

## RE – FS1- KS2 (Derby Agreed Syllabus)

RE – FS1- KS2 (Derby Agreed Syllabus)																																							
	FS1			FS2			KS1			LKS2			UKS2																										
Subject	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer																								
Year A	Aut 1: Harvest Festival Bonfire Night	Spr 1: Dora the explorer-holidays around the world	Sum 1: Eid	Aut 1: Where do we belong?	Spr 1: Which stories are special and why?	Sum 1: Which places are special and why?	Aut 1: 1.1 Who is a Christian and what do they believe? (Part 1)	Sp 1: 1.5 What makes some places sacred? (Part 1)	Su 1: 1.8 How should we care for others and the world and why does it matter? (Part 1)	Aut 1: L2.2 Why is the bible so important for Christians today?	Sp 1 and 2: L2.7 What does it mean to be a Christian in Britain today?	Su 1 and 2: L2.1 What do different people believe about god?	Aut 1: U2.1 Why do some people believe God exists?	Sp 1 and 2: U2.6 – What does it mean to be a Muslim in Britain today?	Su 1 and 2: U2.7 – What matters most to Christians and Humanists?																								
	Aut 2: Diwali Christmas	Spr 2: Easter	Sum 2: School community	Aut 2: Which people are special and why?	Spr 2: What is special about our world?	Sum 2: Which times are special and why?	Aut 2: 1.3 Who is Jewish and what do they believe?	Sp 2: 1.6 How and why do we celebrate sacred times?	Su 2: 1.7 What does it mean to belong to a faith/ of community?	Aut 2: L2.4 Why do people pray?			Aut 2: U2.4 If God is everywhere, why go to a place of worship?																										
Year B	One-year cycle			Aut 1: Where do we belong?	Spr 1: Which stories are special and why?	Sum 1: Which places are special and why?	Aut 1 and 2: 1.2 Who is a Muslim and what do they believe?	Sp 1: 1.1 Who is a Christian and what do they believe? (Part 2)	Su 1: 1.5 What makes some places sacred? (Part 2)	Aut 1 and 2: L2.5 Why are festivals important to religious communities?	Sp 1: L2.8 What does it mean to be Hindu in Britain today?	Su 1: L2.9 What can we learn from religion about deciding what is right and wrong?	Aut 1: U2.2 What would Jesus do? (can we live by the values of Jesus in the twenty-first century?)	Sp 1 and 2: U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?	Su 1 and 2: U2.8 – What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?																								
				Aut 2: Which people are special and why?	Spr 2: What is special about our world?	Sum 2: Which times are special and why?		Sp 2: 1.4 What can we learn from sacred books?	Su 2: 1.8 How should we care for others and the world and why does it matter? (Part 2)		Sp 2: L2.3 Why is Jesus inspiring to some people?	Su 2: L2.6 Why do some people think that life is like a journey and what significant experiences mark this?	Aut 2: U2.3 What do religions say to us when life gets hard?																										
RE	<b>EYFS FRAMEWORK</b>			<b>Threshold Concept (KNOWLEDGE)</b>						<b>Know and Understand</b>																													
	<b>Understanding the world</b>			<b>Year A</b>			<b>Year A</b>			<b>Year A</b>			<b>Year A</b>																										
	<b>People and communities and culture</b> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;			<ul style="list-style-type: none"> <li>Re-tell religious stories making connections with personal experiences</li> <li>Recall simply what happens at a traditional Christian infant baptism and dedication</li> <li>additional opportunity if you have children from religions other than Christianity in your setting</li> <li>Recall simply what happens when a baby is welcomed into a religion other than Christianity.</li> <li>Identify some of the qualities of a good friend</li> <li>Recall and talk about stories of Jesus as a friend</li> </ul>			<ul style="list-style-type: none"> <li>Talk about some religious stories and recognise some religious words, e.g. About God</li> <li>Identify a sacred text e.g. Bible, Qur'an.</li> <li>Re-tell stories, talking about what they say about the world, God, human beings.</li> </ul>			<ul style="list-style-type: none"> <li>Be aware that some religious people have places which have special meaning for them</li> <li>Identify some significant features of sacred places</li> <li>Recognise a place of worship and talk about the things that are special and valued in a place of worship.</li> <li>Give examples of special occasions and suggest features of a good celebration</li> <li>Recall simple stories connected with Christmas/ Easter and a festival from another faith</li> <li>Say why Christmas/Easter and a festival from another faith is a special time.</li> </ul>			<ul style="list-style-type: none"> <li>Talk about some simple ideas about Christian beliefs about God and Jesus.</li> <li>Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means.</li> <li>Talk about how the mezuzah in the home reminds Jewish people about God.</li> <li>Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means.</li> </ul>			<ul style="list-style-type: none"> <li>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.</li> <li>Identify some ways Christians celebrate Christmas/ Easter/ Harvest/Pentecost and some ways a festival is celebrated in another religion.</li> <li>Re-tell stories connected with Christmas/ Easter/ Harvest/Pentecost and a festival in another religion and say why these are important to believers.</li> </ul>			<ul style="list-style-type: none"> <li>Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers.</li> <li>Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean.</li> <li>Identify two ways people show they belong to each other when they get married.</li> <li>Re-tell Bible stories about caring for others and the world.</li> </ul>			<ul style="list-style-type: none"> <li>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation.</li> <li>Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression.</li> <li>Describe the practice of prayer in the religions studied.</li> <li>Make connections between what people believe about prayer and what they do when they pray.</li> </ul>			<ul style="list-style-type: none"> <li>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings.</li> <li>Describe some ways in which Christian express their faith through hymns and modern worship songs.</li> </ul>			<ul style="list-style-type: none"> <li>Describe some of the ways in which Christians Hindus and/or Muslims describe God.</li> </ul>			<ul style="list-style-type: none"> <li>Outline clearly a Christian understanding of what God is like, using examples and evidence.</li> <li>Make connections between how believers feel about places of worship in different traditions.</li> </ul>			<ul style="list-style-type: none"> <li>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.</li> <li>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.</li> <li>Make connections between the key functions of the mosque and the beliefs of Muslims.</li> </ul>			<ul style="list-style-type: none"> <li>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples.</li> </ul>		
				<b>Year B</b>			<b>Year B</b>			<b>Year B</b>			<b>Year B</b>																										
			<ul style="list-style-type: none"> <li>Re-tell religious stories making connections with personal experiences</li> <li>Recall simply what happens at a traditional Christian infant baptism and dedication</li> <li>additional opportunity if you have children from religions other than Christianity in your setting</li> </ul>			<ul style="list-style-type: none"> <li>Talk about some religious stories and recognise some religious words, e.g. About God</li> <li>Identify a sacred text e.g. Bible, Qur'an.</li> <li>Re-tell stories, talking about what they say about the world, God, human beings.</li> </ul>			<ul style="list-style-type: none"> <li>Be aware that some religious people have places which have special meaning for them</li> <li>Identify some significant features of sacred places</li> <li>Recognise a place of worship and talk about the things that are special and valued in a place of worship.</li> <li>Give examples of special occasions</li> </ul>			<ul style="list-style-type: none"> <li>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.</li> <li>Re-tell a story about the life of the Prophet Muhammad.</li> <li>Recognise some objects used by Muslims and suggest why they are important.</li> </ul>			<ul style="list-style-type: none"> <li>Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories.</li> <li>Re-tell stories connected with Christmas/ Easter/ Harvest/Pentecost and a festival in another religion and say why these are important to believers.</li> <li>Identify some ways Christians celebrate Christmas/Easter/ Harvest/Pentecost and some ways a festival is celebrated in another religion.</li> </ul>			<ul style="list-style-type: none"> <li>Re-tell Bible stories and stories from another faith about caring for others and the world.</li> </ul>			<ul style="list-style-type: none"> <li>Make connections between stories, symbols and beliefs with what happens in at least two festivals.</li> <li>Identify similarities and differences in the way festivals are celebrated within and between religions</li> </ul>			<ul style="list-style-type: none"> <li>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.</li> <li>Describe some ways in which Hindus express their faith through puja, aarti and bhajans.</li> <li>Make connections between some of</li> </ul>			<ul style="list-style-type: none"> <li>Make connections between stories of temptation and why people can find it difficult to be good.</li> <li>Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean.</li> <li>Suggest why some people see life as a journey and identify some of the key</li> </ul>			<ul style="list-style-type: none"> <li>Outline Jesus' teaching on how his followers should live.</li> <li>Outline Christian, Hindu and/or nonreligious beliefs about life after death.</li> </ul>			<ul style="list-style-type: none"> <li>Describe and make connections between examples of religious creativity (buildings and art).</li> </ul>			<ul style="list-style-type: none"> <li>Make connections between beliefs and behaviour in different religions.</li> <li>Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions.</li> </ul>			

	<ul style="list-style-type: none"> <li>Recall simply what happens when a baby is welcomed into a religion other than Christianity.</li> <li>Identify some of the qualities of a good friend</li> <li>Recall and talk about stories of Jesus as a friend</li> </ul>		<ul style="list-style-type: none"> <li>and suggest features of a good celebration</li> <li>Recall simple stories connected with Christmas/ Easter and a festival from another faith</li> <li>Say why Christmas/Easter and a festival from another faith is a special time.</li> </ul>				<ul style="list-style-type: none"> <li>Jesus' teachings and the way Christians live today.</li> <li>Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter.</li> <li>Describe how Christians celebrate Holy Week and Easter Sunday.</li> </ul>	<ul style="list-style-type: none"> <li>milestones on this journey.</li> </ul>			
<b>Threshold Concept (SKILLS)</b>											
<b>Express and Communicate</b>											
<b>Year A</b>			<b>Year A</b>			<b>Year A</b>			<b>Year A</b>		
<ul style="list-style-type: none"> <li>share and record occasions when things have happened in their lives that made them feel special</li> <li>Talk about people who are special to them and say what makes them special.</li> <li>say what makes their family and friends special to them</li> </ul>	<ul style="list-style-type: none"> <li>identify some of their own feelings in the stories they hear</li> <li>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about somewhere that is special to themselves, saying why.</li> <li>Talk about the things that are special and valued in a place of worship.</li> <li>Get to know and use appropriate words to talk about their thoughts / feelings when visiting a church.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.</li> <li>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.</li> <li>Ask good questions during a school visit about what happens in a church, synagogue or mosque.</li> </ul>		<ul style="list-style-type: none"> <li>Give examples of how and suggest reasons why Christians use the Bible today.</li> <li>Describe ways in which prayer can comfort and challenge believers.</li> <li>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.</li> </ul>	<ul style="list-style-type: none"> <li>Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes.</li> </ul>	<ul style="list-style-type: none"> <li>Suggest why having a faith or belief in something can be hard.</li> <li>Identify how and say why it makes a difference in people's lives to believe in God.</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.</li> <li>Express thoughtful ideas about the impact of believing or not believing in God on someone's life.</li> <li>Select and describe the most important functions of a place of worship for the community.</li> <li>Give examples of how places of worship support believers in difficult times, explaining why these matters to believers.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and reflect on the significance of the Holy Qur'an to Muslims.</li> </ul>	<ul style="list-style-type: none"> <li>Describe some Christian and Humanist values simply.</li> <li>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</li> </ul>
<b>Year B</b>			<b>Year B</b>			<b>Year B</b>			<b>Year B</b>		
<ul style="list-style-type: none"> <li>share and record occasions when things have happened in their lives that made them feel special</li> <li>Talk about people who are special to them and say what makes them special.</li> <li>say what makes their family and friends special to them</li> </ul>	<ul style="list-style-type: none"> <li>identify some of their own feelings in the stories they hear</li> <li>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about somewhere that is special to themselves, saying why.</li> <li>Talk about the things that are special and valued in a place of worship.</li> <li>Get to know and use appropriate words to talk about their thoughts / feelings when visiting a church.</li> </ul>	<ul style="list-style-type: none"> <li>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</li> <li>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.</li> </ul>	<ul style="list-style-type: none"> <li>Identify ways that some people make a response to God by caring for others and the world.</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid).</li> </ul>	<ul style="list-style-type: none"> <li>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.</li> <li>Identify the most important parts of Easter for Christians and say why they are important.</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.</li> <li>Give examples of ways in which some inspirational people have been guided by their religion.</li> <li>Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people.</li> </ul>	<ul style="list-style-type: none"> <li>Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live.</li> <li>Explain the impact Jesus' example and teachings might have on Christians today.</li> <li>Express ideas about how and why religion can help believers when times are hard, giving examples.</li> <li>Explain some reasons why Christians and Humanists have different ideas about an afterlife.</li> <li>Explain some similarities and differences between beliefs about life after death.</li> </ul>	<ul style="list-style-type: none"> <li>Show understanding of the value of sacred buildings and art.</li> <li>Suggest reasons why some believers see generosity and charity as more important than buildings and art.</li> </ul>	<ul style="list-style-type: none"> <li>Outline the challenges of being a Hindu, Christian or Muslim in Britain today</li> <li>Consider similarities and differences between beliefs and behaviour in different faiths.</li> </ul>
<b>Threshold Concept (SKILLS)</b>											
<b>Gain and Deploy Skills</b>											
<b>Year A</b>			<b>Year A</b>			<b>Year A</b>			<b>Year A</b>		
<ul style="list-style-type: none"> <li>Reflect on the question 'Am I a good friend?'</li> <li>Recall stories about special people in other religions and talk about what we can learn from them.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what Jesus teaches about keeping promises and saying 'thank you' and say why it is good to keep promises, say thank you, be thanked.</li> </ul>		<ul style="list-style-type: none"> <li>Talk about issues of good and bad, right and wrong arising from stories.</li> <li>Ask some questions about believing in God and offer some ideas of their own.</li> </ul>	<ul style="list-style-type: none"> <li>Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel.</li> <li>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to examples of co-operation between different people.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss their own and others' ideas about why humans do bad things and how people try to put things right.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions and suggest some of their own responses to ideas about God.</li> </ul>	<ul style="list-style-type: none"> <li>Present different views on why people believe in God or not, including their own ideas.</li> <li>Present ideas about the importance of people in a place of worship, rather</li> </ul>		<ul style="list-style-type: none"> <li>Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied.</li> </ul>

				<ul style="list-style-type: none"> <li>Think about the wonders of the natural world, expressing ideas and feelings</li> <li>Express ideas about how to look after animals and plants.</li> <li>Talk about what people do to mess up the world and what they do to look after it.</li> </ul>						themselves, help others		than the place itself.			
				<b>Year B</b>	<b>Year B</b>			<b>Year B</b>			<b>Year B</b>				
				<ul style="list-style-type: none"> <li>Reflect on the question 'Am I a good friend?'</li> <li>Recall stories about special people in other religions and talk about what we can learn from them.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what Jesus teaches about keeping promises and saying 'thank you' and say why it is good to keep promises, say thank you, be thanked.</li> <li>Think about the wonders of the natural world, expressing ideas and feelings</li> <li>Express ideas about how to look after animals and plants.</li> </ul> <p>Talk about what people do to mess up the world and what they do to look after it.</p>			<ul style="list-style-type: none"> <li>Ask and suggest answers to questions arising from stories Jesus told and from another religion.</li> <li>Talk about issues of good and bad, right and wrong arising from stories.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about issues of good and bad, right and wrong arising from the stories.</li> <li>Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.</li> <li>Use creative ways to express their own ideas about the creation story and what it says about what God is like.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss their own and others' ideas about how people decide right and wrong.</li> <li>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief).</li> </ul>	<ul style="list-style-type: none"> <li>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.</li> </ul>	<ul style="list-style-type: none"> <li>Apply ideas about values and from scriptures to the title question.</li> </ul>	
Religions Explored	Christians, Hindus and Sikhs.	Christians	Muslims	Year A: Christians & Sikhs	Year A: Christians and Muslims	Year A: All religions within and beyond the class setting – exploring main celebrations	Year A: Christians and Jewish	Year A: Christians and Jewish	Year A: Christians and Jewish	Year A: Christians and Muslims	Year A: Christians	Year A: Christians and Muslims	Year A: Christians, non-religions (Humanists) and Hindus	Year A: Muslims	Year A: Christians and non-religions (Humanists)
				Year B: Christians & Sikhs	Year B: Christians and Muslims	Year B: All religions within and beyond the class setting – exploring main celebrations	Year B: Christians and Muslims	Year B: Christians and Muslims	Year B: Christians and Muslims	Year B: Christians, Hindu and Jewish	Year B: Hindus and Christians	Year B: Christians, Jewish, non-religions (Humanists) and Hindu	Year B: Christians, Hindu and non-religions (Humanists)	Year B: Christians, Muslims and non-religions (Humanists)	Year B: Christians, Hindu and Muslims
Enrichment	Planned opportunities for children to engage in a variety of fun, creative activities which have been set up during continuous provision.			Derby Discovery Squad	Derby Discovery Squad  Visit to the Synagogue	Derby Discovery Squad Culture and Belonging Day	Visit to Church Derby Discovery Squad	Derby Discovery Squad Holi Celebration	Derby Discovery Squad Culture and Belonging Day Sense of place week- Church Visit	Visit to the Mosque Derby Discovery Squad	Derby Discovery Squad	Derby Discovery Squad Culture and Belonging Day	Derby Discovery Squad	Visit to the Mosque Derby Discovery Squad	Derby Discovery Squad Culture and Belonging Day
POP Task Year A				Aut 1: Traffic light assessment	Spr 1: As easy as 1...2...3..	Sum 1: A,B,C,D Cards	Aut 1: Bingo	Spr 1: Concept Cartoons	Sum 1: Poster	Aut 1: Poster	Spr 1 and 2: Diamond 9	Sum 1 and 2: 5-5-1	Aut 1: The 5 whys	Spr 1 and 2: Leaflet	Sum 1 and 2: 5 good questions
				Aut 2: Hangman	Spr 2: Circle time	Sum 2: Mind Mapping Ideas	Aut 2: Draw your brain	Spr 2: KWL Grid	Sum 2: Pop Quiz	Aut 2: Crossword		Aut 2: Pop Quiz			
POP Task Year B				Aut 1: Traffic light assessment	Spr 1: As easy as 1...2...3..	Sum 1: A,B,C,D Cards	Aut 1 and 2: Poster	Spr 1: Draw your brain	Sum 1: Pop Quiz	Aut 1 and 2: Poster	Spr 1: Crossword	Sum 1: 5 good questions	Aut 1: Guess the word	Spr 1 and 2: Leaflet	Sum 1 and 2: Adding Detailed Ideas
				Aut 2: Hangman	Spr 2: Circle time	Sum 2: Mind Mapping Ideas		Spr 2: Concept Cartoons	Sum 2: KWL Grid		Spr 2: Diamond 9	Sum 2: Adding detailed ideas.	Aut 2: Pop Quiz		