

The purpose of RE at Poplar Farm

Religious Literacy - Focuses on the human experience of religion and belief

How is this piece of learning helping our pupils to hold an informed conversation about religion and belief?

- Asking enquiring questions about religion and belief and making informed responses to them.
- Understanding the impact that religions and belief can have on individuals and society.
- Understanding the beliefs, practices, values and ways of life of religious and non-religious world views.
- Understanding the diversity of religion and belief in the contemporary world
- Building a vocabulary of religious language.



Theological Literacy - Focuses on the big concepts upon which religions are founded

How is this piece of learning helping our pupils to hold a theologically informed conversation about religion and belief?

- The **foundations** of ideas about God (scripture, tradition, reason, experience)
- The **development** of the ways in which ideas about God have emerged and changed over time.
- The ways in which ideas about God **relate** to each other.
- The ways in which ideas about God are **applied** in everyday living.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	LAS Unit Myself	LAS Unit My Friends	LAS Unit My Special People	LAS Unit Special times for me and others	LAS Unit My Senses	LAS Unit Our beautiful world
EYFS pupils should	Recognise and explore feelings PSED	Establish effective relationships with other children and adults PSED	Recognise and respond appropriately to key figures in their lives PSED	Recognise and respond to key religious events throughout the year UTW	Respond to key elements in religion using their five senses PSED/UTW	Explore and respond to the natural world and recognise there are some questions that are difficult to answer UTW
Year 1	LAS Unit Being Human - Christianity How does faith and belief affect the way people live their lives?	LAS Unit God - Christianity What do Christians believe about God?	LAS Unit Community - Christianity How do Christians express their beliefs?	LAS Unit Life Journey - Christianity What does it mean to belong?	LAS Additional Places of worship (<i>including Christianity</i>) What makes a space special?	

Year 1 Assessment Focus	<p>To be able to talk about how to treat others.</p> <p>To make links between stories and the actions of Christians.</p>	<p>Recognise a link between a story and a belief/concept.</p> <p>Be able to use clear and simple language to retell a story.</p>	<p>To be able to talk about what people do to show their beliefs.</p> <p>To talk about communities that are important to them.</p>	<p>To talk about how the local community helps people.</p> <p>To think about how they can help to bring people together.</p>	<p>Be able to identify that different people have different beliefs about the world around them.</p> <p>To be able to explain what makes a space special.</p> <p>Use reasons to support personal opinions about religions/beliefs.</p>	
Year 2	LAS Unit Being Human - Islam How do beliefs affect the way people live their lives?	LAS Unit Life Journey - Islam How do Muslims celebrate new life?	LAS Additional Thankfulness (including Christianity) (E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism...) Do you only need to say thank you if you believe in God?		LAS Unit God - Islam How can we describe God?	LAS Unit Community - Islam How do people express their beliefs?
Year 2 Assessment Focus	<p>To be able to discuss links between stories and a belief.</p> <p>Be able to identify at least two ways in which beliefs can impact on a person's day to day life.</p>	<p>To be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage.</p> <p>Be able to make connections between using their senses and what they know about the world around them.</p>	<p>Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world.</p> <p>Be able to describe at least two ways in which people express/practise their beliefs as a community e.g. festivals</p>		<p>To make links between stories and beliefs about the power of God.</p>	<p>To make links between family life and living out religious beliefs.</p> <p>To be able to ask questions about the world around them.</p>
Year 3	LAS Additional Big Questions - Why do we celebrate? What different events/times of life do we celebrate? How do different people celebrate things differently?		LAS Unit God - Christianity and Islam How do religious symbols relate to god? What do the main concepts of belief reveal about the nature of religious gods?		LAS Unit Community - Christianity and Islam How do the religions express beliefs collectively? How does worship develop a sense of community?	
Year 3 Assessment Focus	<p>Be able to identify ways in which religious practices vary depending on geographic, social, and cultural context.</p> <p>Be able to identify ways in which different people think about the world differently.</p>		<p>Be able to describe the difference between 'beliefs' and 'religion'.</p> <p>Be able to understand the begin to explain that there is a difference between believing and knowing.</p>		<p>Be able to explain at the importance of community within the religious/nonreligious tradition studied</p> <p>Be able to explain connections between religious beliefs and worship as a community in at least two belief traditions.</p>	

Year 4	LAS Unit Being Human - Christianity and Islam In what ways do the Bible and Quran teach people to treat others? How do beliefs impact on actions?		LAS Additional Unit Pilgrimage What is a pilgrimage? What does pilgrimage involve? Links to year 4 science - environmental impact	LAS Unit Life Journey - Hinduism and Islam How do people that believe show they belong? What value does religion bring for religious people? Rites of passage - link to other religions (Judaism)	
Year 4 Assessment Focus	Be able to explain what it means for a text/story to 'have authority' for a group of believers. Be able to provide a range of reasons why a member of a belief tradition may hold a particular belief e.g. creation, the existence of God.		To make cross-curricular links between religion and science. Be able to make connections between beliefs and the decisions an individual makes about how to live their life.	Be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories, e.g. salvation and incarnation, tawhid and creation, dharma and moksha.	
Year 5	LAS Unit God - Hinduism How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories?	LAS Additional Unit Forgiveness Explore the concept of forgiveness in different religious and non-religious worldviews. Opportunity to introduce atheism and Buddhism		LAS Unit Being Human - Hinduism How do Hindus reflect their faith in the way they live? How do beliefs impact on actions?	LAS Additional Big Questions - What is a good life? Opportunity to look at guidelines and laws in various religions and non-religious worldviews. Chance to explore whether ‘good’ means the same thing to everybody.
Year 5 Assessment Focus	Be able to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories.	Be able to explain the impact that society/culture/geography can have on religious practices, e.g. by comparing the way in which a religious practice from one belief tradition varies in different areas of the world.		Be able to identify how similar concepts e.g. creation, are presented across different belief traditions with reference to some authoritative texts/stories.	Be able to name at least three sources of authority (e.g. text, religious leader, tradition, etc.) for a group of believers and identify the beliefs/concepts they refer to. Be able to explain the distinctions between ‘belief’, ‘faith’, ‘opinion’, ‘truth’ and ‘knowledge’.
Year 6	LAS Unit Community - Hinduism How is Hindu belief expressed collectively? How does worship develop community?	LAS Unit Life journey - Christianity How do Christians show they belong? Rites of passage - introduce Sikhism and compare with other world views	LAS Additional Unit - designed by school Do you have to believe in God to be good? Opportunity to study Buddhism/Humanism/atheism and explore e.g. issues of social justice		LAS Additional Expressing beliefs through the Arts How do religious and non-religious people express their beliefs creatively?

Year 6 Assessment Focus	Be able to identify a diverse range of ways in which community impacts on a believer's experience of a belief tradition (e.g. through festivals, rites of passage, communal worship, etc.).	Be able to show understanding that an individual is affected by a range of beliefs, both religious and nonreligious (e.g. that God made the world and that it is important to promote fundamental British values).	Begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs. Explain the reasons why some belief traditions are not comfortable with the term 'religion' and be able to identify what makes a non-religious worldview different from a religion.	Be able to analyse different ways in which people think about the world and make connections between this and their beliefs. Be able to identify some of the ways in which the local/wider community impacts on a believer's experience of a belief tradition.
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