style="list-style-type: none"> Make connections between Muslims practising the Five Pillars and the beliefs they hold about Allah and Prophet Muhammad. Describe the significance the Qur’an holds for Muslims. Describe sources of guidance a Muslim might turn to, and make comparisons with guidance sought by those with other worldviews (including the pupils’ own). Make connections between the functioning of the Mosque, and the beliefs held by Muslims (visit to Mosque in this half term). <p>Vocabulary: Five Pillars (ibadah – worship and beliefs in action, Shahadah – belief in one God and His Prophet, Salat – daily prayer, Sawm – fasting, Zakat – alms giving, Hajj – pilgrimage), Allah, Prophet Muhammad, Mosque/Masjid, tawhid (oneness of God), Surah, Sunnah, Hadith.</p> <p style="text-align: center;">Summer 2</p> <p>U2.5 – Is it better to express your beliefs in arts and architecture, or in charity and generosity? (Expressing: philosophy)</p> <ul style="list-style-type: none"> Describe examples of religious creativity (for example, in buildings and art), and make connections across examples from different worldviews (Christian, Muslim, non-religious). Demonstrate an understanding of the concept of sacred, and apply this to sacred buildings and art. Suggest reasons why, for some people holding different worldviews, generosity and charity are more important than art. Apply ideas about values and concepts from sacred texts to answer the unit question. <p>Vocabulary: religious, architecture, charity, generosity, Humanist, sacred</p>
<p style="text-align: center;">Year 6</p>	<p style="text-align: center;">Autumn 1</p> <p>U2.8 – What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)? (Living: human and social sciences)</p> <ul style="list-style-type: none"> Make connections between beliefs, behaviour and lived expression within and across different religions. Explain the challenges of being a Hindu, Christian or Muslim in Britain today, sharing examples. Make connections between specific beliefs from religious worldviews (Ahimsa – harmlessness, grace, Ummah – community), and the sources for these concepts and teachings within sacred texts. Discuss the similarities and differences between different worldviews in terms of beliefs, behaviour and lived expression. 	<p style="text-align: center;">Spring 1</p> <p style="text-align: center;">Break for SATs preparation</p> <p style="text-align: center;">Spring 2</p> <p>U2.3 – What do religions say to us when life gets hard? (Believing: theology)</p> <ul style="list-style-type: none"> Express ideas about how and why religion might help believers when times are hard giving examples, as well as why for some people this is not the case (non-religious worldviews). Share religious and non-religious beliefs about life after death (Christian, Hindu, Humanist/non-religious). Explain some recognisable shared concepts about life after death, as well as differences in belief. 	<p style="text-align: center;">Summer 1</p> <p>U2.4 – If God is everywhere, why go to a place of worship? (Expressing: philosophy)</p> <ul style="list-style-type: none"> Explain the concept of sacredness, and make connections with how believers feel about places of worship and different religious traditions (Christians, Hindus, Jews). Identify and describe the most important functions of a place of worship, and how these can express a communal worldview (a particular place of worship serving a community through their own understanding of an organised worldview/religion). Visit a synagogue this half term. Identify ways in which places of worship might support believers during difficult times, and why this might be important for believers.

Theology knowledge and skills

Philosophy knowledge and skills

Human and social science knowledge and skills

	<p>Vocabulary – ahimsa, karma, reincarnation, grace, resurrection, forgiveness, Ummah, Makkah, zakat.</p> <p style="text-align: center;">Autumn 2 Break for SATs preparation</p>	<ul style="list-style-type: none"> • Explain some reasons why Christians and Humanists have different beliefs and ideas about an afterlife. <p>Vocabulary – afterlife, suffering, reincarnation, karma, soul, samsara, moksha, salvation, judgement, heaven</p>	<ul style="list-style-type: none"> • Discuss ideas about the importance of people in a place of worship, rather than just the building itself. <p>Vocabulary: worship, community, Anglican, Baptist, mandir, Orthodox, Reform, synagogue/schul, institution</p> <p style="text-align: center;">Summer 2 U2.1 – Why do some people believe God exists? (Believing: theology)</p> <ul style="list-style-type: none"> • Explain a Christian understanding of what God is like, providing examples and evidence from the Bible. • Give examples of ways in which belief in God is valuable in the lives of Christians, as well as ways in which it can be challenging (such as beliefs held in regard to abortion, sexuality etc). • Discuss and express considered ideas about the impact belief/non-belief in God might have on someone's life. • Share different reasons for belief/non-belief in God, including the pupils' own viewpoint. <p>Vocabulary: atheist, agnostic, theist, metaphor</p>
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