

RE at Meadows First School (Vision and Ethos)

The 5 principles of our curriculum are: **Unique Child, Positive Relationships, Key Knowledge & Skills, Love of Learning, Global Citizens** We embed these 5 principles within our **RE Curriculum** as follows:

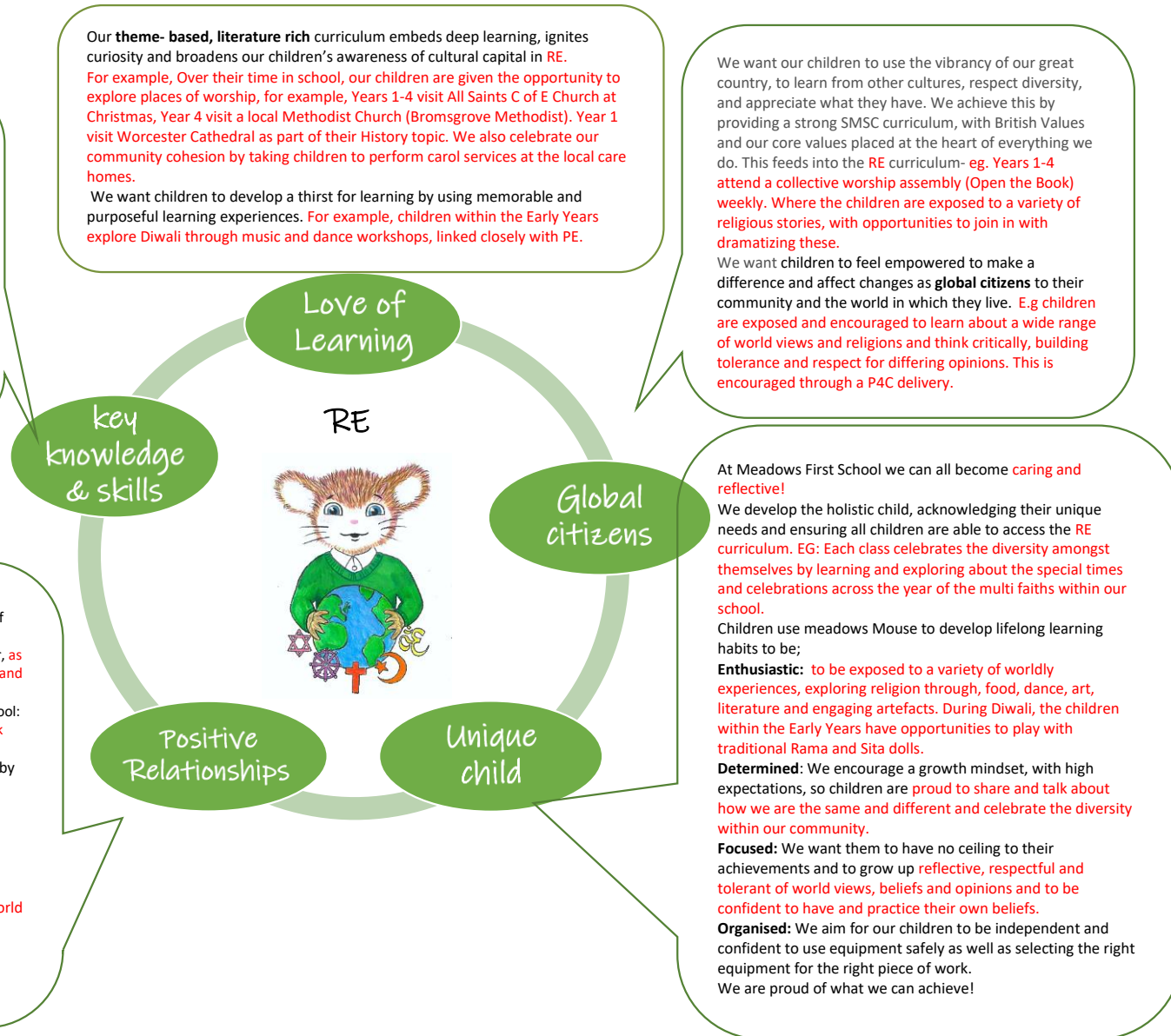
We equip children with the **RE skills, vocabulary and knowledge** necessary for the next stage of their learning journey. Knowledge and skills are sequential and built upon to develop progress in **RE** across the school. Vocabulary development plays a vital role in this We want children to be able to **use RE as a means for communication and to use language skilfully when sharing their ideals, beliefs and views, knowing that they will be accepted and celebrated within each class and building upon this as they progress through school and are exposed to a rich cultural capital of wider views and beliefs alongside their own.**

Our **theme-based, literature rich** curriculum embeds deep learning, ignites curiosity and broadens our children's awareness of cultural capital in **RE**.
For example, Over their time in school, our children are given the opportunity to explore places of worship, for example, Years 1-4 visit All Saints C of E Church at Christmas, Year 4 visit a local Methodist Church (Bromsgrove Methodist). Year 1 visit Worcester Cathedral as part of their History topic. We also celebrate our community cohesion by taking children to perform carol services at the local care homes.
 We want children to develop a thirst for learning by using memorable and purposeful learning experiences. **For example, children within the Early Years explore Diwali through music and dance workshops, linked closely with PE.**

We want our children to use the vibrancy of our great country, to learn from other cultures, respect diversity, and appreciate what they have. We achieve this by providing a strong SMSC curriculum, with British Values and our core values placed at the heart of everything we do. This feeds into the **RE** curriculum- **eg. Years 1-4 attend a collective worship assembly (Open the Book) weekly. Where the children are exposed to a variety of religious stories, with opportunities to join in with dramatizing these.**
 We want children to feel empowered to make a difference and affect changes as **global citizens** to their community and the world in which they live. **E.g children are exposed and encouraged to learn about a wide range of world views and religions and think critically, building tolerance and respect for differing opinions. This is encouraged through a P4C delivery.**

At Meadows First School we can all become **caring and reflective!**
 We develop the holistic child, acknowledging their unique needs and ensuring all children are able to access the **RE** curriculum. **EG: Each class celebrates the diversity amongst themselves by learning and exploring about the special times and celebrations across the year of the multi faiths within our school.**
 Children use meadows Mouse to develop lifelong learning habits to be;
Enthusiastic: to be exposed to a variety of worldly experiences, exploring religion through, food, dance, art, literature and engaging artefacts. During Diwali, the children within the Early Years have opportunities to play with traditional Rama and Sita dolls.
Determined: We encourage a growth mindset, with high expectations, so children are **proud to share and talk about how we are the same and different and celebrate the diversity within our community.**
Focused: We want them to have no ceiling to their achievements and to grow up **reflective, respectful and tolerant of world views, beliefs and opinions and to be confident to have and practice their own beliefs.**
Organised: We aim for our children to be independent and confident to use equipment safely as well as selecting the right equipment for the right piece of work.
 We are proud of what we can achieve!

The **RE** curriculum at Meadows supports the development of positive, respectful relationships. We encourage children to work together in **RE**, supporting and encouraging each other, **as well as promoting open, respectful and tolerant discussions and actions.** We enable parents to support their children by involving them in their education and inviting them into school: **Parents are invited to join during Assemblies, Open the Book Carol Services and Christmas Nativities.**
 Life in 21st Century Britain can be busy and stressful and by allowing children time to be immersed in **RE** and explore the richness of the world around them can aid wellbeing and reduce stress **by being mindful and taking time to reflect, building upon a self-worth and value, encompassing a sense of belonging and peace.**
 We know how to keep ourselves safe in **RE** by being **mindful, respectful, tolerant and aware of a variety of world views within our local community as well as the wider world. As well as feeling safe to express our own beliefs, values and ideals.**



MEADOWS FIRST SCHOOL LONG TERM PLAN - RE

Intent:

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. Through Religious Education, 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. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. Our Religious Education curriculum is enhanced further with trips to places of worship in our local area. Our Religious Education Curriculum also links closely with our Rights Respecting and Global Citizenship curriculum.

		<i>Autumn Term</i>		<i>Spring Term</i>		<i>Summer Term</i>	
<i>Implementation</i>		<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Rights Respecting		I have the right to Friends. Article 15	I have the right to be safe. Article 19.	I have the right to be listened to. Article 12:	I have the right to play and rest. Article 31	I have the right to water/ food. Article 24	The right to a good quality education. Article 28
Year N	Theme	Marvellous Me	Let's Celebrate	Machines	My Wonderful World - people	My Wonderful World - Nature	Fantasy Fun
	<p>Activities children engage in during their nursery years are experiences which provide the building blocks for later development. Starting with things which are familiar to the children, and providing lots of hands-on activities and learning are an important part of children's learning at this stage.</p> <p>Some ideas for religious education in the nursery can include:</p> <ul style="list-style-type: none"> • creative play, make-believe, role play, dance and drama • dressing up and acting out scenes from stories, celebrations or festivals • making and eating festival food • talking and listening to each other; hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts and feelings, and imagination • exploring authentic religious artefacts, including those designed for small children such as 'soft toy' artefacts or story books • seeing pictures, books and videos of places of worship and meeting believers in class • listening to religious music • starting to introduce religious vocabulary • work on nature, growing and life cycles or harvest • seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet • starting to talk about the different ways in which people believe and behave, and encouraging children to ask questions 						
	Theme	Marvellous Me Where the Wild Things Are	Marvellous me	Around the world & beyond (part 1)	Around the world & beyond (part 2)	Once upon a tale	All creatures great & small
	Focus	F4 Being special: where do we belong?	F2 - Why is Christmas special for Christians?	F5 – Which places are special and why	F3 – Why is Easter Special to Christians	F1 – Why is the word God so important to Christians	Unit F6: Which stories are special and why?

	Theme:	Making SENSE of our world (Our Senses)	Memory box (Toys including materials)	Our Town, Bromsgrove	Animal Allsorts	Let's Explore Africa	Famous For More than Five Minutes
Year 1	<i>Focus-</i>	1.10 What does it mean to belong to a faith community?	1.1 What do Christians believe God is like?	Unit 1.7 Who is Jewish and how do they live? [God/Torah/the People] [double unit]		Unit 1.2 Who do Christians say made the world? [Creation]	Unit 1.9 How should we care for others and the world and why does it matter?
	<i>Significant person</i>	Jesus God Allah Muslim Jew Christian	God Jesus Christian	God Jew		God Adam and Eve Christian Jew	God Ourselves Community Christian Jew
	<i>Skills/ Knowledge</i>	Make sense of beliefs: <ul style="list-style-type: none"> Recognise that loving others is important in lots of communities Say simply what Jesus and one other religious leader taught about loving other people Understand the impact: <ul style="list-style-type: none"> Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean Identify at least two ways people show they love each other and belong to each other when they get married (Christian 	Make sense of belief: <ul style="list-style-type: none"> Identify what a parable is Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father Give clear, simple accounts of what the story means to Christians Understand the impact: <ul style="list-style-type: none"> Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) Give an example of how Christians put their beliefs into 	Make sense of belief: <ul style="list-style-type: none"> Recognise the words of the Shema as a Jewish prayer Retell simply some stories used in Jewish celebrations (e.g. Chanukah) Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like Understand the impact: <ul style="list-style-type: none"> Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) Make connections: <ul style="list-style-type: none"> Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. 		Make sense of belief: <ul style="list-style-type: none"> Retell the story of creation from Genesis 1:1–2:3 simply Recognise that 'Creation' is the beginning of the 'big story' of the Bible Say what the story tells Christians about God, Creation and the world Understand the impact: <ul style="list-style-type: none"> Give at least one example of what Christians do to say 'thank you' to God for Creation Make connections: <ul style="list-style-type: none"> Think, talk and ask questions about living in an amazing world 	Make sense of belief: <ul style="list-style-type: none"> Identify a story or text that says something about each person being unique and valuable Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world Understand the impact: <ul style="list-style-type: none"> Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories Give examples of how Christians and

		and/or Jewish and non-religious) Make connections: • Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.	practice in worship (e.g. by saying sorry to God) Make connections: • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas • Give a reason for the ideas they have and the connections they make.			• Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.	Jews can show care for the natural earth • Say why Christians and Jews might look after the natural world Make connections: • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.
Year 2	Theme	Oh I do like to be Beside the Seaside	Keeping Healthy	Chocolate – That’s Not fair!	Knights & Castles	Go Wild!	Land Ahoy
	<i>Focus</i>	Unit 1.6 Who is Muslim and how do they live? [[double unit] Harvest	Unit 1.3 Why does Christmas matter to Christians? [Incarnation]	Unit 1.6 Who is Muslim and how do they live? Part 2 [[double unit]	Unit 1.5 Why does Easter matter to Christians? [Salvation]	Unit 1.4 What is the ‘good news’ Christians say Jesus brings? [Gospel]	Unit 1.8 What makes some places sacred to believers?
	<i>Significant person</i>	Allah Muslim	Jesus God	Allah Muslim	God Jesus	Jesus God	Jews Muslims

		Muhammad	Christians Mary Joseph	Muhammad	Easter The disciples	Christians The disciples	Christians
<i>Skills/ Knowledge</i>		<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise the words of the Shahadah and that it is very important for Muslims • Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean • Give examples of how stories about the Prophet show what Muslims believe about Muhammad <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of how Muslims use the Shahadah to show what matters to them • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise that stories of Jesus' life come from the Gospels • Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas <p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk and ask questions about Christmas for people who are Christians and for people who are not • Decide what they personally have to be thankful for, giving a reason for their ideas. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise the words of the Shahadah and that it is very important for Muslims • Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean • Give examples of how stories about the Prophet show what Muslims believe about Muhammad <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of how Muslims use the Shahadah to show what matters to them • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action <p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk and ask questions about Muslim beliefs and 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise that Incarnation and Salvation are part of a 'big story' of the Bible • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter <p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians • Recognise that Jesus gives instructions to people about how to behave <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) <p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk and ask questions about whether Jesus' 'good 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise that there are special places where people go to worship, and talk about what people do there • Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean • Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe • Give simple examples of how people worship at a church, mosque or synagogue • Talk about why some people like to

		<p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk about and ask questions about Muslim beliefs and ways of living • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. 		<p>ways of living</p> <ul style="list-style-type: none"> • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. 		<p>news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.</p>	<p>belong to a sacred building or a community</p> <p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas • Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.
Year 3	Theme	The Stone Lion (Stone Age)	Can I run Faster Than USAIN BOLT	FORCES + MAGNETS	Rocks + soils The Earth Beneath us	Life of Plants	Blue Planet
	<i>Focus</i>	<p>Unit L2.1 What do Christians learn from the Creation story?</p> <p>Harvest</p>	<p>Unit L2.2 What is it like for someone to follow God?</p>	<p>Unit L2.9 How do festivals and worship show what matters to Muslims?</p> <p>EID-UL-GHADIR Dhul-Hijjah Ramadan</p>	<p>Unit L2.10 How do festivals and family life show what matters to Jewish people?</p> <p>Rosh Hashanah and Yom Kippur</p> <p>Pesach/Passover:</p>	<p>Unit L2.4 What kind of world did Jesus want?</p>	<p>Unit L2.12 How and why do people try to make the world a better place?</p>
	<i>Significant person</i>	<p>God Jesus Christians Adam and Eve</p>	<p>God Noah Christians</p>	<p>Muslim Allah Muhammad</p>	<p>Abraham David Isaiah Joseph Joshua Moses</p>	<p>Christians God Disciples Jesus</p>	<p>Christians Jews Muslims</p>

	<p><i>Skills and Knowledge</i></p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bible's 'big story' Make clear links between Genesis 1 and what Christians believe about God and Creation Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world <p>Understand the impact:</p> <ul style="list-style-type: none"> Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) Describe how and why Christians might pray to God, say sorry and ask for forgiveness <p>Make connections:</p> <ul style="list-style-type: none"> Ask questions and suggest answers about what might be important in the Creation story for Christians and for nonChristians living today. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Make clear links between the story of Noah and the idea of covenant <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony <p>Make connections:</p> <ul style="list-style-type: none"> Make links between the story of Noah and how we live in school and the wider world. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some beliefs about God in Islam, expressed in Surah 1 Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God) <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims Make links between the Muslim idea of living in harmony with 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people Offer informed suggestions about the meaning of the Exodus story for Jews today <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future Make links with the value of personal reflection, saying sorry, 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways <p>Make connections:</p> <ul style="list-style-type: none"> Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) Make links between religious beliefs and teachings and why people try to live and make the world a better place <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) Describe some examples of how people try to live (e.g. individuals and organisations) Identify some differences in how people put their beliefs into action <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better Make links between some commands for living from religious
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				the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.	being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.		traditions, non-religious worldviews and pupils' own ideas • Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.
Year 4	Theme	Were the dark ages really dark?	Switch it Off (energy) & The Iron Man	The Amazing Amazon	Beautiful Bromsgrove	The Good, The Bad, the Ugly States of Matter	Where does my Food go?
	<i>Focus</i>	Unit L2.3 What is the 'Trinity' and why is it important for Christians? [God/Incarnation]	Unit L2.7 What do Hindus believe God is like? Diwali	Unit L2.8 What does it mean to be Hindu in Britain today? Ramadan Diwali Eid-ul-Fitr	Unit L2.5 Why do Christians call the day Jesus died 'Good Friday'? [Salvation]	Unit L2.6 For Christians, what was the impact of Pentecost?	Unit L2.11 How and why do people mark the significant events of life?
	<i>Significant person</i>	Christian God Jesus	Hindu Deities Brahma Vishnu Shiva	Hindu	God Jesus Christian	Christian God Jesus	Christian God Jesus Hindu
	<i>Skills and Knowledge</i>	Make sense of belief: • Recognise what a 'Gospel' is and give an example of the kinds of stories it contains • Offer suggestions about what texts about baptism and Trinity mean	Make sense of belief: • Identify some Hindu deities and say how they help Hindus describe God • Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God	Understand the impact: • Describe how Hindus show their faith within their families in Britain today (e.g. home puja) • Describe how Hindus show their faith within their faith	Make sense of belief: • Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live • Offer informed suggestions about what the events of Holy Week mean to Christians	Make sense of belief: • Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth • Offer informed suggestions about what the events of Pentecost	Make sense of belief: • Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean • Offer informed suggestions about the

		<ul style="list-style-type: none"> • Give examples of what these texts mean to some Christians today <p>Understand the impact:</p> <ul style="list-style-type: none"> • Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live <p>Make connections:</p> <ul style="list-style-type: none"> • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like. 	<ul style="list-style-type: none"> • Offer informed suggestions about what Hindu murtis express about God <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali) • Identify some different ways in which Hindus worship <p>Make connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today • Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas. 	<p>communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)</p> <ul style="list-style-type: none"> • Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean • Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) <p>Make connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas 	<ul style="list-style-type: none"> • Give examples of what Christians say about the importance of the events of Holy Week <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities • Describe how Christians show their beliefs about Jesus in worship in different ways <p>Make connections:</p> <ul style="list-style-type: none"> • Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions. 	<p>in Acts 2 might mean</p> <ul style="list-style-type: none"> • Give examples of what Pentecost means to some Christians now <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now • Describe how Christians show their beliefs about the Holy Spirit in worship <p>Make connections:</p> <ul style="list-style-type: none"> • Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas. 	<p>meaning and importance of ceremonies of commitment for religious and non-religious people today</p> <p>Understand the impact:</p> <ul style="list-style-type: none"> • Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean • Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) <p>Make connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones • Make links between ideas of love, commitment and promises in
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							religious and non-religious ceremonies • Give good reasons why they think ceremonies of commitment are or are not valuable today
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In order to deliver the aims and expected standards of the syllabus effectively, the expectation is that there is a minimum allocation of five per cent of curriculum time for RE. This is set out in the table below, and based on the most recent national guidance. 4–5s 36 hours of RE (e.g. 50 minutes a week or some short sessions implemented through continuous provision) 5–7s 36 hours of tuition per year (e.g. an hour a week, or less than an hour a week plus a series of RE days) 7–11s 45 hours of tuition per year (e.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE)