

2023-2024



A Guide to Religious Education at Carlinghow Academy

This document outlines the expectations of how we teach and monitor RE at Carlinghow Academy: progression across year groups and consistency across school.

Kirklees RE framework

- Assemblies
- Planning
- Content

Floor books

- Record
- Share
- Evaluate

Assessment

- Arbor
- Retrieval Quizzes / Flashbacks
- Monitoring
- Differentiation and SEND

Units and programme of study

Intent

Carlinghow Academy's curriculum is driven by the academy's vision that all children 'can and will succeed'.

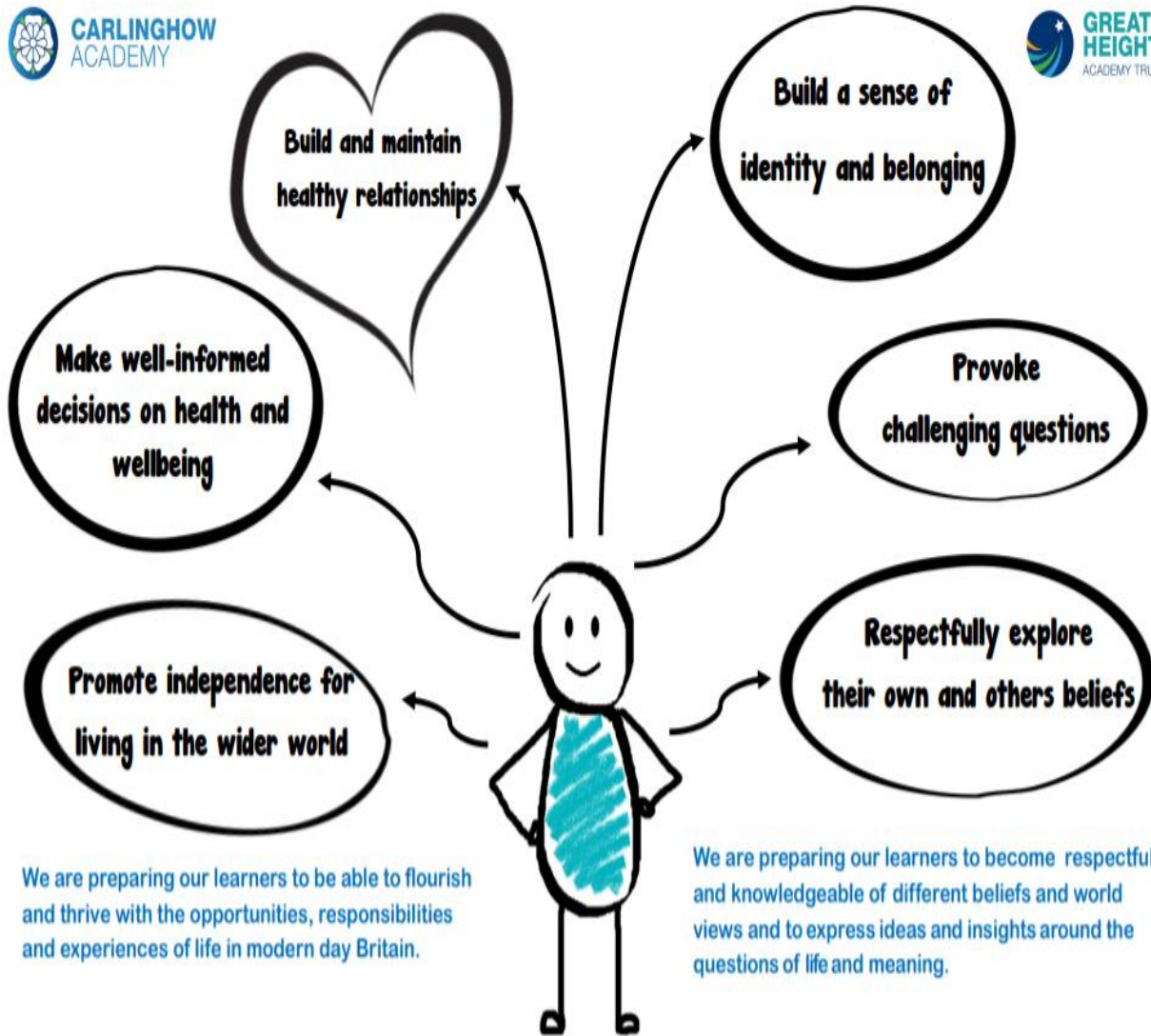
We provide an ambitious knowledge engaged curriculum that offers exciting and meaningful learning opportunities that motivate and inspire. The curriculum is underpinned by the National Curriculum and ensures that, at each stage of their learning journey, each child acquires a rich bank of knowledge and skills. This knowledge and these skills in all curriculum subjects are learned, practised, retrieved and remembered at every stage of their journey through school. Our curriculum is not narrowed, we have designed an ambitious curriculum based on the knowledge of our learners that includes a high proportion of disadvantaged and SEND pupils to ensure that they are equipped with the knowledge and cultural capital they need to succeed in life. Where appropriate a bespoke and highly personalised curriculum offer is made to individual pupils. Our cross curriculum approach is designed so that subject specific skills are taught within an exciting topic each half term and enables our children to make meaningful links and become passionate about their own learning and wellbeing. Hooks, enrichment activities and extra-curricular opportunities supplement each topic to enable our children to make connections in their learning and acquire a deep understanding. We ensure that the links we make are real, not contrived and choose areas where genuine connections between subjects occur naturally. Ensuring that the connections make sense to the children. We are determined that every child, will have a lifelong love of reading, and will be able to comprehend and read fluently by the end of Year 6. Our curriculum is led by the high quality and diverse texts that we choose to support learning. We have created an environment where children are motivated to learn together in a respectful, safe and trusted learning environment where individual success are celebrated. It is our intent that when our pupils leave school, they will articulate tier 3 vocabulary of the RE curriculum. They will know and remember key learning of RE from their primary years.

Implementation

The curriculum is a knowledge engaged curriculum based on good quality resources. This R.E guide explains how the Religious Education curriculum is implemented at Carlinghow Academy. The school has adapted the curriculum to help reflect and represent the diversity of our pupils. Creativity and teacher expertise, underpinned by high quality research informed CPD, is woven into the curriculum with specialist teachers and outside agencies working with pupils and teachers, sharing good practice and ensuring that learners learn from the best.

Impact

The impact of providing such an ambitious curriculum driven by the academy's vision and values and taught by skilled teachers ensures that the children of Carlinghow Academy leave prepared for the next stage of their education and able to succeed in life. Knowledge, understanding and skills are secured and embedded so that children attain highly. They take pride in all that they do, always striving to do their best. They demonstrate emotional resilience and the ability to persevere when they encounter challenge. They develop a sense of self-awareness and become confident in their own abilities. They are kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society. They have strong communication skills, both written and verbal, and listen respectfully and with tolerance to the views of others. They take risks and are emotionally resilient recognising that we make mistakes and learn from them. They dream big and have high aspirations fostered by the belief that with determination and hard work anything is possible.



PSHCE

RE

Kirklees RE Framework

At Carlinghow Academy we teach RE from the Kirklees RE Framework, both alongside and through, weekly themed assemblies.

RE is designed as a whole-school approach, the Kirklees framework is broken down in to half-terms for each year group. This is then broken down further in to lesson learning objectives for each topic.

The units of work can be found on staff share in the curriculum area. These resources may be adapted by teachers where necessary. Teachers use the framework to build their own engaging RE lessons for the children. The learning objectives from the Kirklees framework also marry up with the learning objectives on the RE knowledge organisers which are stuck in the RE floor books before a new unit of work has been taught.

Content

- Detailed units of work.
- Thorough planning dovetailed to the agreed syllabus which schools can use or adapt freely.
- Plenty of learning activities and linked assessment.
- Units covering all world faiths supporting understanding and tolerance of diversity.
- Accompanying teaching and learning resources.
- Anthology of stories from all religious traditions.
- Guidance and policy frameworks.

Key Questions	Learning Objectives Pupils should:	Teaching and Learning Opportunities	Learning Outcomes Pupils:	Wider Learning Opportunities / Points To Note
<p>What makes a happy classroom?</p> <p>How can I help to make it a happy place?</p> <p>How do our school rules make our school a happy place?</p>	<p>Consider what makes a happy classroom</p> <p>Share ways they can help to do this</p> <p>Talk about rules and why these matter</p>	<p>What makes a happy classroom? What do we say to each other to make us happy? Give the person sitting next to you a compliment. How do you feel giving the compliment, how does it feel receiving the compliment. Ask pupils to collect three compliments about themselves and design a symbol of these to describe themselves.</p> <p>How do you work together as a class? Write down three good choices you aim to make in class this week. Could it be a choice you can make with someone else? How will your choice affect other people in class? Write these on a paper chain. Discuss school/class rules. What are they? List them. Why do we have them?</p> <p>Activity idea:</p> <p>Can we think of a new rule for an area of the classroom / a new activity / a playtime game? How do we make it fair? How do we make it about what you should do instead of what you shouldn't do? Is it easy to make a rule that is fair and useable? Is it easy to keep to this rule? Why is it better to have a rule expressed as a positive statement?</p> <p>Activity idea:</p> <p>Write a school / class rule on a sticky note and add to a working display. Talking partners / small groups discuss collected rules.</p> <ul style="list-style-type: none"> • Which is / are most important in your opinion? Why? • How many do we need? • Can we put them in order of importance? <p>Can we reduce them to a few simple ones? (eg be kind to everyone)</p>	<p>Say which school rules are important</p> <p>Say why we have rules in school</p>	<p>Outdoor learning:</p> <p><i>What rules do we have outside to keep everybody safe? What rules should we follow to keep the outdoors looking beautiful?</i></p> <p><i>Play a game outdoors – what rules do we need? Make up a game to play.</i></p>

Floor books for RE: record, share, evaluate.

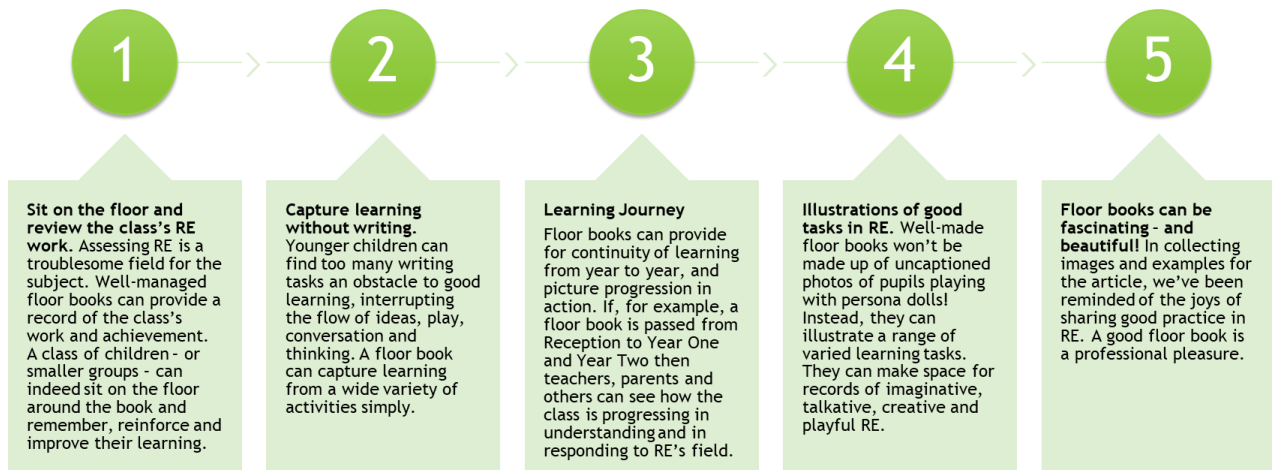
A3 portrait floor books are used in RE to present samples of pupil work and responses in lessons. The work is chosen to illustrate achievement and progress in the class. Floor book in RE should give the teacher and class a way of recording snapshots of learning and achievement from a whole class in a highly visual and accessible format. The floor book can take many forms as seen below.



Floor books are the scrapbooks that organise and collate children's thinking, focusing on what children find valuable, meaningful and interesting. Floor books are used for any age group to showcase children's conceptual understanding, their questions and comments to inform their learning journey.

The book is named a 'floor book' because it is kept on the floor so that the children can easily access it. The first page for every half term will be the Knowledge Organiser. The date and learning objective for every lesson will be (printed) along with a written Big Question from RE syllabus. Each class should include a range of evidence from different abilities for each lesson. Teachers and children can choose to write directly into floor books or use sheets to stick in. Pink post it notes to evidence think pink opportunities to extend learning. Yellow post it notes to evidence misconceptions addressed (stuck over/ on

misconception addressed. Marking codes should still be used on pieces of work and marking pyramid codes filled in.



Assessment:

Arbor

The expectation is that all RE will be assessed using Arbor after each lesson to record individual children's progress towards an objective. These must be filled in at the end of each term but it is encouraged that assessments for all statements are updated more frequently at regular intervals. At the end of the lesson, teachers should look through the children's comments to check conceptual understanding. Make a note of any children who have any misconceptions and address this in the next lesson.

Formative and summative assessments are recorded on Arbor. Formative assessments are completed using learning objectives and knowledge organisers in books. Summative assessments are completed termly and is a best-fit snapshot of a child's development and progress in RE at a particular point in. Assessments will be completed by the class teachers

Cycle A and B			
Subject Assessments	KS1	LKS2	UKS2
Aut 1	Arbor Formative Statements- Cycle A – Which books and stories are special? Arbor Formative Statements- Cycle B - How is new life welcomed?	Arbor Formative Statements- Cycle A- How do Jews remember Abraham and Moses? Arbor Formative Statements- Cycle B - How are important events remembered in ceremonies?	Arbor Formative Statements- Cycle A – Why are some places and journeys special? Arbor Formative Statements- Cycle B - Why are some places and journeys special?
Aut 2	Arbor Formative Statements- Cycle A – How do we celebrate special events? Arbor Formative Statements- Cycle B – How can we make good choices? Summative Assessments on Arbor	Arbor Formative Statements- Cycle A - How do people express spirituality? Arbor Formative Statements- Cycle B – What faiths are shared in our country? Summative Assessments on Arbor	Arbor Formative Statements- Cycle A - What values are shown in codes for living? Arbor Formative Statements- Cycle B - What values are shown in codes for living? Summative Assessments on Arbor

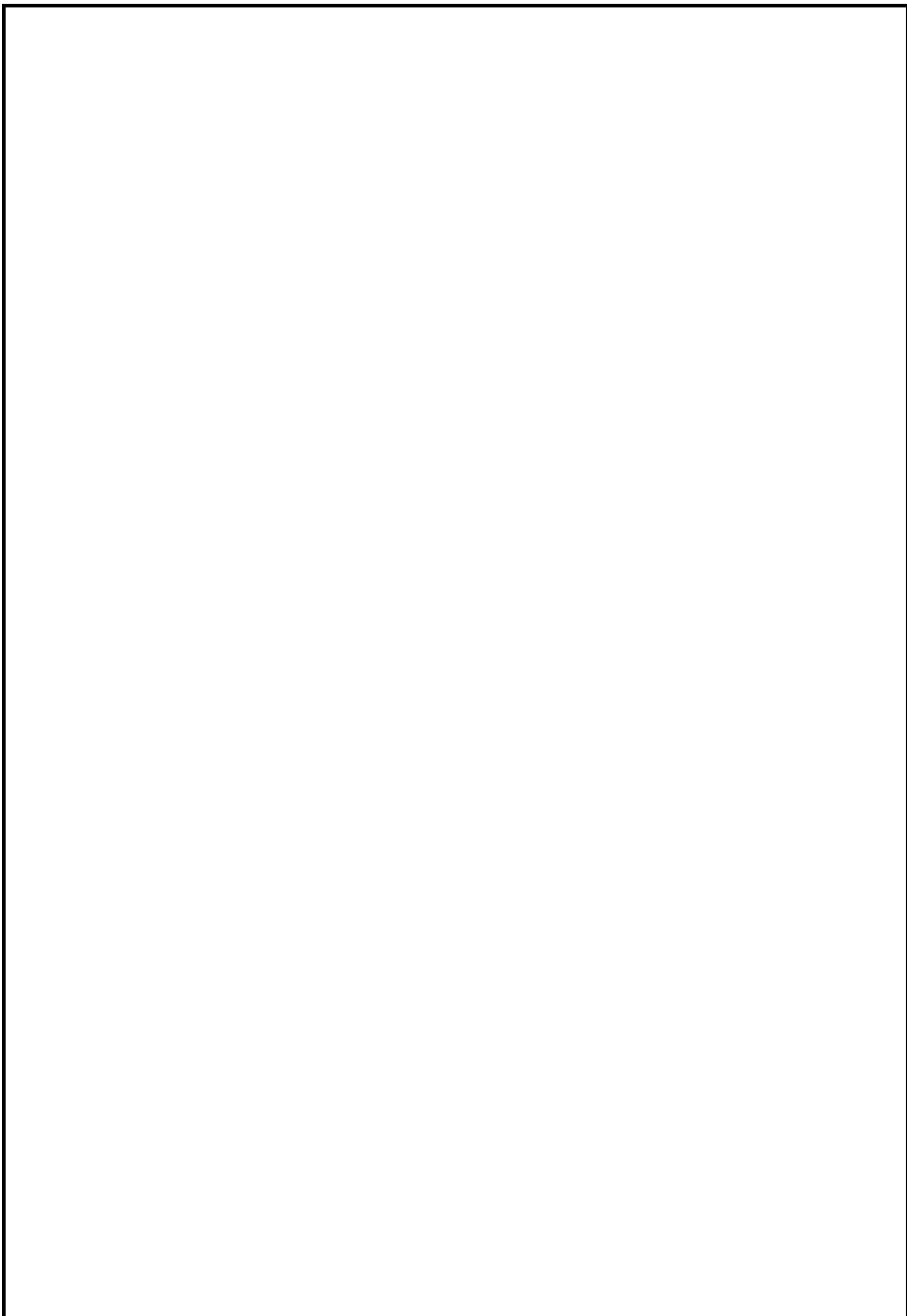
Spr 1	<p>Arbor Formative Statements- Cycle A - What does it mean to belong to a church or mosque?</p> <p>Arbor Formative Statements- Cycle B - How and why do people pray?</p>	<p>Arbor Formative Statements- Cycle A - What do Christians believe about a good life?</p> <p>Arbor Formative Statements- Cycle B - How do the five pillars guide Muslims?</p>	<p>Arbor Formative Statements- Cycle A - Should we forgive others?</p> <p>Arbor Formative Statements- Cycle B - Should we forgive others?</p>
Spr 2	<p>Arbor Formative Statements- Cycle A – How and why do we care ?</p> <p>Arbor Formative Statements- Cycle B - How can we look after the planet?</p> <p>Summative Assessments on Arbor</p>	<p>Arbor Formative Statements- Cycle A - What do Christians believe about a good life?</p> <p>Arbor Formative Statements- Cycle B - How do the five pillars guide Muslims? Continued</p> <p>Summative Assessments on Arbor</p>	<p>Summative Assessments on Arbor</p>
Sum 1	<p>Arbor Formative Statements- Cycle A - Who brought messages about God and what did they say?</p> <p>Arbor Formative Statements- Cycle B What did Jesus Teach us and how did he live?</p>	<p>Arbor Formative Statements- Cycle A - What do creation stories tell us about our world?</p> <p>Arbor Formative Statements- Cycle B - Why are Gurus the heart of Sikh beliefs and practice?</p>	<p>Arbor Formative Statements- Cycle A - What do Christians believe a bout old and new covenants?</p> <p>Arbor Formative Statements- Cycle B - What do Christians believe about the old and new covenants?</p>
Sum 2	<p>Arbor Formative Statements- Cycle A - Who brought messages about God and what did they say? (Continued).</p>	<p>Arbor Formative Statements- Cycle A - Who can inspire us?</p> <p>Arbor Formative Statements- Cycle B - Why</p>	<p>Summative Assessments on Arbor</p>

	Arbor Formative Statements- Cycle B - What did Jesus Teach and how did he live? (2.5) Continued Summative Assessments on Arbor	are Gurus the heart of Sikh beliefs and practice? Summative Assessments on Arbor	
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Retrieval Quizzes / Flashbacks: Retrieval quizzes should be used at the start of each lesson to assess children’s prior knowledge against the previous learning, including previous years. The retrieval grid should be used as an assessment tool at the end of the unit to assess against the sticky knowledge taught in the unit that half-term.

Monitoring: The subject leader will monitor RE through use of Arbor data, lesson observations, floor book scrutinies, working walls, pupil voice and through discussions with teachers. This will be completed as per the monitoring schedule and teachers will be advised in advance of these actions. Working walls should be evidenced in classroom showing the current teaching of RE, displays will include elements of discussions and activities relating to the current theme and religion being studied.

Differentiation and SEND: When planning, care should be taken to ensure the content of each session is suitable for all children including those with SEND. If a child’s social and emotional or cognitive ability indicates that a lesson may not be suitable for them, alternative arrangements/ lessons planned at their ability will be planned.



Units of study of Religious Education at Carlinghow:

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Year 1/2 Cycle A	1.1 Which books and stories are special?	1.2 How do we celebrate special events?	1.3 What does it mean to belong to a church or a Mosque?	1.4 How and why do we care for others?	1.5 Who brought messages about God and what did they say?
Year 1/2 Cycle B	2.1 How is new life welcomed?	2.2 How can we make good choices?	2.3 How and why do people pray?	2.4 How can we look after our planet?	2.5 What did Jesus teach and how did he live?
Year 3/4 Cycle A	3.1 How do Jews remember God's covenant with Abraham and Moses?	3.2 How do people express spirituality?	3.3 What do Christians believe about a good life?	3.4 What do creation stories tell us about our world?	3.5 Who can inspire us?
Year 3/4 Cycle B	4.1 How are important events remembered in ceremonies?	4.2 What faiths are shared in our country?	4.3 How do the 'Five Pillars' guide Muslims in life?	4.4 Why are Gurus at the heart of Sikh belief and practice?	
Year 5/6 Cycle A	5.1 Why are some places and journeys special?	5.2 What values are shown in codes for living?	5.3 Should we forgive others?	5.4 What do Christians believe about old and new covenants?	
Year 5/6 Cycle B	6.1 How do Sikhs show commitment?	6.2 What do Christians believe about Jesus' death & resurrection?	6.3 How does growing up bring responsibilities and commitments?	6.4 How do Jews remember Kings and Prophets in worship & life?	

<ul style="list-style-type: none"> Recall religious stories that teach us about caring Respond with ideas about how to care for others Begin to express opinions and explain how stories might affect the way people care for others Name some of the early figures in the Old Testament-such as Noah, Abraham, Isaac, Jacob and Joseph. Retell and suggest meanings for stories about the birth of Jesus. Talk about how Christians believe Jesus is special and call him the 'Son of God'. 	<ul style="list-style-type: none"> Recall religious stories that teach us about caring Respond with ideas about how to care for others Begin to express opinions and explain how stories might affect the way people care for others Name some of the early figures in the Old Testament-such as Noah, Abraham, Isaac, Jacob and Joseph. Retell and suggest meanings for stories about the birth of Jesus. Talk about how Christians believe Jesus is special and call him the 'Son of God'. 	<ul style="list-style-type: none"> Recall religious stories that teach us about caring Respond with ideas about how to care for others Begin to express opinions and explain how stories might affect the way people care for others Name some of the early figures in the Old Testament-such as Noah, Abraham, Isaac, Jacob and Joseph. Retell and suggest meanings for stories about the birth of Jesus. Talk about how Christians believe Jesus is special and call him the 'Son of God'. 	<ul style="list-style-type: none"> Recall religious stories that teach us about caring Respond with ideas about how to care for others Begin to express opinions and explain how stories might affect the way people care for others Name some of the early figures in the Old Testament-such as Noah, Abraham, Isaac, Jacob and Joseph. Retell and suggest meanings for stories about the birth of Jesus. Talk about how Christians believe Jesus is special and call him the 'Son of God'. 	<ul style="list-style-type: none"> Recall religious stories that teach us about caring Respond with ideas about how to care for others Begin to express opinions and explain how stories might affect the way people care for others Name some of the early figures in the Old Testament-such as Noah, Abraham, Isaac, Jacob and Joseph. Retell and suggest meanings for stories about the birth of Jesus. Talk about how Christians believe Jesus is special and call him the 'Son of God'. 	<ul style="list-style-type: none"> Recall religious stories that teach us about caring Respond with ideas about how to care for others Begin to express opinions and explain how stories might affect the way people care for others Name some of the early figures in the Old Testament-such as Noah, Abraham, Isaac, Jacob and Joseph. Retell and suggest meanings for stories about the birth of Jesus. Talk about how Christians believe Jesus is special and call him the 'Son of God'. 	
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	<ul style="list-style-type: none"> • Begin to express their own ideas about the meaning of prayer • Ask and respond to questions about the world and creation • Re-tell religious and non-religious stories and beliefs about creation and suggest some meanings • Express ideas about how to care for the planet • Retell some of Jesus' parables • Express ideas and respond to questions about stories from the life and teachings of Jesus. • Express ideas about how beliefs affect how Christians live their lives such as fasting, supporting the homeless and poor, campaigning. Use examples of local or well-known Christians today. • Name and retell key events in the final days of Jesus' ministry (Easter) 	<ul style="list-style-type: none"> • Begin to express their own ideas about the meaning of prayer • Ask and respond to questions about the world and creation • Re-tell religious and non-religious stories and beliefs about creation and suggest some meanings • Express ideas about how to care for the planet • Retell some of Jesus' parables • Express ideas and respond to questions about stories from the life and teachings of Jesus. • Express ideas about how beliefs affect how Christians live their lives such as fasting, supporting the homeless and poor, campaigning. Use examples of local or well-known Christians today. • Name and retell key events in the final days of Jesus' ministry (Easter) 	<ul style="list-style-type: none"> • Begin to express their own ideas about the meaning of prayer • Ask and respond to questions about the world and creation • Re-tell religious and non-religious stories and beliefs about creation and suggest some meanings • Express ideas about how to care for the planet • Retell some of Jesus' parables • Express ideas and respond to questions about stories from the life and teachings of Jesus. • Express ideas about how beliefs affect how Christians live their lives such as fasting, supporting the homeless and poor, campaigning. Use examples of local or well-known Christians today. • Name and retell key events in the final days of Jesus' ministry (Easter) 	<ul style="list-style-type: none"> • Begin to express their own ideas about the meaning of prayer • Ask and respond to questions about the world and creation • Re-tell religious and non-religious stories and beliefs about creation and suggest some meanings • Express ideas about how to care for the planet • Retell some of Jesus' parables • Express ideas and respond to questions about stories from the life and teachings of Jesus. • Express ideas about how beliefs affect how Christians live their lives such as fasting, supporting the homeless and poor, campaigning. Use examples of local or well-known Christians today. • Name and retell key events in the final days of Jesus' ministry (Easter) 	<ul style="list-style-type: none"> • Begin to express their own ideas about the meaning of prayer • Ask and respond to questions about the world and creation • Re-tell religious and non-religious stories and beliefs about creation and suggest some meanings • Express ideas about how to care for the planet • Retell some of Jesus' parables • Express ideas and respond to questions about stories from the life and teachings of Jesus. • Express ideas about how beliefs affect how Christians live their lives such as fasting, supporting the homeless and poor, campaigning. Use examples of local or well-known Christians today. • Name and retell key events in the final days of Jesus' ministry (Easter) 	
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<ul style="list-style-type: none"> • Consider how and why people express their spiritual side through the arts • Re-tell some well-known parables and teachings of Jesus and consider their meaning • Observe and consider how the Bible influences Christians in the way they live • Respond thoughtfully and express ideas about right and wrong. • Begin to compare their own decisions and choices with the Christian view. • Re-tell a range of creation stories, making links between them. • Express ideas about creation and suggest meanings for the stories • Express different views and ideas about helping to look after the world around them. • Reflect and make connections between different ideas in the creation stories • Compare some different creation stories. • Describe and make links between different leaders (religious and non-religious), exploring similarities and differences. • Explain how leaders teach through their personal qualities, actions and stories. • Give examples of the ways in 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	<ul style="list-style-type: none"> • Describe the different festivals, making links between them. • Explain and give reasons for the celebration of each festival • Express ideas and opinions about what light represents • Compare and contrast the different festivals and the meanings behind them. • Explore and describe ways beliefs and values are 	<ul style="list-style-type: none"> • Describe the different festivals, making links between them. • Explain and give reasons for the celebration of each festival • Express ideas and opinions about what light represents • Compare and contrast the different festivals and the meanings behind them. • Explore and describe ways beliefs and values are 	<ul style="list-style-type: none"> • Describe the different festivals, making links between them. • Explain and give reasons for the celebration of each festival • Express ideas and opinions about what light represents • Compare and contrast the different festivals and the meanings behind them. • Explore and describe ways beliefs and values are 	<ul style="list-style-type: none"> • Describe the different festivals, making links between them. • Explain and give reasons for the celebration of each festival • Express ideas and opinions about what light represents • Compare and contrast the different festivals and the meanings behind them. • Explore and describe ways beliefs and values are 	<p>Y 4</p>

	<p>expressed in different religions through symbols and actions</p> <ul style="list-style-type: none"> • Give examples of ways in which people show they belong • Explain why belonging to a community may be valuable but also challenging. • Discuss their understanding of the beliefs expressed, and compare with their own ideas about belonging. • Describe and explain key teachings of Islam and the different ways these are interpreted by believers; • Describe and show understanding of how Muslim beliefs impact in a variety of ways on the life and decisions of believers; • Explain how the pilgrimage of Hajj can affect a Muslims life. • Begin to investigate different approaches to Muslim beliefs, offering evidence for their views and interpretations. • Give examples of Sikh beliefs and stories about their Gurus • Describe and show understanding of Sikh practices relating to the Guru Granth Sahib • Explain and give reasons for Sikh values e.g. equality 	<p>expressed in different religions through symbols and actions</p> <ul style="list-style-type: none"> • Give examples of ways in which people show they belong • Explain why belonging to a community may be valuable but also challenging. • Discuss their understanding of the beliefs expressed, and compare with their own ideas about belonging. • Describe and explain key teachings of Islam and the different ways these are interpreted by believers; • Describe and show understanding of how Muslim beliefs impact in a variety of ways on the life and decisions of believers; • Explain how the pilgrimage of Hajj can affect a Muslims life. • Begin to investigate different approaches to Muslim beliefs, offering evidence for their views and interpretations. • Give examples of Sikh beliefs and stories about their Gurus • Describe and show understanding of Sikh practices relating to the Guru Granth Sahib • Explain and give reasons for Sikh values e.g. equality 	<p>expressed in different religions through symbols and actions</p> <ul style="list-style-type: none"> • Give examples of ways in which people show they belong • Explain why belonging to a community may be valuable but also challenging. • Discuss their understanding of the beliefs expressed, and compare with their own ideas about belonging. • Describe and explain key teachings of Islam and the different ways these are interpreted by believers; • Describe and show understanding of how Muslim beliefs impact in a variety of ways on the life and decisions of believers; • Explain how the pilgrimage of Hajj can affect a Muslims life. • Begin to investigate different approaches to Muslim beliefs, offering evidence for their views and interpretations. • Give examples of Sikh beliefs and stories about their Gurus • Describe and show understanding of Sikh practices relating to the Guru Granth Sahib • Explain and give reasons for Sikh values e.g. equality 	
		<ul style="list-style-type: none"> • Identify and explain features of some special places and journeys • Suggest reasons why special places and journeys inspire people • Investigate places of pilgrimage and reflect on the challenges involved in the journey • Reflect on how places of pilgrimage inspire and influence believers and express own ideas about this. • Make connections between morals and values found in 	<ul style="list-style-type: none"> • Identify and explain features of some special places and journeys • Suggest reasons why special places and journeys inspire people • Investigate places of pilgrimage and reflect on the challenges involved in the journey • Reflect on how places of pilgrimage inspire and influence believers and express own ideas about this. • Make connections between morals and values found in 	Y 5

	<p>religious teachings and everyday life.</p> <ul style="list-style-type: none"> • Identify and explain similarities and differences between Humanist, Muslim and Christian values • Investigate and apply ideas about values and how people choose to live their lives. • Discuss and give examples of right and wrong, love, forgiveness, truth, consequences and honesty • Discuss the importance of having a worked through set of ethical values to help live life well. • Show understanding of some reasons people might feel sorry. • Show understanding of some reasons why it is hard to 'make up' or apologise in a conflict. • Respond clearly with their own ideas about importance of confession to Christians. • Describe how some modern individuals have faced the challenge of forgiveness. • Explore and express their views about the consequences of forgiveness for themselves • Understand how Christianity is one of the Abrahamic faiths along with Judaism and Islam, considering some similarities and differences between these world faiths. • Explore the narratives about Moses, the Ten Commandments, the Kingdom, including David, and Jesus making connections between stories and the idea of a covenant between God and the people. • Find meanings in different titles used by and of Jesus, such as Son of Man, incarnate, Servant, Rabbi, Messiah, Christ, 'I am' statements. • Begin to make connections between the different narratives and the continued 	<p>religious teachings and everyday life.</p> <ul style="list-style-type: none"> • Identify and explain similarities and differences between Humanist, Muslim and Christian values • Investigate and apply ideas about values and how people choose to live their lives. • Discuss and give examples of right and wrong, love, forgiveness, truth, consequences and honesty • Discuss the importance of having a worked through set of ethical values to help live life well. • Show understanding of some reasons people might feel sorry. • Show understanding of some reasons why it is hard to 'make up' or apologise in a conflict. • Respond clearly with their own ideas about importance of confession to Christians. • Describe how some modern individuals have faced the challenge of forgiveness. • Explore and express their views about the consequences of forgiveness for themselves • Understand how Christianity is one of the Abrahamic faiths along with Judaism and Islam, considering some similarities and differences between these world faiths. • Explore the narratives about Moses, the Ten Commandments, the Kingdom, including David, and Jesus making connections between stories and the idea of a covenant between God and the people. • Find meanings in different titles used by and of Jesus, such as Son of Man, incarnate, Servant, Rabbi, Messiah, Christ, 'I am' statements. • Begin to make connections between the different narratives and the continued 	
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	covenant between God and the people.	covenant between God and the people.	
		<ul style="list-style-type: none"> • Summarise some features of Sikh practice (e.g. sewa, prayer) in the home and in the community • Using a developing religious vocabulary, explain and give reasons for some Sikh beliefs and symbols (e.g. Khanda, 5Ks) considering the meanings behind them • Discuss and apply ideas about Sikh practices and beliefs, recognising the challenges and value of belonging to the Sikh community • Compare and contrast Sikh beliefs and ways of life with those of other faiths • Explore and summarise how Christians understand the significance of Jesus' death and resurrection, considering narratives from the Gospels. • Express understanding and ask questions about how Jesus' death is seen as a sacrifice, as a way of forgiveness and salvation. Show understanding of these terms and weigh up what they mean for Christians today. • Explain how festivals and seasons are celebrated, including Ascension and Pentecost. • Describe and understand the rights and responsibilities that come with growing up • Explore and describe rites of passage, comparing a range of religious and secular approaches, responding with insights about the importance of these ceremonies • Reflect on their own beliefs, principles and values reasonably • Begin to evaluate different arguments about the rights and responsibilities of 	Y 6

teenagers and the ages
these should be applied

- Describe and express ideas about festivals and how and why they are commemorated.
- Give a considered response to how Jewish people follow the commandments set out in the Torah
- Summarise key beliefs for Jews including Shema and Tikkun Olam and describe how these affect lives today.

