

RE skills and knowledge – new blocked curriculum

Year 3			
Enquiry question	lens	RE Skills	RE Knowledge
What is it like to follow God ?	theology	<ul style="list-style-type: none"> Gather information from sources Make links between stories and how we live in school and the wider world Consider the beliefs and values of others 	<ul style="list-style-type: none"> The Old Testament tells the story of a particular group of people – the children of Israel known as the People of God – and their relationship with God. The People of God try to live the way God wants, following His commands and worshipping Him. They believe he wants to stay with them They believe Bible stories show how God keeps his promises. Christians believe that all people can become People of God.
What is philosophy – how do Christians make decisions ?	philosophy	<ul style="list-style-type: none"> Debate issues of religious significance Analyse arguments Ponder the big questions Think and speak carefully about religious and spiritual topics 	<ul style="list-style-type: none"> Difference between knowledge, belief and opinion The complex nature of concepts such as truth, reality, happiness, identity, hope, justice The nature of a philosophical question Awareness of variant perspectives about whether some things can be proven The influence on moral decision making of factors such as experience, family, history culture or community including religious communities Utilitarianism or hedonism as a way of making moral decisions
What do Muslims believe about God ?	theology	<ul style="list-style-type: none"> Empathise – see the world through someone else's eyes Recognise similarities and difference between faiths Draw meaning from artefacts, stories and symbols Consider the beliefs and values of others 	<ul style="list-style-type: none"> The concept of Tawhid (the one ness of God) The impact of Tawhid on Muslims The impact of the Qur'an which contains the actual words of God How the existence of God is explained in Muslim teachings How the Muslim view of deity differs from that of other religions

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How do people express their commitment to religion / world views in different ways ?	human / social science	<ul style="list-style-type: none"> Gather information from a variety of sources Ask relevant questions Identify similarities and differences between practices and rituals Empathise with the beliefs and values of others 	<ul style="list-style-type: none"> The importance of rites of passage in terms of religious identity The role of baptism in shaping religious identity for the Christian community The importance of Bar / Bat Mitzvah in shaping religious identity in the Jewish community The Amrit ceremony as a milestone in shaping religious identity in the Khalsa (Sikhism)
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Year 4			
Enquiry question	lens	RE Skills	RE Knowledge
What kind of world did Jesus want ?	philosophy	<ul style="list-style-type: none"> Make links between the stories and teachings of the Bible and the way people live their lives. Express views and ideas clearly Suggest meanings of religious stories and texts Consider the beliefs and values of others 	<ul style="list-style-type: none"> Christians try to be like Jesus. Christians believe that Jesus challenges everyone about how to live. Jesus shows love and forgiveness to unlikely people. Christians try to be like Jesus and put his teaching and example into practice
Why do Christians call the day Jesus died Good Friday ?	theology	<ul style="list-style-type: none"> Make links between the events of Holy Week and their significance for Christians Draw meanings from stories Debate issues of religious significance Think and speak carefully about religious and spiritual topics 	<ul style="list-style-type: none"> Christians see Holy Week as the culmination of Jesus' life, leading to His death and resurrection. The importance of the events of Holy Week in showing what Jesus came to Earth to do Christians believe that Jesus did rise from the dead and remember and celebrate that
How do beliefs shape identity for Muslims ?	Human / social science	<ul style="list-style-type: none"> Analyse and evaluate how beliefs impact on individual lives Consider the authenticity of texts Evaluate how beliefs impact on and influence people's lives Empathise by considering the values and beliefs of others 	<ul style="list-style-type: none"> The ways in which the Qur'an and Hadith are a source of authority The key distinctions between the 3 main Muslim traditions – sunni, shia, sufi The role of the mosque The significance of the Five Pillars of Islam The importance of Ramadan, the two Eid festivals and Jumma prayers

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What does sacrifice mean ?	theology	<ul style="list-style-type: none"> • Interpret religious language • Give a clear account of a story used by a religion / world view • Draw meaning from religious teachings • Give reasons for different points of view • Ponder the big questions 	<ul style="list-style-type: none"> • At least one interpretation of the term 'sacrifice' • The story of Abraham/Ibrahim and Isaac/Ismail and the place of sacrifice in Judaism / Islam • Christians believe Jesus was the ultimate sacrifice for the forgiveness of sins • Religious teachings about self sacrifice • Humanist views on altruism and charity considering a reasoned approach to these
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Year 5			
Enquiry question	lens	RE Skills	RE Knowledge
How can following God bring freedom and justice ?	theology	<ul style="list-style-type: none"> • Draw meaning from religious texts, artefacts and symbols • Make links between religion and human experience • Debate issues of religious significance • Ponder the big questions 	<ul style="list-style-type: none"> • The Old Testament pieces together the story of the People of God • The story of Moses and the Exodus show how God rescued his people from slavery • Christians link this story to the death and resurrection of Jesus and rescuing people from slavery to sin • Christians apply this by trying to live their lives serving God and helping others
What would Jesus do ?	philosophy	<ul style="list-style-type: none"> • Interpret religious texts by identifying their features and drawing meaning from them, showing increasing awareness • Make the connection between texts and religious practice and belief • Empathise with the beliefs of people of faith • Think and speak carefully about religious and spiritual topics 	<ul style="list-style-type: none"> • The story of The Sermon on the Mount shows how Jesus teaching and expectations cut across expectations • The Good News is about more than setting a good example. It is that Jesus offers a way to heal the damage done by human sin • Christians believe they should bring the Good News to life in lots of ways – in the church, in their personal lives, in their neighbourhood and community

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			<ul style="list-style-type: none"> Christians want to follow Jesus and apply his teachings in their lives.
How do Hindus make sense of the world ?	theology	<ul style="list-style-type: none"> Interpret religious language Ponder on beliefs and practices See the world through someone else's eyes Link significant features of religion into a coherent pattern 	<ul style="list-style-type: none"> The concepts of Brahman, Atman, Avatars, Ahimsa, Samsara and Karma The impact of Ahimsa, Dharma and Karma on daily life The impact of events and experiences on Hindu beliefs The different genres and interpretations of oral traditions and the Vedas Different views about the nature of knowledge, meaning and existence
Does religion bring peace or conflict ?	Human / social science	<ul style="list-style-type: none"> Ask relevant questions Recognise controversy in subjects Debate issues of significance with reference to experience and evidence Think and speak carefully about religious and spiritual topics Reflect on belief and practice Consider the beliefs and values of others 	<ul style="list-style-type: none"> Moral philosophy – investigation of moral issues such as peace and conflict The life and work of a Christian/Muslim/Hindu whose faith impacted on their actions The impact of Christian/Muslim/Hindu teachings on daily life The impact of ahimsa (Hindu) on daily life including many Hindus being vegetarian The role of the Muslim community in charity work as an expression of their faith

Year 6			
Enquiry question	lens	RE Skills	RE Knowledge
Science or religion ? conflicting or complementary ?	theology	<ul style="list-style-type: none"> Debate issues of significant with reference to experience, evidence and argument Recognise similarities and differences Consider different viewpoints Analyse and evaluate theories and views 	<ul style="list-style-type: none"> Christian belief that humans are made in God's image, by God Theistic Evolution – awareness of the relationship between the Genesis narratives and scientific explanation Scientific Theory – The Big Bang Theory

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			<ul style="list-style-type: none"> • Textual theology – consideration of the genre of genesis • Logic – debates about whether some things can be proven
What difference does the resurrection make to Christians ?	theology	<ul style="list-style-type: none"> • Consider the beliefs and values of others • Draw meaning from stories • Give a clear, simple account of stories used by a religion • See the world through someone else's eyes 	<ul style="list-style-type: none"> • Christian belief that Jesus fulfilled prophecies about the Messiah. • Salvation – Gospel accounts of Jesus death and resurrection and the various interpretation of these accounts in terms of the meaning of salvation eg forgiveness, sacrifice, redemption • Textual theology – consideration of genre, author, content, reliability and audience in relation to the Gospels and resurrection of Jesus • Practice and expression – different expressions of Christian worship • Festival – the diverse ways in which people celebrate festivals such as Easter
How do Hindus express their faith ?	Human / social science	<ul style="list-style-type: none"> • Consider the beliefs and values of others • Distinguish between key features of different faiths • Explain concepts, rituals and practices • Think and speak carefully about religious and spiritual topics 	<ul style="list-style-type: none"> • Explore the Four Paths: Knowledge, Meditation, Devotion and Good Works and make a list of rules that could be followed • Explore the Vedas and the Ramayana to explore the concept of Dharma (duty). • Consider the consequences in relation to karma • Explore the moral and values expressed in Hindu stories – Rama and Sita, The Ramayana • Explore Hindu festivals
What does it mean to be happy ? Is being happy the greatest purpose in life ?	philosophy	<ul style="list-style-type: none"> • Analyse and evaluate philosophical questions • Draw conclusions by reference to different views and using reason to support ideas • Use evidence to support and counter an argument • Reflect on the big questions 	<ul style="list-style-type: none"> • St Augustine's ideas on sin as a defect rather than an effect, referring to Socrates and Plato's work stating that ignorance is the cause of sin • Theological understandings of right and wrong – viewing St Augustine's ideas about 'bodily desires' overthrowing the soul's desire to be virtuous.

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		<ul style="list-style-type: none">• Moral issues such as poverty and wealth, peace and conflict or justice and injustice – looking at Christian attitudes to suffering after St Augustine's City of God in which he argues that suffering in this life is of little consequence when considering the Last Judgement• Humanist use of empathy and reason when making moral decisions rather than thinking about sin and the afterlife• The work of Jeremy Bentham and John Stuart Mill on Utilitarianism
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