Implementation

Teaching our RE curriculum, using the agreed Surrey syllabus, prepares children for the developing world. The study of religions encourages children to ask questions and think critically, with the opportunity to reflect on the development of religious thought and practice as well as their own identity and challenges of their time.

Our RE curriculum allows opportunities to enhance learning, cultural capital, questioning and curiosity through additional experiences, such as visitors, learning from other children whose families embrace one of the 5 major faiths, assemblies, re-enactment and drama. Each year group has access to a range of resources to help them plan specific activities that will best promote religious awareness.

Each class in a year group covers the same topic to ensure continuity. Teaching RE through discrete lessons and retaining the same book as they progress through the school helps to retain knowledge. To continue to develop children's love of learning for RE, teachers spend time planning cross-curricular links with other subjects through termly topics, as well as during our designated creative curriculum weeks throughout the academic year. To develop the children's love for reading, teachers can choose books relating to RE topics to share with the class. Classes can also have books in their reading corners and in their Reflection Areas to excite children's love for reading linking with RE for example covering a religion that is unfamiliar to the children but full of colour and vibrancy in its practise.

RE provides excellent opportunities for more able pupils to excel. Excel challenges are included on planning to enhance the learning of more able pupils through questioning, analysing, investigating and exploring.

RE often shows children operating outside the usual expectations compared to their levels in English as they may possess personal knowledge and understanding from their family's experience of a faith.

EXPECTED PROGRESS AT EACH KEY STAGE

In describing progress in RE, the Agreed Syllabus illustrates how pupils will develop increasing understanding through **theological**, **sociological** & **philosophical** approaches to learning, reflected in end of key stage expectations and within units of work. More detail can be found within the introductory pages for each phase and in the accompanying support materials. Schools are encouraged to adapt and expand these statements to help them to devise more school-based assessment descriptors, as they will already have done with other curriculum subjects.

by the end of Key Stage 1, pupils should be able to:	by the end of Key Stage 2, pupils should be able to:
⊘ talk simply about core beliefs and concepts and what they mean ⊘ use appropriate subject-specific vocabulary when they talk ⊘ identify similarities in features of religion and belief ⊘ retell religious, spiritual and moral stories ⊘ identify how stories / symbols / objects might show what people believe ⊘ identify how belief is expressed in different ways for different people	⊘ explore, gather, select, and organise ideas about religion, belief or worldviews, drawing on key texts / sources and concepts where appropriate ⊘ express their understanding of concepts in theological terms ⊘ suggest some ways in which different people might interpret key texts / sources ⊘ suggest meanings for a range of forms of expression, using accurate vocabulary
talk about different communities of people give examples of how people put their beliefs into practice, in the home, in places of worship or in living their lives give a reason why something may be of value to themselves and/or others, recognising different viewpoints	comment on connections between questions / beliefs / values / practices / ways of life, explaining their importance to different communities investigate and describe similarities and differences in lived experience within and between religions / beliefs describe the impact of beliefs and practices for different people *(e.g. on individuals, groups / communities and cultures, locally, nationally & globally)*
respond sensitively and imaginatively to questions about being human and their own place in the world ask thoughtful questions about their own and others' ideas, feelings and experiences recognise that some questions about life are difficult to answer respond to questions about e.g. 'right'/'wrong', 'good'/'bad, 'real'/'true' give a simple reason for a view that they have	explain how sources of inspiration and influence make a difference to themselves and others, recognising that others might think differently suggest what might happen as a result of their own and others' thinking, attitudes or actions, drawing on examples from their learning develop insights of their own in exploring questions raised by the study of religions and beliefs, relating to their own personal worldview reflect on possible connections between worldviews and the human search for meaning in life

SKILLS AND PROCESSES TO BE DEVELOPED THROUGH RE

Progress in RE depends upon the development of the following generic learning skills applied to RE. These skills should be used in developing a range of activities for pupils to demonstrate their capabilities in RE. They ensure that teachers will move pupils on from knowledge accumulation and work that is merely descriptive to higher-level thinking and more sophisticated skills.

Reflection – this includes:

- Reflecting on feelings, relationships, experience, ultimate questions, worldviews, beliefs and practices

Empathy – this includes:

- Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others
- Developing the ability to identify feelings such as love, wonder, forgiveness and sorrow
- Seeing the world through the eyes of others, and seeing issues from their point of view (worldview perspective)

Investigation – this includes:

- Asking relevant questions
- Knowing how to gather information from a variety of sources
- Knowing what may constitute evidence for justifying beliefs in religion

Interpretation – this includes:

- Drawing meaning from artefacts, works of art, music, poetry and symbolism
- Interpreting religious language and technical vocabulary
- Suggesting meanings of religious texts

Evaluation – this includes:

- Debating issues of religious significance with reference to evidence and argument

Analysis – this includes:

- Distinguishing between opinion and fact
- Distinguishing between the features of different worldviews

Synthesis – this includes:

- Linking significant features of worldviews, religion and belief together in a coherent pattern
- Connecting different aspects of life into a meaningful whole

Application – this includes:

- Making the association between religion / belief and individual, community, national and international life

Expression – this includes:

- Explaining concepts, rituals and practices
- Expressing personal knowledge / views, and responding to questions of religion and belief through a variety of media

Learning experiences should allow for the development of the following skills:

Observation	Knowing what to look for and being able to describe what they see without supposition.
Enquiry	Being encouraged to find out more about relationships and the world around them.
Reflection	An opportunity to think about action or belief and consider meaning.
Evaluation	Beginning with own experience and using this knowledge in an attempt to make considered judgements, therefore working towards applying insights and learning new experiences.

Some principles for RE in the Early Years Foundation Stage (EYFS)

Starts from the child's experience & within the EYFS curriculum

A mix of planned & purposeful play

Adult-led & child-led activities

Exploration through six key questions:

- ***Who am I and where do I belong?***
- ***Why do we have celebrations?***
- ***What makes a place special?***
- ***What can we learn from stories?***
- ***What makes something special?***
- ***What makes our world wonderful?***

RE in the seven areas of learning

The recommendation in this Agreed Syllabus is that for pupils in the early years, learning in RE should always start from a child's own experience and from within the EYFS curriculum. From this, the RE 'key questions' will lead children to the RE subject content, which focuses more on religious ideas and concepts. The EYFS curriculum will provide plenty of opportunities for RE-related learning. Much of pupils' learning in RE within Reception will be through planned, purposeful play, with perhaps a mix of adult-led and child-led activities. Below, we show five of the seven areas of learning and highlight examples of RE-related experiences and opportunities. The text relating to each area of learning is taken from the Statutory Framework for the Early Years Foundation Stage (DfE, 2021; pp.8-10).

Communication and Language	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.
Examples of RE-related experiences and opportunities	- In response to memorable experiences, give children the opportunities to respond creatively, imaginatively and meaningfully - Religious events, such as Christmas and Easter, can act as a stimulus to help children to think of different special events that are associated with different celebrations - Children are regularly given the opportunity to listen to one another's points of view - Stories, music, and artefacts give children the opportunity to learn about different important religious celebrations - Visiting places of worship and listening to visitors from different cultures and ethnic groups will expose children to new language. Children will then be able to use new words that are associated with this new learning, showing respect
Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.
Examples of RE-related experiences and opportunities	- Children have regular opportunities to use stories from different cultures and traditions as a stimulus to reflect on their own feelings and experiences, exploring them in different ways - Through the use of role-play, children can explore the ways that people show concern and love for others and talk about why this is important - Discussions can help children to think about issues of right and wrong (justice) and how humans can help each other - By thinking about children in the class being individuals, children are able to explore what makes everyone unique, special, and, most importantly, valued

RE in the seven areas of learning

Literacy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).
Examples of RE-related experiences and opportunities	- Stories can be used as stimuli, providing children with the opportunities to reflect on what different characters do and say and decide what children would have done in similar situations. - Activities and play can provide children with the opportunities to explore a story's meaning
Understanding the World	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.
Examples of RE-related experiences and opportunities	- Through everyday experiences, children have the opportunity to ask and answer questions about diversity, religion and culture - Visiting places of worship, or listening to visitors or members of the school community from different religions, beliefs and ethnic groups - The opportunity to handle real artefacts can allow children to be more curious, respectful and interested
Expressive Arts and Design	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.
Examples of RE-related experiences and opportunities	- Religious artefacts can act as a stimulus to allow children to think deeply about and express meanings associated with the artefacts - Children are provided with regular opportunities to share their own experiences and feelings, and can be supported with reflecting on them - Art, music, dance, stories, imaginative play, and role-play are all activities that can be used by children to represent their own ideas, thoughts, and feelings - Allow children to respond to things that they see, hear, smell, touch, and taste in their own way

The RE Curriculum for EYFS: 3 'Golden Threads'

This curriculum has been restructured from the previous Surrey Agreed Syllabus. There are 3 **'Golden Threads'** that enable links to be made across and within different religions and beliefs: ideas about 'God', 'Community' and 'Identity', explored through the substantive content, and encouraging pupils to view this content through the disciplinary (subject) lenses of theology, philosophy, and sociology. It is important to recognise here that the EYFS syllabus is likely to be structured very differently from learning in other key stages, in the way that the learning is approached through continuous provision, although schools may also choose to teach RE as a discrete subject.

The RE curriculum for EYFS is presented as six topics, with each exploring one key question. These key questions can be unpicked throughout the EYFS year, or taught as 'discrete' learning: this is a school-led decision. Through exploring the six key questions, children are able to explore the three golden threads, starting from the child's prior understanding and experiences and then widening to include other worldview points of views from this. They will broadly cover the following areas, helping children to understand:

Philosophical ideas about 'Identity'

Existential questions

In RE, we think about the mystery of what it means to be human, and 'me'

- We are all special and unique and have our own identity
- There are people who are special to us, e.g., family, friends and teachers
- Personal celebrations such as birthdays, weddings and baptisms and how they shape how we see ourselves
- 'Welcoming' celebrations, e.g., starting schools and new life
- Celebrating is a way of 'belonging'
- Belonging in a class and home family
- School-based celebrations

What are you curious about?
What questions do you have?
Do you think this is real?
What is right? What is wrong? What does 'good' mean?
What do you think we mean by 'true'?

Sociological ideas about 'Community'

Ways of living & impact

In RE, we think about what it means to be part of a community

- Festivals and celebrations that might be important for other children in the class/school, e.g., Eid-ul-Fitr, Diwali, Sukkot, Hanukkah, Naw-Ruz (Irani New Year), Guru Nanak's birthday etc. (as appropriate)
- Belonging in a school community (and, if part of a church school, the wider 'church family')
- It is important to respect things that are special
- Celebrating is often a way of expressing belonging
- Recognising where people belong, e.g. by special clothing or objects

How do different people celebrate?
How do you think people might use this artefact?
Are there any special celebrations or festivals that you have celebrated?
What could/do these symbols mean?
What happens here? Why is this place important?

Theological ideas about 'God'

Beliefs & Teaching

In RE, we think about what it means to believe certain things

- That 'God' is an important idea for some people
- There are special religious figures, e.g., Jesus as a special person for Christians, maybe through exploring Christmas and Easter, or Jesus' parables
- There are special places, special times, special objects and special books/stories – specifically the Bible as the special book for Christians, which contain the stories about Jesus
- The natural world is a place of wonder and is something that should be looked after; and the world is something that some people believe God created and others that it came about naturally

What does this *religious* word mean?
How do we pronounce it?
What is this story about? Why might people keep retelling it?
Who is God?
What does belief mean?
Why are special religious books important?

KS1	Compulsory units: 3 per year group	Concepts	Links with other learning in RE
Y1	**CHRISTIANITY: Why do Christians call God 'creator'?** • 'Create' / 'creation' / 'creator' • Biblical creation story • God as 'creator' of the world & in other parts of the Bible • Celebration of Harvest	*God* *Creation*	← The idea of Community God as a caring/loving figure. Jesus being the Son of God Fiction / Non-fiction as categories of texts → *Pupils will learn about the creation story from the Torah and the Qur'an in the KS1 Judaism & Islam units, and build on their understanding of God as creator in the Y2 unit 'What is God like for Christians?' There is also a thematic unit 'Why should we care for our world?' which will build on this understanding and also develop prayer as an expression of gratitude.*
Y1	**CHRISTIANITY: What is the 'Nativity' and why is it important to Christians?** • 'Nativity' as the birth of Jesus • Other important people in the Nativity • Why did angels announce Jesus' birth? • Diversity of Nativity sets across the world • Christmas as focus of worship of Jesus	*Incarnation* *God* *Worship*	← Christian belief in God as 'Father God' and creator. Harvest as a time when Christians have special Church services to thank God for His gifts, and that Christmas as the celebration of Jesus' birth. → *Pupils will continue to build their concept of incarnation through 'Y1: What do Christians learn from stories of Jesus?' & 'Y2: Why is giving important to Christians?'. This same Y2 unit also builds understanding of the community of Christian believers, the Church. Pupils will also make links with other places of worship e.g. synagogue & mosque being a focus for families and community life, as well as the concept of prayer in the thematic unit 'Is prayer important to everyone?'*
Y1	**CHRISTIANITY: What do Christians learn from stories of Jesus?** • Stories about Jesus, baby → man • Jesus human 'like us' and divine, 'like God' • Jesus' stories ('parables') & miracles • Christians as 'followers' of Jesus • End with Easter story and symbols	*Incarnation* *Salvation*	← The Nativity account Jesus's birth involving unusual events What Christians think God is like. The idea of friendship being something involving effort. → *Pupils will continue to build on their understanding of incarnation (Jesus being born as a human being) across KS1 & KS2. There are also important threads of the way that Jesus taught others, through stories especially, that will be picked up in KS2 units building the Kingdom of God concept. There is also a KS1 thematic unit 'Why do people tell stories?' that will draw on the learning from this unit.*
Y2	**CHRISTIANITY: What is God like for Christians?** • Build on idea of God as creator • Images of God from the Bible: shepherd, parent, King • Ideas in art / story / song	*God* *Creation*	← God creating the world and God as a caring and giving figure. That 'Christians' are followers of Jesus. That Christians worship God in church and how they live → *Pupils will continue to build on the concept of 'God' for Christians through developing their understanding of Jesus as God's Son – and the 'image' of God, his Father. The concept of God as Trinity – Three and yet One – is a great Christian 'mystery', which will be explored further in UKS2.*
Y2	**CHRISTIANITY: Why is giving important to Christians?** • Why / when do we give to others? • Christians (as 'Church') give in different ways e.g. 'service', food bank • Commandments to 'love God & love others' • Giving at Christmas because God gave	*Incarnation* *Worship* *Kingdom*	← The idea that 'worship' is important for some people and is a way of showing that God is important Some stories and words in the Bible that help Christians to live their lives as Jesus taught (e.g. parables Jesus told and stories about Jesus) the story of Jesus' birth and that Christians believe Jesus is God's Son → *Children's thinking about the concept of 'incarnation' will continue to be built on through key units in KS2. A key thematic unit for Y2 focuses further on the concept of giving, so this unit will really help to build that idea and help pupils to see the connections within other communities of faith and belief. This unit also links with the thematic unit 'Is prayer important to everyone?'*
Y2	**CHRISTIANITY: Why do Christians call Jesus 'Saviour'?** • 'Saving' others; Jesus as 'Saviour' • Jesus changing lives e.g. Zacchaeus • Salvation in Easter story, symbols in an Easter garden	*Salvation*	← That Jesus is God 'in human form' (incarnate) and was born as a baby in Bethlehem That Jesus grew up to be a man and had many friends, including the 12 disciples → *Children could draw on ideas from this unit to help with learning in the KS1 thematic units 'What do people learn from stories?' & 'Y2: Is giving better than receiving?' Pupils will revisit and build on the concept of* ***salvation*** *in the LKS2 unit 'What's the Bible's 'big story – and why is it like treasure for Christians'?'*

KS1	Compulsory units: 2 per year group	Concepts	Links with other learning in RE	
KS1	**JUDAISM: What is the Torah and why is it so important to Jewish families?** • What makes a book special? • Torah is special as it contains God's words & rules for living (mitzvot) • How Jewish people show the Torah is special in how it's treated & where it 'lives'	*'Holy' Torah Mitzvot Respect*	←	The Christian Bible, which contains stories about God and his people The story of creation (in the Old Testament), along with some stories of key figures e.g. Noah and Moses Have some knowledge of the importance of rules for community living Pupils may have learned about Shabbat as the Jewish day of rest, or…
			→	*…children may build on this unit with learning about Shabbat, depending on schools' choices. In the thematic units for KS1, pupils will be considering why stories and/or prayer might be important to people, so learning in this unit will help them to further develop their thinking.* *In LKS2, pupils will be exploring some key festivals within Judaism and investigating links between them, Jewish practices and writings in the Torah.*
KS1	**JUDAISM: Why do Jewish families celebrate the gift of Shabbat?** • Shabbat as a special gift of rest • Links with creation story • Friday night meal & symbols; Saturday night ceremony as start of new week	*Shabbat Creation Shalom rest*	←	Special times for them and their peers Activities that they and their friends do at the weekend are varied but there can be activities that people do every weekend Have explored the creation story from the Bible, where God rested on the 7th Day. *(NB Teacher note: the Christian Bible includes writings from the Torah)*
			→	Pupils may also have learned about the Torah as the special holy book for Jewish people, or…. *…pupils may pick up the concept of Shabbat again in the Torah unit, as it appears in the 10 Commandments. In the thematic units for KS1, pupils will be considering why stories and/or prayer might be important to people, so learning in this unit will help them to further develop their thinking.*
KS1	**ISLAM: What is important for Muslim families?** • Muhammad (pbuh) is the most important Prophet (messenger) for Muslims • Muslims learn from his life & example • Qur'an contains the holy words of Allah	*respect Prophet ibadah salaam (peace) creation*	←	***As the KS1 Islam units can be taught in any order, pupils may have explored some key ideas for Muslims already. Ensure you reflect this in planning.*** Special books and special people What it means to show respect and how people might do this in different ways
			→	*In the thematic units for KS1, pupils will explore the place of stories and leaders within community life, as well as how beliefs impact on actions, such as caring for creation. Pupils will deepen their understanding of how the teachings of the Qur'an and the practices of Islam shape life for Muslims in LKS2 in the unit 'How does 'ibadah' (worship) show what's important to Muslims?'*
KS1	**ISLAM: Who is Allah and how do Muslims worship Him?** • Muslims believe in One God, Allah • 99 beautiful names express what Allah is like, including 'Al-Khaliq' (creator) • Prayer is part of worship of Allah (ibadah)	*Allah salah Ibadah*	←	***As the KS1 Islam units can be taught in any order, pupils may have explored some key ideas for Muslims already. Ensure you reflect this in planning.*** the idea that God is seen in different ways by different people people's choices are influenced by what they believe
			→	*There is a key thematic unit which explores the concept of prayer ('Is prayer important to everyone?') for different people, and 'Is it better to give or to receive?' could also draw on learning from this unit. The thematic unit 'Why should we care for our world?' could also draw on pupils' understanding of Allah as creator. Pupils will deepen their understanding of how worship & salah show submission to Allah in the LKS2 unit 'How does 'ibadah' (worship) show what's important to Muslims?'*

KS1	Thematic units: choose 1 per year group		Links with other learning in RE
	The thematic units are designed to help secure deeper connections in pupils' learning across the year, through the development of the Golden Threads: the concepts of God, Community and Identity. **Where units are placed by schools in their long term plan will impact on the connections that are possible, so it's essential to plan thematic choices carefully. Whilst units may draw on learning from your wider curriculum, you must ensure that the focus remains on RE, and include a balance of religious and non-religious perspectives, including Christianity.** The Golden Threads are a key feature of the thematic units as they help to ensure that pupils' learning is multi-disciplinary, and contains an age-appropriate balance of Theological, Sociological and Philosophical questions and approaches. The thematic units contain a balance of material to consolidate learning with new learning that builds on this, and so create ideal opportunities to gather evidence of pupils' progress. Schools can also decide to include content that relates to their own setting e.g. if you have Buddhist / Humanist pupils in your school, then the thematic units you choose could include material that helps pupils to understand Buddhism / Humanism.		
KS1	**What makes a good leader?** • Who are 'good' leaders? • Why did people follow Moses / Jesus / Muhammad (pbuh)? • Leaders who followed a faith / belief • What can we learn from leaders?	←	**This unit will explore ideas about how communities choose their leaders and the characteristics of a good leader. It will also consider why people follow a leader and the impact of some leaders on how communities live. This unit could draw on learning from:** • Y1 CHRISTIANITY: What do Christians learn from stories of Jesus? • Y2 CHRISTIANITY: Why do Christians call Jesus 'Saviour'? • Y2 CHRISTIANITY: Why is giving important to Christians? • KS1 JUDAISM: What is the Torah and why is it so important to Jewish families? • KS1 ISLAM: What is important for Muslim families?
KS1	**Why do people tell stories?** • Stories help us understand life; teach us to be better people; about real events; to comfort & link us to others • Stories linked to festivals from prior learning across units; add Hanukkah* / Purim* • Aesop's Fables / Huge Bag of Worries / The Memory Tree	←	**This unit will explore how stories are important to people of different faiths and beliefs as a way of expressing meaning, sharing morals and providing comfort in challenging times or answers to difficult questions. This unit could draw on learning from:** • Y1 CHRISTIANITY: Why do Christians call God 'Creator'? • Y1 CHRISTIANITY: What do Christians learn from stories of Jesus? • Y1 CHRISTIANITY: What is the 'Nativity' and why is it important to Christians? • Y2 CHRISTIANITY: Why do Christians call Jesus 'Saviour'? • KS1 JUDAISM: What is the Torah and why is it so important to Jewish families? *(*NB these stories are not in the Torah, but you are building on understanding about what's important to Jewish families)* • KS1 ISLAM: What is important for Muslim families?
KS1	**Is prayer important to everyone?** • Who do people pray to? Does everyone pray? • How is prayer different from reflection? • Buddhist 'prayer' flags & prayer beads across traditions	←	**This unit will explore how different religious communities pray, and to consider why other people choose not to pray. It will also consider differences between prayer and reflection. This unit could draw on learning from:** • Y1 CHRISTIANITY: Why do Christians call God 'Creator'? (Harvest) • Y1 CHRISTIANITY: What is the 'Nativity' and why is it important to Christians? • Y2 CHRISTIANITY: Why is giving important to Christians? • KS1 JUDAISM: Why do Jewish families celebrate the gift of Shabbat? • KS1 ISLAM: Who is Allah and how do Muslims worship him?
KS1	**Why should we look after the world?** • Link to ideas from prior learning about creation • Caring about the world from non-religious perspective – we all share our world • Tu B'Shvat (Jewish tree-planting festival)	←	**This unit will give pupils opportunities to reflect on the natural world, what makes it precious and why / how we should care for it. Whilst the creation account (found in the Bible, the Torah and the Qur'an) might help answer this question for religious people, pupils should also be given opportunities to learn that non-religious people also show wonder at the natural world and concern about environmental issues and believe different things about how the world came to be. This unit could draw on learning from:** • Y1 CHRISTIANITY: Why do Christians call God 'Creator'? • Y2 CHRISTIANITY: What is God like for Christians?

			• KS1 JUDAISM: Why do Jewish families celebrate the gift of Shabbat? • KS1 ISLAM: What is important to Muslim families? • KS1 ISLAM: Who is Allah and how do Muslims worship Him?
Y2	**Is giving better than receiving?** • Why do we give? And receive? • Giving & receiving through festivals e.g. Harvest festivals / Christmas / Easter / Eid • Gifts of Creation / Shabbat / Torah / Qur'an / Jesus • How do Sikhs give and why? • Giving from a non-religious perspective	←	**This unit will start from children's own experiences of giving and receiving and explore how both are a part of community life, are expressed in different ways and what motivates people to give. It is an opportunity to look at giving and receiving from both religious and non-religious perspectives. This unit could draw on learning from:** • Y1 CHRISTIANITY: Why do Christians call God 'creator'? • Y1 CHRISTIANITY: What is the 'Nativity' and why is it important to Christians? • Y2 CHRISTIANITY: What is God like for Christians? • Y2 CHRISTIANITY: Why is giving important to Christians? • KS1 JUDAISM: Why do Jewish families celebrate the gift of Shabbat? • KS1 ISLAM: Who is Allah and how do Muslims worship Him? • KS1 ISLAM: What is important for Muslim families?

LKS2	Compulsory units: 3 per year	Concepts	Links with other learning in RE
Y3	**CHRISTIANITY: How can artists help us to understand what Christians believe and do?** • How Christians show ideas about God through art • Crosses from around the world • Art (incl. Christmas) from different cultures: Jesus 'like us' (incarnation)	*God* *Incarnation*	← Christians call God 'Father' and 'creator' & also see him as being like a shepherd & a King. Christians believe Jesus is God's Son and was born as a baby. He is God *incarnate* (in human form) and is both human (like us) and divine (like God). Pupils should also know the Nativity & Easter narratives, and have explored them in simple ways, including visual imagery. → *The ideas in this unit may be further explored in the thematic unit 'How do people use creative ways to express their beliefs?'. The UKS2 unit 'Y6: How is God Three – and yet One?' will deepen pupils' understanding of the Trinity*
Y3	**CHRISTIANITY: What's the Bible's 'big story' – and why is it like treasure for Christians?** • The Bible tells the big story of God and his people – place stories & concepts • At the centre of it is Jesus • Why might the Bible be like 'treasure'? • Using creativity to express ideas / beliefs	*Creation* *Free will / Fall* *Covenant* *People* *Incarnation* *Salvation* *Gospel* *Kingdom*	← The Bible is the special book for Christians The story of Creation (how God made the world) and how it is at the very beginning of the Bible The stories of Christmas and Easter from the New Testament (Gospels) That Jesus is God 'in human form' (incarnate) & is called 'Saviour' by Christians → *This is a pivotal unit as it creates the big schema across all the theological concepts into which many other units will be linked. There is also opportunity to pick up some of the creative responses used in this unit in the thematic unit 'How do people use creative ways to express their beliefs?'' Pupils will revisit what Jesus called the Greatest Commandment in the LKS2 thematic unit 'What is the Golden Rule and why do so many people live by it?'*
Y3	**CHRISTIANITY: How did Jesus change lives – and how is it 'good news?'** • Miracles & stories about Jesus through the eyes of Peter • 'Gospel' as 'good news' • Forgiveness & restoration	*Gospel* *Kingdom*	← *Both Y1: What do Christians learn from stories of Jesus? & Y2: Why do Christians call Jesus 'Saviour'? explore key events from the life of Jesus & what Christians believe about them* *The Big Story of the Bible and how people rejected God.* *God sent Jesus to bring him back into relationship with him (salvation)* → *LKS2 thematic unit 'What is the Golden Rule and why do so many people follow it?' should refer to how a belief in forgiveness and repairing relationships links to treating others as you wish to be treated.* *UKS2 Y6: What do Christians believe about the Messiah – and why is it good news? further explores the concept of 'Gospel' & Y6: What difference does it make to belong to God's Kingdom? builds on the Kingdom concept*
Y4	**CHRISTIANITY: What did God promise to his people?** • Covenants and stories from the Bible, including creation • What impact do God's promises have on Christians, the things they promise and their subsequent actions?	*God* *Creation* *Covenant* *People*	← A promise is an agreement between two people that shows a commitment to each other Pupils may have explored the concept of covenant if they have already studied the LKS2 Judaism unit before this one. This will also build on understanding developed in the Y3 unit 'What's the Bible's 'big story'?' God's nature is to give to his people and care for them → *The concept of covenant is a key element of the thematic unit 'Why do people make promises?' 'How do people try to make the world a fairer place?' and 'Are words more important than actions? It will also be built upon in UKS2 in the units 'Y6: What do Christians believe about the Messiah?' & 'Y6: For Christians, what difference does it make to belong to God's Kingdom?'*
Y4	**CHRISTIANITY: What did Jesus say about God's kingdom & why is it 'good news'?** • 'Kingdom' as God's rule on earth & in heaven • Jesus' teaching about God's Kingdom in the Sermon on the Mount & the Great Commandment • Christians living as citizens of God's Kingdom	*Gospel* *Kingdom*	← Some of Jesus' actions including healings Some of Jesus' teachings about how people should live The 'Good News' of the Gospel as seen in the lives of people Jesus met and changed → *The UKS2 units 'Y5: How did the Church begin and where is it now?' and 'Y6: For Christians, what difference does it make to belong to God's Kingdom?' pick up on elements of the establishing of God's Kingdom through the Church and also considers how the Church is a worldwide community, which explains representations of cultural & theological diversity in the lived experiences of Christians today. The thematic unit 'What is the Golden Rule and why do so many people live by it?' draws on the Greatest Commandment from this unit*
Y4	**CHRISTIANITY: For Christians, is communion a celebration, or an act of remembrance?** • Communion as a sacrament to 'remember' • Passover & new covenant (& Easter) • Communion symbolism across the world	*Salvation*	← **NB teach this unit after LKS2 Judaism unit** (which includes the Passover meal and what it commemorates) Stories about Jesus' death and resurrection & how these are remembered at Easter The 'Church' is a global community of believers 'Y1: What is the 'Nativity' and why is it important to Christians?' & 'Y3: How can artists help us understand what Christians believe?' → *The establishing of the sacrament of communion as a Christian practice, at the centre of Christian worship, is essential to developing pupils' understanding most of the UKS2 Christianity units.*

LKS2	Compulsory units: 2 per year	Concepts	Links with other learning in RE
LKS2	**JUDAISM: What are important times for Jewish people?** • Importance of 'remembering' in Judaism • Key 'foot' festivals: Passover & Sukkot, links to stories & practices • Bar/Bat Miztvah as commitment (covenant) to keep mitzvot & ketubah as marriage promises • Celebrating Shabbat for different Jewish people	*mitzvot* *Covenant* *Shabbat* *Shalom*	← The Torah as a special holy book for Jews and to make connections between the Torah and the part of the Bible that Christians call the 'Old Testament' and portions of the Qur'an. Why rest might be important and the importance for Jewish families of Shabbat as a time set apart from the rest of the week. (It is also the 4th of the Ten Commandments.) → *Whilst this unit is a Judaism unit, it should be taught before the Y4 communion unit in order to help pupils understand what Jesus was doing in the Last Supper. The concept of covenant for Jewish people will be an essential element of the LKS2 thematic unit 'Why do people make promises?' and also reflected in 'Are words more important than actions?' through the idea of re-enacting as a part of remembering in Jewish festivals. Pupils will study in UKS2 what it means for Jewish people to be part of a synagogue community, so building on their understanding of how a community gains identity from covenants, practices and festivals.*
LKS2	**ISLAM: How does 'ibadah' (worship) show what's important to Muslims?** • Prayer (salah) shows submission to Allah • Ummah as an equal community of believers • Qur'an as final revelation & guide for living	*Tawhid – Allah is One* *Ummah* *Salah* *submission*	← That Allah is an Arabic term for God Muslims believe in the oneness of God. Many Muslims may pray in a mosque as a place of worship. That following the Qur'an, and the teachings of the Prophet Muhammad (pbuh) are important to Muslims → *The ideas & words from the Qur'an explored in this unit will be followed up in many of the LKS2 thematic units. In the UKS2 Islam unit, pupils will investigate the 5 pillars of Islam which help most Muslims to live a good life and ideas about the two angels, which are said to sit on either shoulder of a Muslim person- one recording the good deeds done by the person and one recording the bad deeds.*
LKS2	**SIKHI: What do Sikhs value?** • Duties of Sikhs to pray, work and give • Equality is important to Sikhs & is expressed in langar & Sikh community • Gurus as teachers & leaders	*Equality* *'Pray, Work, Give'* *Moksha* *Five Ks* *Guru*	← Equality and justice are important ideas within Christianity, Judaism & Islam Jesus taught that it is important to love God and love others in the Great Commandment Pupils may have explored ideas about leaders and followers in the KS1 thematic unit 'What makes a good leader?' Pupils may have explored the idea of how Sikhs give to the langar in the KS1 thematic unit 'Is it better to give or to receive?' → *The concept of equality will be extended in the thematic unit 'How do people try to make the world a better place?' or 'What is the Golden Rule?' and built on further in UKS2 in units that focus on what it means to live a good life. The important Sikhi concept of the cycle of Samsara is also explored as a concept in the Hindu Dharma & Buddhism units*
LKS2	**HUMANISM: How do non-religious people celebrate new life?** • Celebrating new life is important to religious & non-religious people • We have one life to live & it's worth celebrating • Key principles of Humanism through baby welcoming ceremonies • The importance of the freedom to choose how to live and what to believe	*Science* *Reason* *Empathy*	← Why Church is important to Christians and what might happen there e.g. baptism/christening Important times for Jews (Bar/Bat Mitzvah) How a range of religions (Christianity, Judaism, and Islam) share a belief in God as creator Thematic units across KS1 should have introduced children to the idea that not all people follow a religion or believe in a God, or believe the same things about how the world began → *Developing comparative skills when looking at non-religious and religious views in thematic units.* *Christians welcoming people to the community of faith (& Kingdom of God) through baptism* *Comparisons when looking at a wider range other religions in UKS2; Sikhism, Hindu Dharma, Buddhism.* *Pupils will develop their knowledge and understanding of Humanism further in most of the thematic units, but especially 'What is the Golden Rule and why do so many people follow it?' Pupils will also develop cross curricular learning links when pupils look at Science - Evolution and Inheritance in UKS2 and beginning to consider how humans came to be and the part that Science and Evidence might play in that.*

LKS2	Thematic units: choose 1 per year		Links with other learning in RE
The thematic units are designed to help secure deeper connections in pupils' learning across the year, through the development of the Golden Threads: the concepts of God, Community and Identity. **Where units are placed by schools in their long term plan will impact on the connections that are possible, so it's essential to plan thematic choices carefully. Whilst units may draw on learning from your wider curriculum, you must ensure that the focus remains on RE, and include a balance of religious and non-religious perspectives.** The Golden Threads are a key feature of the thematic units as they help to ensure that pupils' learning is multi-disciplinary, and contains an age-appropriate balance of Theological, Sociological and Philosophical questions and approaches. The thematic units contain a balance of material to consolidate learning, with new learning that builds on this, and so create ideal opportunities to gather evidence of pupils' progress. Schools can also decide to include content that relates to their own setting e.g. if you have Buddhist / Humanist pupils in your school, then the thematic units you choose could include material that helps pupils to understand Buddhism / Humanism.			
LKS2	**Why do people make promises?** • How people demonstrate commitment through making promises e.g. in marriage, at birth, rites of passage etc. • Draw on material across religions & beliefs studied	←	**This unit will explore how promises form a part of different rites of passage e.g. baby welcoming / marriage and should ideally build pupils' abilities to make comparisons across & within religions and beliefs. This unit could draw on learning from:** • Y4 CHRISTIANITY: What did God promise to his people? • LKS2 JUDAISM: What are important times for Jewish people? • LKS2 HUMANISM: How do non-religious people celebrate new life? • LKS2 SIKHI: What do Sikh people value? • Y4 CHRISTIANITY: For Christians, is communion a celebration or an act of remembrance?
LKS2	**What is the 'Golden Rule' and why do so many people live by it?** • We share a common need to be treated well in order to live together peacefully. • The 'golden rule' is shared across religions & beliefs & how this impacts on ways of living	←	**This unit will explore why the teaching known as the 'golden rule' might be common to so many religions, and important to non-religious people as well. It is important that pupils see the connections between the different 'versions' of the Golden Rule, but also acknowledge that for non-religious people, the Golden Rule came not from God, but from our common need to be treated well in order to live together peacefully. This unit could draw on learning from:** • Y3 CHRISTIANITY: What's the Bible's 'big story' – and why is it like treasure for Christians? • Y4 CHRISTIANITY: What did Jesus say about God's Kingdom – and why is it 'good news'? • LKS2 ISLAM: How does 'ibadah' (worship) show what's important to Muslims? • LKS2 SIKHI: What do Sikhs value? • LKS2 HUMANISM: How do non-religious people celebrate new life?
LKS2	**How do people use creative ways to express their beliefs?** • People from different traditions express themselves through the arts in different ways & why this is • Some ideas and beliefs are easier to express through the arts / symbolism	←	**This unit will explore some different ways in which people use their creativity to express the things that they believe. Throughout this unit children could focus on one or more of the Arts e.g. art (including sculpture), photography, poetry, music or dance. This unit could draw on learning from:** • Y3 CHRISTIANITY: How can artists help us to understand what Christians believe? • Y3 CHRISTIANITY: What's the Bible's 'big story' – and why is it like treasure for Christians? • LKS2 ISLAM: How does 'ibadah' (worship) show what's important to Muslims? • LKS2 HUMANISM: How do non-religious people celebrate new life?
LKS2	**Are words more important than actions?** • Consider key teachings from religions / beliefs studied – is it more important to believe words or live them? • Which words / actions do you live by?	←	**This unit will explore the connections between what people say and what they do, considering key teachings from different religions and beliefs and evaluating whether a belief in something requires an impact on peoples' lived experience. This unit could draw on learning from:** • Y3 CHRISTIANITY: How did Jesus change lives – and how is it 'good news'? • Y3 CHRISTIANITY: What's the Bible's 'big story' – and why is it like treasure for Christians? • Y4 CHRISTIANITY: What did God promise to his people? • Y4 CHRISTIANITY: What did Jesus say about God's Kingdom and why was it 'good news'? • Y4 CHRISTIANITY: For Christians, is communion a celebration or an act of remembrance?

			• ISLAM: How does 'ibadah' (worship) show what's important to Muslims? • JUDAISM: What are important times for Jewish people? • HUMANISM: How do non-religious people celebrate new life?
LKS2	**How do people try to make the world a fairer place?** • There are situations of social and economic unfairness in the world • Many religions and belief systems teach it is important to share and give to those who are in need or make a difference in the world • Focus on Mitzvah Day in Judaism as a way of bringing about tzedek (justice) or Tikkun Olam (restoration) • How can **we** make a difference?	 ←	**This unit will explore how many different communities try to bring justice where they see unfairness around them. This would be an ideal unit to help pupils to explore what this might look like for you in your own school community. This unit could draw on learning from:** • Y3 CHRISTIANITY: How did Jesus change lives – and how is it 'good news'? • Y4 CHRISTIANITY: What did God promise to his people? • Y4 CHRISTIANITY: What did Jesus say about God's Kingdom and why was it 'good news'? • JUDAISM: What are important times for Jews? • ISLAM: How does 'ibadah' (worship) show what's important to Muslims? • SIKHI: What do Sikh people value? • HUMANISM: How do non-religious people celebrate new life?

UKS2	Compulsory units: 3 per year	Concepts	Links with other learning in RE
Y5	**CHRISTIANITY: What do Christians believe about creation?** • Link with Science curriculum: creation / evolution theories • Humanity has choices – 'free will' • All of creation is affected by 'the fall' • One day there will be a new creation	*Creation* *Free will*	← People believe different things about how the world began The creation narrative is shared by Christians, Muslims and Jews The Christian 'big story' (meta-narrative) begins with creation → *As Christian views about creation differ, this is an important unit to help pupils to understand diversity* ***within*** *a faith community and where those beliefs come from, which is an essential skill for pupils to build on through all units in UKS2 and beyond, to KS3. This unit is especially relevant to the UKS2 thematic unit 'How did it all begin?' and the Y6 unit 'Who am I and where do I belong?'*
Y5	**CHRISTIANITY: Why is the idea of 'rescue' so important to Christians?** • God's 'Big Story' – the rescue plan • Stories of salvation across OT & NT • 'Salvation' in the Easter story • Creative expressions of salvation	*Creation* *Free will / Fall* *Covenant* *People* *Incarnation* *Gospel* *Salvation* *Kingdom*	← The Bible tells the 'big story' of salvation, with the story of Jesus' birth, death & resurrection at the centre. Previous **salvation** units will all have referenced the concept of 'rescue' Gospel means 'good news': Jesus' life, death and resurrection are all a part of this good news → *This is another pivotal unit as it creates the big schema across all the theological concepts into which many other units are linked,* *This is an important unit to help pupils understand Christian views about life now – and life after death – so it will link well into the thematic units 'What does it mean to live a good life?' or 'Is life a journey?'*
Y5	**CHRISTIANITY: How did the Church begin, and where is it now?** • Birth of the Church at Pentecost • God calls the Church to do God's work in the world and be 'good news' • Baptism, worship & service are signs of membership	*Kingdom* *Gospel*	← What the Kingdom of God is and how it is ruled Jesus' teachings on how his followers should live That 'Church / church' is both the community of believers and the building that Christians worship in That the Church is a worldwide community of believers → *This unit will be built upon in Y6 'For Christians, what difference does it make to belong to God's Kingdom?' and also in the unit exploring God as Trinity, Three and yet One. It is especially important to revisit the global dimensions of Christianity in these units.*
Y6	**CHRISTIANITY: How is God Three – and yet One?** • Holy Spirit is God at work in the world • Holy Spirit in relationship with Father & Son • Trinity in baptism of Jesus, creation & Christians' experience • How does this idea compare with other religions' beliefs?	*God* *Trinity* *Incarnation*	← That Christians believe Jesus is God's Son, God *incarnate* (in human form) and the Saviour / Messiah Christians experience God as Father, King, Creator, shepherd: these aspects relate to his character The Holy Spirit is God active in the lives of Christians → *This unit links very well with the Y6 Kingdom unit, exploring what it means for Christians to allow God's Holy Spirit to work in and through them as they live in God's Kingdom. The concept of God being Three – and One – is an interesting comparison when pupils learn about the Trimurti in the Hindu Dharma unit, but also as a contrast to Jewish and Muslim beliefs about God being one and without equal*
Y6	**CHRISTIANITY: What do Christians believe about the Messiah – and why is it good news?** • Jesus as fulfilment of OT prophecies in his birth, life and death • Link with story of Simeon in the temple • What Jesus said about himself • Links to 'I AM' statements in John's Gospel	*Incarnation* *Salvation* *Covenant* *People*	← That God made covenants (promises) with his people throughout the Old Testament That Jesus' birth, life, death and resurrection are at the very centre of the Christian 'big story' (meta-narrative) That incarnation and salvation are core concepts within Christianity → *This unit will be built on in 'Y6: For Christians, what difference does it make to belong to God's Kingdom?' as it explores the impact of beliefs about Jesus as Messiah on how Christians live their lives. It is also revisited in many of the thematic units for UKS2*
Y6	**CHRISTIANITY: For Christians, what difference does it make to belong to God's Kingdom?** • Command to 'act justly, love mercy, walk humbly' • What difference does the Holy Spirit make? • Lord's Prayer – on earth/ in heaven • Christians' beliefs about life after death	*Incarnation* *Kingdom*	← God's Kingdom was inaugurated by Jesus and he taught his followers what should be important to citizens who belong there, through parables & other teachings e.g. the Sermon on the Mount Serving others and treating them fairly is important in God's Kingdom The Holy Spirit is God active in the lives of Christians, at work across the world → *This is also an important unit to help pupils understand Christian views about life now – and life after death – so it will link well into the thematic unit 'What does it mean to live a good life?' or 'Is life a journey?' as both these units explore different religious and non-religious perspectives on life and the afterlife*

UKS2	Compulsory units: 2 per year	Concepts	Links with other learning in RE	
UKS2	**JUDAISM: What does it mean to be part of a synagogue community?** • Centrality of Torah to worship (e.g. *shema*) • Impact of commitment to justice / living according to mitzvot in the Torah / remembering (Yom Kippur) • Synagogue: place of learning, worship & gathering	*Shema* *Torah* *mitzvot* *Tzedek (Justice)*	←	That most communities have rules to help life to be fair for everyone That teachings in sacred texts help believers know how to live as part of a community That places of worship are a focus for many different activities Symbolism as a way of expressing meaning
			→	*The thematic units 'What does it mean to live a 'good' life? and 'Should we forgive and forget?' both build on the understanding developed in this unit of the role of teachings / mitzvot in creating a community that is fair*
UKS2	**ISLAM: What helps Muslims to live a good life?** • Five pillars as duties for living a good life • Fasting and celebrating contribute to a good life • Hadith & sunnah as guidance to follow	*Shahadah* *Salah* *Sawm* *Zakah* *Hajj* *hadith*	←	'Allah' is an Arabic term for God Muslims believe in the oneness of God. Many Muslims may pray in a mosque as a place of worship. Worship shows what is important to Muslims.
			→	The Qur'an is Allah's final revelation to humanity & was revealed to the Prophet Muhammad (pbuh) in Arabic. Following the guidance from the Qur'an is of high importance. Reading the Qur'an is an act of worship as well as a source of guidance: it should be read in the original Arabic. *This learning in this unit will be revisited as part of several UKS2 thematic units, especially 'What does it mean to live a good life?'*
UKS2	**HINDU (SANATANA) DHARMA: What helps Hindus (Santanis) to worship?** • 'Sanatana Dharma' as a way of life for Hindus (Sanatanis) • Brahman present in all things & represented in many forms esp. Trimurti • Key deities and avatars of Sanatana Dharma (Hinduism) and their place in Hindu worship	*'Sanatana Dharma'* *Brahman* *(tri)murti* *Puja* *Arti* *avatar*	←	How believers worship in other religions God as Trinity in Christianity & other ideas about what 'God' is like Pupils may already have explored some key Hindu ideas in 'Why should Hindus live a good life?'
			→	*The learning in this unit will be revisited as part of the thematic units 'What does it mean to live a good life?' and 'Is life a journey?' Pupils will also explore Buddhism as a way of life in 'What is the 'Buddhist way of life'?'*
UKS2	**HINDU (SANATANA) DHARMA: Why should Hindus live a good life?** • Cycle of samsara & impact of karma • Moksha as release from cycle of samsara • Importance of 4 dharma (duties) & artha (honest living) in achieving a good life	*'Sanatana Dharma'* *Samsara* *Karma* *Moksha*	←	Living a good life means different things to different people That religions often express beliefs about life after death That there may be rewards in this life and/or the next for living a 'good' life Pupils may already have explored some key Hindu ideas in 'What helps Hindus to worship?'
			→	*The ideas explored in this unit will be revisited as part of the thematic units 'What does it mean to live a good life?' and 'Is life a journey?' Pupils will also explore ideas about the cycle of samsara in the Buddhism unit.*
Y6	**BUDDHISM: What is the 'Buddhist way of life'?** • Story of Buddha's enlightenment • Buddhists follow dhamma (teachings) to avoid bad karma & escape cycle of samsara • Eightfold Path as the way to enlightenment esp. meditation	*'Buddha'* *Samsara* *Karma* *Nirvana*	←	**It is recommended that pupils explore a Hindu (Sanatana) Dharma unit before this unit to consider connections and similarities. NB If this unit is not taught in Y6, key elements from it should be included in the UKS2 thematic units.** That religions have teachings to help believers know how to live That worship is usually focused on a deity or higher power
			→	*This unit is especially relevant to the thematic units 'What does it mean to live a good life?' 'Should we forgive and forget?' and 'Is life a journey?'*

UKS2	Thematic units: choose 1per year	Links with other learning in RE

The thematic units are designed to help secure deeper connections in pupils' learning across the year, through the development of the Golden Threads: the concepts of God, Community and Identity. **Where units are placed by schools in their long term plan will impact on the connections that are possible, so it's essential to plan thematic choices carefully. Whilst units may draw on learning from your wider curriculum, you must ensure that the focus remains on RE, and include a balance of religious and non-religious perspectives.**

The Golden Threads are a key feature of the thematic units as they help to ensure that pupils' learning is multi-disciplinary, and contains an age-appropriate balance of Theological, Sociological and Philosophical questions and approaches.

The thematic units contain a balance of material to consolidate learning, with new learning that builds on this, and so create ideal opportunities to gather evidence of pupils' progress. Schools can also decide to include content that relates to their own setting e.g. if you have Buddhist / Humanist pupils in your school, then the thematic units you choose could include material that helps pupils to understand Buddhism / Humanism. **In UKS2, you must ensure that Buddhism is included in the thematic units if it was not selected as a compulsory unit of work for Y6.**

UKS2	**How did all begin?** • What are the different beliefs about what happened? • Are there common threads across religions? • Can you believe in both God and science? • Is it important to know how the world began?	**This unit will investigate the ways in which people from religious and non-religious perspectives try to answer the question of how the world began – and evaluate whether pupils think it's possible to know for sure. This unit could draw on learning from:** • Y5 CHRISTIANITY: What do Christians believe about creation? • *Y5 Science curriculum* • UKS2 HINDU (SANATANA) DHARMA: What helps Hindus to worship?
UKS2	**Is life a journey?** • Milestones – personal / others • How do we overcome hurdles on a journey? • How do people decide which way to go? • Is a journey better shared? • *How is a pilgrimage different to a journey?* • Plan a personal pilgrimage	**This unit will investigate how the journey of life is marked by milestones and choices and that pupils' beliefs, actions, and important people in their lives will influence the direction that this journey will take. *It could also consider the concept of pilgrimage as a special kind of journey.* During this unit pupils will explore their own life journey, in comparison to that of others, reflect on difficulties that may arise and where to look for support. They will consider the role of belief in choices that are made, including beliefs about life after death. This unit could draw on learning from:** • Y5 CHRISTIANITY: Why is the idea of rescue so important to Christians? • Y6 CHRISTIANITY: For Christians, what difference does it make to belong to God's Kingdom? • Y6 CHRISTIANITY: What do Christians believe about the Messiah – and why is it good news? • UKS2 ISLAM: What helps Muslims to live a good life? • UKS2 HINDU (SANATANA) DHARMA: Why should Hindus (Sanatanis) live a good life? • BUDDHISM Y6: What is the 'Buddhist way of life'?
UKS2	**What does it mean to live a good life?** • How do different people answer this question? • Does collaborating make life better? • What might the consequences of not living a good life be? • Impact of good life on world, global / local community & self-identity	**This unit explores how different communities might answer this question and also helps pupils to consider views about any relationships between this life and what might lie beyond it from the point of view of religious and non-religious people. This unit could draw on learning from:** • Y5: How did the Church begin and where is it now? • Y6: For Christians, what difference does it make to belong to God's Kingdom? • JUDAISM: What does it mean to be part of a synagogue community? • ISLAM: What helps Muslims to live a good life? • HINDU (SANATANA) DHARMA: Why should Hindus (Sanatanis) live a good life? • BUDDHISM Y6: What is the 'Buddhist way of life'?

UKS2	**What can be done to reduce racism? Can RE help?** ***(NATRE materials)*** • What do we mean by 'racism'? • What can we learn from two statues in Bristol? • How can the Silver & Golden Rules challenge racism? • Can good RE promote justice & equality for all?	**This unit is based on materials written by NATRE exploring the place of good learning in RE in helping to challenge racism and prejudice and promote justice and equality. The project on which these resources are based recognises that racism is dangerous and unjust, and seeks to give teachers resources for prejudice reduction that are also good RE. Pupils will also be encouraged to express their own visions for justice and equality.** This unit could draw on learning, resources and approaches across the whole key stage.
Y6	**Who am I and where do I belong?** • How do communities gain a sense of personal identity through the things they believe? • Apostles' Creed (Christianity), Shema (Judaism) & Shahadah (Islam) as statements of belief • What are the things that I believe – and where have my ideas come from? • How might these ideas help me as I move into Y7?	**This unit comes full circle to a question that we asked in EYFS, and gives pupils in Y6 the opportunity to reflect on how the communities they have studied in RE might answer this question. It also gives pupils opportunity to consider their own personal knowledge, and the beliefs that they hold, which might help them to make the move into their next school.** This unit could draw on learning across the whole Primary phase and also reflect the values that have been a part of pupils' time in your school.

Overview of the units of the Surrey Syllabus for R.E covered in each year group

Year Group	Autumn	Spring	Summer
EYFS	Special books and people	Special places and times	Special world and our differences
1	Creation The Nativity	Stories in Christianity Shabbat (Judaism)	The Torah (Judaism) Stories across religions
2	What is God like Giving	Jesus as Saviour Allah and worship (Islam)	Muslim families Looking after our world
3	Jesus and changing lives Artists and Christian belief	The Bible's big story Islam and worship	Sikhism The golden rule
4	God's promises (Christianity) God's kingdom (Christianity)	Communion (Christianity) Humanism and celebrating new life	Judaism: important times How to make the world a fairer place
5	Christianity and creation Judaism and the synagogue	The Christian church (then and now) Christianity as 'rescue'	Islam: how to lead a good life Is life a journey?
6	Christian Trinity Belief about the Messiah (Christianity)	God' kingdom and Christian behaviour Hinduism	The Buddhist way of life Who am I and where do I belong?