



Gosberton Academy

RE Portfolio



RE at Gosberton Academy

Religious Education has a significant role for the development of pupils' spiritual, moral, social and cultural development. It promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection. The principle aim of RE is to engage pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community.

Our teaching is based on the Lincolnshire Agreed Syllabus, we acknowledge this sensitive aspect of education and realise the need for a sincere and sympathetic approach to all religions. We are aware some pupils, parents and staff may hold deep beliefs whilst others hold none. With this in mind we encourage questioning and discussion but respect the right of any individual who does not want to share their inner thoughts. The aim of the Lincolnshire Agreed Syllabus is to empower pupils to be religiously literate and able to hold balanced and informed conversations about religion and belief'.

We follow the advice of the agreed syllabus that 'if RE is to be made relevant and meaningful to children whether religious or not, it needs to connect with aspects of their own and other peoples experience that may be termed spiritual.' Pupils should develop key skills in order to enhance learning which should be evident across key stages. It is these skills that form the basis of our progression grid.



Teaching Mixed-Age Classes

Our teachers recognise that mixed aged teaching can be a challenge and they constantly adapt their approach to teaching and learning. They demonstrate a high level of flexibility and organisation in RE to ensure that their provision caters for both age groups and includes all learners.

Mixed Aged classes generate a family of learners who support and care for each other. Older children have the opportunity to help others and be a leader, supporting younger learners to play and learn. At the same time, the older child is increasing an independence and competence.

At Gosberton Academy, we recognise learning happens individually, in small groups and as a whole class. Keeping children engaged, motivated and focused ensures they will learn regardless of the class they are in.

We have in place robust transition procedures which starts at the planning process, where teachers work collaboratively in RE. Good communication across classes fosters curriculum continuity. Teachers share information to ensure learners start confidently in their new class.



Our Vision, Values and Aims

Gosberton Academy aims to provide a high-quality, **exceptional** education with first-hand learning experiences that are able to motivate and stimulate all learners. All learners will recognise the importance of the community in which they are educated and understand that the Academy is based at the heart of the community, bringing a **togetherness** of all stakeholders.

- All pupils and families will feel supported and integrated into the school life.
- Every pupil, regardless of their life experiences, can reach their full potential, growing in confidence and being **honest** to themselves.



H

Honesty – Honest to each other but also, honest to themselves.



A

Aspirational- Aspirational staff, children, parents and families



T

Togetherness- Friendships, support, stakeholders, community, parents and staff



E

Exceptional- Exceptional behaviour, effort, attitude, progress and opportunities



R

Resilient- Never giving up, always wanting to succeed.



Gosberton Goals



Long Term Plan

2023– 2024 CYCLE A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS + Y1	Myself	Religious Stories	Easter	Special People	Our Special Places	Our Beautiful World
Y1 + 2	Christianity- God and Community		Community Celebration	Places of Worship	Islam- God and Community	
Y3 + 4	Community- Hinduism	Community- Islam	Community- Christianity		Pilgrimage	
Y4 + 5	Being Human- Hinduism	Being Human- Islam	Being Human- Christianity	Being Human- Sikhism	Do you have to believe in God to be good?	
Y6	Life Journey Hinduism/ Islam		Life Journey- Christianity		What does it mean to live a good life?	

2022 – 2023 CYCLE B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS + Y1	Our Special Things	World Celebrations	Special Books	Our Special Places	Special People	Special Times
Y1 + Y2	Places of Worship	Community Celebration	Christianity Life Journeys	Christianity- Being Human	Islam- Being Human	Islam- Life Journeys
Y3 + Y4RE	God- Hinduism	Buddhism	God- Christianity		Spirited Arts- Expressing Belief through the Arts	
Y4 + Y5	Sikhism	God- Islam	Judaism	Humanism	Spirited Arts- Expressing Belief through the Arts	
Y6	Life Journeys- Hinduism/ Islam		Life Journey- Christianity		What does it mean to live a good life?	

RE Progression- Key Enquiry Areas

<p style="text-align: center;">Christianity</p>	<p>KEY ENQUIRY AREAS God: Christian beliefs KS1: Stories KS2: Symbols Being human KS1: Faith in everyday life KS2: Faith and belief in action Community; worship & celebration KS1: Personal expression KS2: Community expression Life journey; rites of passage KS1: Beginning and belonging KS2: Expressions of belonging</p>	<p style="text-align: center;">Islam</p>	<p>KEY ENQUIRY AREAS God: Muslim beliefs about God KS1: Story KS2: Symbol Being human KS1: Faith in everyday life KS2: Faith and belief in action Community; worship & celebration KS1: Personal expression KS2: Community expression Life journey; rites of passage KS1: Beginning and belonging KS2: Expressions of belonging</p>	<p style="text-align: center;">Hinduism (KS2)</p>	<p>KEY ENQUIRY AREAS God: Hindu beliefs about God KS1: [NOT compulsory but stories and cultural should be shared] KS2: Stories and symbol Being human KS2: Faith and belief in action Community; worship & celebration KS2: Community expression Life journey; rites of passage KS2: Expressions of belonging</p>
<p style="text-align: center;">Judaism</p>	<p>KEY ENQUIRY AREAS God: Jewish beliefs KS1: Stories KS2: Symbols Being human KS1: Faith in everyday life KS2: Faith and belief in action Community; worship & celebration KS1: Personal expression KS2: Community expression Life journey; rites of passage</p>	<p style="text-align: center;">Buddhism, Sikhism (KS2)</p>	<p>KEY ENQUIRY AREAS God: beliefs KS2: Knowing there is no god in Buddhism Being human KS2: e.g. Different ideas of creation and values Community; worship & celebration KS2: Life journey; rites of passage</p>	<p style="text-align: center;">Humanism (KS2) (non-religious beliefs)</p>	<p>KEY ENQUIRY AREAS God: beliefs KS2: Science and 'place' are reference points KS2: e.g. Different ideas of creation and values Community; worship & celebration KS2: Life journey; rites of passage</p>

RE Progression- Christianity

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Know what Christians learn about God and Jesus from the Old and New Testament		Know and explain the significance of symbols in the Bible			
	Know the names of, and identify, key characters, symbols and features of the Christian religion	Know the importance of key people and events	Know how symbols help Christians relate to God			Know that certain symbols and actions have spiritual significance and are an expression of belonging to the Christian faith
Know and recall some key Bible stories	Know and retell the outlines of key stories from the Old Testament	Know texts from the Bible teach Christians how they should treat others and live their lives	Know how the symbolism in the story of the Baptism of Jesus reveals something about the nature of God			
		Know ways in which faith has inspired Christians to make a difference in the world	Know why the concept of the Holy Trinity is important to Christians		Make informed response to people's values, behaviour and commitments including religious ones in the light of their learning	Know that people can express their beliefs and feelings without using words
Know how to ask questions about theory own and others feelings	Know what a community is in the Christian faith and identify any other communities they belong to					
	Know the difference between worshipping with others and worshipping alone					
		Know the different ways in which Christians show devotion and commitment to God				
Know about some key Christian festivals through the year	Know and recognise the features of pivotal religious festivals	Know what happens at key Christian festivals and why		Know common threads and recognise the structure of the Old and New Testament, Gospels and the Letters i.e. about how people should treat each other	Know and explain the differing meanings for a range of religious stories and sacred texts with a similar theme	

RE Progression- Christianity

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Know and recognise the features of Christian churches and identify that places of worship are different in alternative religions e.g. church/mosque	Know ways in which churches are different		Know how Bible teachings have influenced people to take individual and collective action, and the impact this has had e.g. parables	Know how Bible teachings have been interpreted in different ways within the Christian faith	
		Know the meaning of actions and symbols associated with birth ceremonies			Know the names of some Christian denominations and their associated, beliefs and practices	Know the role of religious leaders and inspirational people in the local and national community
Know how to talk about things they find interesting, puzzling or wonderful and also about their own experiences and feeling about the world. Taking account of one another's ideas.		Know what belonging means to Christians and how it is displayed including symbols to demonstrate their belonging e.g. fish, cross		Know why communal celebration during worship and festivals is important		
	Know how to recognise their own values and those of others in matters of right and wrong	Know how the Church has a role in bringing people together e.g. during key festivals and see above notes		Know what happens at key festivals and why they are important to believers		Know how to raise questions about morality, identity, belonging, meaning, purpose, truth, values and commitments (discuss across religions)
		Know and respond sensitively to their own beliefs, ideas and feelings	Know how to ask questions about matters of right and wrong and suggest answers that show their understanding of moral and religious issues	Know why Christians value activities such as singing, praying and sharing key life events		Describe what inspires and influences themselves and others
			Recognise the values of religious people in the matter of right and wrong, compare them to their own values	Know some of the outward signs of belonging which are meaningful to Christians e.g. baptism, confirmation		

RE Progression- Hinduism

Year 3	Year 4	Year 5	Year 6
Know that Hindus believe in one God who is symbolised in diverse forms with different images and names	Know what different symbols/objects in the mandir and home represent and how they aid worship	Know that devotion to Brahman, respect for family, ancestors, the environment and all living things is central to Hindu belief and practice	Know what Hindus mean by the Trimurti and Sanatana Dharma (compare with Holy Trinity)
Know the names of the key Hindu scriptures and some of their themes	Know why and how Hindus carry out rituals in the home i.e. the symbolism of the seven Puja tray items and the associated ritual	Know the Hindu beliefs linked to reincarnation and the concepts of Moksha (release from the cycle of reincarnation) Dharma (duty to god and others) and Karma (actions have consequences for one's future rebirth)	Know the meaning behind key ceremonies such as namkarna (birth), jatakarma (welcoming the baby into the family), ear piercing (karnavedha), mundane (first haircut), upananyana (sacred thread ceremony)
Know that there are different kinds of 'truth' in stories	Know why festivals and ceremonies are important to Hindus in terms of what they represent as well as being shared experiences e.g. Diwali, Holi		Know why Hindus make pilgrimages to some places considered to be sacred e.g. River Ganges, Varanasi and Ayodhya
Know the significance of, and the symbols within, a mandir	Know how music, story and art can express feelings, beliefs and values		

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RE Progression- Islam

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know that the Qur'an is the special book of the Muslim faith	Know why the Qur'an is special to Muslims and how this is reflected in the way it is treated				
	Know what is meant by the Muslim belief in tawhid	Know and understand what is meant by the Muslim belief in tawhid	Know and understand what is meant by the Muslim belief in tawhid	Know the importance of family life, roles and responsibilities	Know the meaning of key words such as tawhid, Iman, Ibadah, akhlaq and be aware of the significance of the Shahadah
	Know why there are 99 names of Allah	Know why the Five Pillars are important and how they bind the global Muslim community together	Know that significant features in a mosque have links to belief and practice	Know how the Qur'an guides the way Muslims act in the world	Know what the Hadith teaches about how people should be treated and how Muslims put personal and corporate responsibility into action
Know some key stories from the Qur'an that model social harmony, caring for creatures e.g. The prophet and the ants	Know how some stories about Muhammed and other Prophets help Muslims understand the power of God e.g. The Night of Power	Know the purpose of visual symbols in a mosque	Know that Ummah is the global community of Muslims	Know what Muslims believe about serving others and supporting the poor	Know that leaders of religions often work together to promote good relations within the community
		Know at least 7 features of a mosque (retrieve the 3 from KS1)	Know how and when Muslims pray in the mosque and what the symbolic actions mean	Know how Muslim beliefs are expressed in practice	Know the key rites of passage within the Islamic faith i.e. birth, marriage, death and be able to compare and contrast to other religions
		Know that the Qur'an reveals the signs of Allah's creation through nature, with human beings being the best of Allah's creations	Know the significance of key actions carried out by individuals and collectively e.g. fasting. Hajj/ Umrah, wudu	Know the ways in which Muslim beliefs impact on actions, the expectations of behaviour and the ways in which people act.	
		Know what the Qur'an says about how Muslims should live their lives	Know how the Qur'an describes the attributes and nature of Allah and give guidance through messengers and books	Know the influence of some contemporary Muslims	
			Know the meaning of Iman, Shahada, Akhlaq		
Know that the special place of worship for Muslims is a Mosque	Know and recognise three key features of a Mosque	Know how faith and belief is reflected in stories about inspirational Muslims	Know that Muslims can show they belong to their faith in many different ways.		
	Know how faith is expressed in worship, at home and in the mosque, through the use of significant objects		Know the significance of pilgrimage to Makkah, compare and contrast to other religions (Academy Designed Unit)		
	Know what happens during key festivals such as Eid-ul-Fitr and Eid-ul-Adha	Know what Muslims do to celebrate the birth of a baby and the meanings attached to the actions carried out during the ceremony	The importance role played by the mosque and community, especially during special events and festivals		

RE Progression- Judaism

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know the story of Moses	Know that there is one God, that he created the universe.	Know the key Jewish festivals i.e. Shabbat, Hanukkah, Pass-over/Pesach (compare and contrast to other religions within community celebration unity)	Know how the Jewish faith is celebrated through creative arts, expressionism and symbols. Compare and contrast with other religions - Academy Designed Unit - Expressing beliefs	Know that Jews believe they are the 'chosen people' of God, this means that God selected them to live their lives according to his will and to set an example to others of how he wanted everyone to live	Know the key rites of passage within the Jewish faith i.e. birth, Bar Mitzvah, marriage, death and be able to compare and contrast to other religions
	Know that God is good and fair			Know that Jews worship in a synagogue and the home, that they observe Shabbat in the home and refer to the Shema (retrieval from KS1)	
Know the place of worship is a synagogue	Know that Jews believe it is important to pray to God, worship God and try to live in ways that please him			Know and understand what keeping a 'Kosher' home involves and what it means to the Jewish faith	
	Know that the Torah is the sacred text for Jews and know the special words of the Jewish faith - The Shema (compare to the Lord's Prayer)				
	Know and recognise key special objects and symbols of the Jewish faith				
	Know the Jewish creation story				
	Know key stories of the Jewish faith i.e. Moses				
	Know the key people in the Jewish faith i.e. Moses				

RE Progression- Other Religions

Year 3	Year 4	Year 5	Year 6
Know the key humanist beliefs		To know that Humanists believe that fulfilment is achieved through human effort and inventiveness rather than religion.	Know that Humanists have key ceremonies to mark key milestones in life
Know the 'Golden Rule'	To know that Humanist believers view places and spaces with a special significance; their secular equivalents to pilgrimage	To know that Humanists believe that people should think freely for themselves and should act in the light of reason and experience, and in cooperation with others for the promotion of human happiness	
To know that Humanists believe that science provides the most reliable source of knowledge about the world.			
		Sikh: Know that Sikh beliefs are that there is one God who is bountiful and devoid of fear and hatred	Sikh: Know that Sikhs are expected to live by the three fold 'Golden Path' and the five 'K's' with the importance of equality
		Know that God loves all humans and reaches out through all humans through grace	To know the Mool Mantra
		Know that the sacred Sikh text is the Guru Granth Sahib	
Buddhism: Know there is no god in Buddhism - Buddha was a man	Know that Buddhists believe that peacefulness and wisdom can be achieved through meditation	Buddhism: Know the devotional practices of Buddhists including at the shrine and identify the meanings of the Buddha image	Buddhism: Know that Buddhists try to live their lives through the noble 8 fold path so they can reach the perfect peace that is Nirvana
	Know that Buddhists strive to achieve 'enlightenment'	Know Buddha's life story and his quest to find an answer to the problem of suffering	Know the 5 key rites of passage: birth, ordination, marriage, house warming and death

RE Progression- Key Skills

Investigation and enquiry						
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Begin to address key questions about God and Jesus by asking questions of their own and looking at examples from the Old and New Testament; talk about key concepts		Investigate what Christians mean by Trinity and why this concept is so important			
	Begin to ask questions about what Christians do to express their beliefs	Begin to address key questions about how what Christians believe might affect their lives	Begin to address key questions about the link between symbolism and belief, including visual symbols and symbolic language	address key questions about the difference between communal and personal worship; find out the key differences between at least two denominations	Begin to address key questions about common threads/differences in OT and NT stories regarding belief and behaviour	Address key questions about why outward signs of belonging are important to Christians.
		Begin to address key questions about the links between worship and belief and the meaning behind special days e.g. harvest festival	Ask questions and explore how Christians express their beliefs creatively			
		Address key questions about the meaning of belonging and why it is important to Christians				
	Begin to address key questions about Allah by asking questions and looking at examples from stories about Muhammed and other Prophets	Begin to address key questions about how Muslim beliefs might affect everyday life.	Understand what each of the Five Pillars represents	Address key questions about the difference between communal and personal worship, including the role of women	Begin to address key questions about the link between visual symbols and belief, investigate what Muslims mean by Tawhid and Shahadah and why these concepts are important.	Address key questions about what belonging means to Muslims (rites of passage etc)
	Begin to address key questions about the links between Muslim worship and belief and the meaning behind special days.	Understand the actions associated with Muslim birth ceremonies				
			Begin to ask questions about how characters are portrayed in Hindu sacred texts	Begin to address key questions about the link between symbolism, imagery and belief, including the murtis and the Trimurti.	Begin to address key questions about the importance of 'faith in action', through things like karma, samsara and achieving moksha	Begin to address key questions about the links between worship (and symbols that aid worship) and belief.
				Understand the actions associated with Hindu pilgrimage		Understand the actions associated with significant Hindu ceremonies e.g. birth, marriage, death

RE Progression- Key Skills

Critical thinking and reflection					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to understand how/why Christians believe that the Bible is different from other books		Think about how symbols affect the ways in which Christians worship	Think about why communities are important: can you celebrate alone?	Think about what is meant by 'sacred texts', why believers are influenced by them and how they are seen as different to other types of writing	Think about why people make promises at a christening or blessing
Begin to understand that different religions have different places of worship and identify three key differences	Think about whether all Christians have to believe the same things and behave in the same way				
	Think about and come up with reasons why Christians do not all worship in the same way.				
	Think about why and how people celebrate important stages in life				
Think about why Muslims have 99 names for Allah					
	Think about whether anyone can inspire others, whether they are religious or not				
Think about what happens at Friday prayers – compare with Christian or Hindu worship					
	Think about how and why people celebrate birth				
		Think about how the key features of a mosque affect the way Muslims worship could a Muslim worship in a mandir?	Think about why Muslims are influenced by the Five Pillars and how they put these into practice, including in places where there is not a large Muslim community	Think about why the Ummah is important to Muslims and how it affects their faith	Think about why and how Muslims celebrate important stages in life
		Think about how symbols and symbolic acts such as Aum and the aarti ceremony are used to express beliefs. Could a Hindu worship in a plain building?	Think about the ways in which worship and celebration brings different people together, including those from different religions and those who have no faith, e.g. Diwali, Christmas	Explain why Hindus believe it is so important to link actions to beliefs.	Explore what welcoming new life means to religious and non-religious communities

RE Progression- Key Skills

Empathy

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand the meaning of being part of a community	Think about why people believe different things about God and how this might help them in their lives	Think about how symbols are important to everyone to a certain degree and why sometimes things should be expressed without using words			
Think about why worship and celebrating together matters to some people.	Think about how people might change the way they treat other people because of their religious beliefs		Think about what it means to be part of a community and what it means to be alone.	Think of examples when people come together to help others – what kind of things do they do?	Think about what it means to belong and what it means to be alone.
	Consider how Christians feel when celebrating the birth of a baby: what promises do they make?				
Think about why people believe different things about God and how this might help them in their lives.	Give some examples of how holding certain beliefs might change behaviour, e.g. believing that killing animals is cruel might make you want to be a vegetarian.	Explain why symbols are important to everyone to a certain degree and why it matters to sometimes express things without using words	Think about what it means to be part of a community and what it means to be alone	Think about how communities and individuals can influence peoples' beliefs	Think about what it means to belong and what it means to be alone. What would life be like for a Muslim in Lincolnshire compared to Leicester?
Think about why worship and celebrating matters to many people	Think about what it means to belong and what it means to be alone				
		What part of belonging to a religious community might be difficult? What about the advantages?	Consider how to show respect when visiting a Hindu home	Think about how everyone might change the way they treat other people if they believed that there were consequences in an after-life	Think about what it means to belong and what it means to be alone. What would life be like for a Hindu in Lincolnshire compared to Leicester?

Interpretation

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explain how Jesus told stories to help people lead better lives		Begin to understand the different meanings of symbols and symbolic language e.g. water, baptism	Understand how artefacts and key features of churches give meaning to worship and how they may vary between different denominations	Explain some of the ways Jesus taught his followers to behave.	Understand what a christening ceremony means to Christians and what it might mean to a non-believer or someone from another faith.
Begin to understand that texts from the Bible can be understood in different ways					
	Explain the meaning behind two Christian festivals				
	Understand how birth celebrations take different forms, e.g. christening, blessings, etc				
Begin to understand how religious texts are different to other types of writing and why Muslims treat the Qur'an with such respect	Begin to understand that what is written in the Qur'an might not mean the same for all Muslims and the way they live.	Begin to understand how symbolic actions matter, e.g. wudu	Understand the meaning of symbols, calligraphy, etc. in a mosque + why there are no pictures, statues, etc	Understand why symbolic actions e.g. washing, prayer, form an important part of Muslim worship	Understand what the aqiqah ceremony means to Muslims and what it might mean to a non-believer or someone from another faith
Hypothesise what these celebrations might mean to a non-believer or someone from another faith	Explain what the different prayer movements and words mean				
		begin to understand how murtis represent different aspects of deity and how some stories explain this.	Begin to understand that devotion to Hinduism can be expressed in different ways, e.g. making a pilgrimage, going to the mandir, serving the poor	Understand that what is written in Hindu scriptures about how to treat animals and nature.	Hypothesise what different Hindu initiation celebrations mean to a non-believer or someone from another faith

RE Progression- Key Skills

Analysis					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Breakdown the key beliefs of Christians, based on the Old and New Testaments		Compare different symbols/objects in different types of churches e.g. font/baptistery, cross/crucifix	Be able to recognise the key features and characteristics of different denominations – can the same thing have different meanings?	Begin to understand that people are inspired by many different things, including religion	To be able to explain what is meant by initiation in different religions
Begin to understand the different ways of worship between three different religions e.g. Christianity, Islam and Judaism	To be able to explain what is meant by the actions taken and words said during a birth ceremony.				
	Begin to understand that not all Christians agree about how God should be worshipped by investigating different styles of worship.				
Begin to understand that people have different beliefs about the 'truth' of sacred texts.	Begin to understand that people are inspired by many different things, including religion	Think about why sometimes men and women are treated differently within religions	Begin to understand the difference between beliefs, opinions and faith in Islam and at least one other religion	Compare key beliefs of Islam with one other religion, looking at similarities and differences	To be able to explain what is meant by initiation, in the context of Islam and beyond
Begin to understand that key concepts in Islam can be shared by other religions, e.g. fasting	To be able to explain what is meant by initiation, in the context of religion				
		Find out about the main Hindu deities and what they represent to believers.	Compare worship in a mandir with worship in a church or mosque	Look for evidence that shows that Hinduism is a very inclusive religion	Be able to explain what is meant by initiation, in the context of Hinduism and beyond.
Evaluation					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to understand that all religions do not worship in the same way	Do all Christians have to believe in the same thing?	Think about why symbols matter more to some Christians than others e.g. compare Methodists with Roman Catholics	Find out about why Christians worship together and share important festivals.	Make a judgement about whether religion has made the world a better place	Think about whether belonging to a religious community is always a good thing. Are there any disadvantages?
	Think about why we have people to look up to and sometimes want to be like				
	Think about whether all types of Christian worship have some things in common				
	Think about whether having a birth ceremony affects what you believe when you grow up.				
Compare beliefs about God in Islam and other religions	Consider whether having a birth ceremony affects what you believe when you grow up	Think about whether religious and non-religious people share the same beliefs about some things	Discuss whether it is possible for different religious communities to live together peacefully	Think about whether belonging to a religious community is always a good thing. Are there any disadvantages?	Find out about the role played by the Muslim community in Lincolnshire
How do religious and non-religious celebrations differ?	Find out about inspirational Muslims, past and present, and the difference they have made to the world				
		Think about how Hindus can believe in one God but have many murtis in a mandir	Compared with other believers, are Hindus more likely to show care for animals and the planet?	Why do Hindus appear to worship many gods when there is one main one, Brahman?	Think about whether belonging to a religious community is always a good thing. Are there any disadvantages?

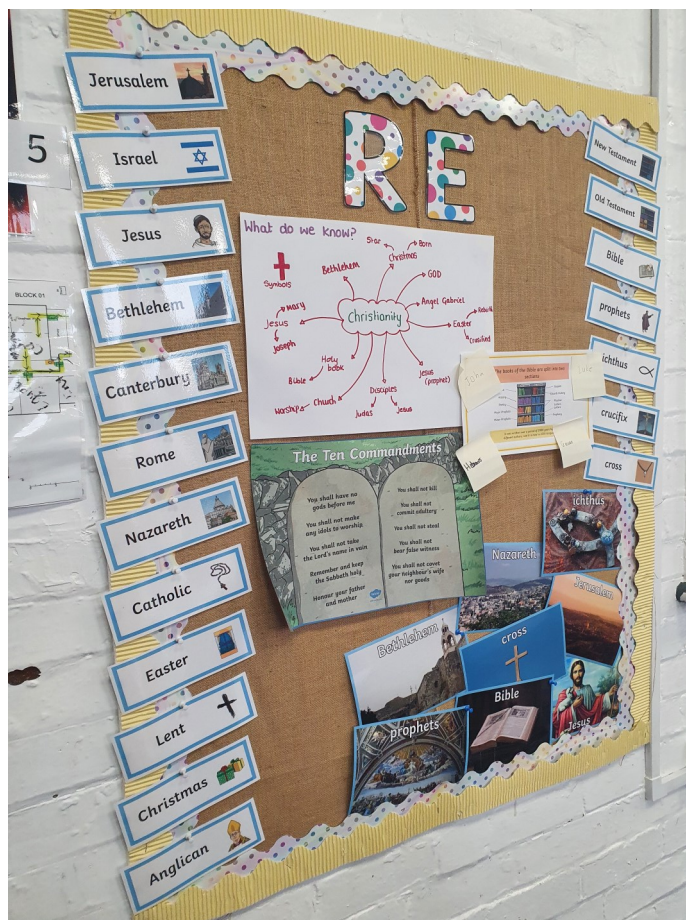
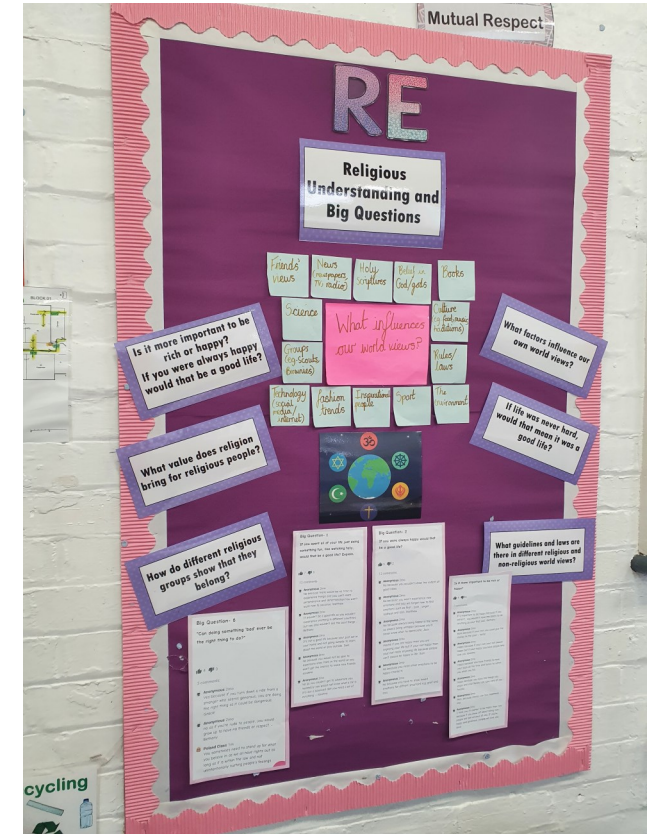
RE SMSC Links

We promote <u>Spiritual</u> development	We promote <u>moral</u> development	We promote <u>social</u> development	We promote <u>cultural</u> development
<p>By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and world views.</p> <p>At Gosberton Academy, we consider 'big questions' about beliefs and the world.</p> <p>We explore spiritual practices such as worship and prayer and consider them impact of these on believers and any relevance to their own life.</p>	<p>By exploring morality including rules, teaching and commands, such as 'The Ten Commandments.'</p> <p>By investigating the importance of service to others in religion.</p> <p>By exploring religious perspectives and responses to suffering in the world.</p> <p>By asking questions about the purpose and meaning of reconciliation and salvation e.g. exploring Yom Kippur</p>	<p>By exploring the qualities which are valued by our School.</p> <p>By asking questions about the social impact of religion at an age appropriate level.</p> <p>Children engage in discussions and debates about different religions and beliefs and show respect towards their peers during these discussions.</p>	<p>By exploring differences and similarities between faiths and cultures.</p> <p>We give children the opportunity to engage with different texts, artefacts and other sources from different cultures and religious backgrounds.</p>

British Values: At Gosberton Academy, we use strategies within the national curriculum and beyond to secure an understanding of British Values for learning. We weave the British Values throughout all of our lessons. A high proportion of class based work sees the value of mutual respect woven throughout the lessons. From sharing ideas, celebrating good work, valuing others contributions, or discussions and debates – mutual respect is key. Teachers and staff aspire to create classroom environments where respect and tolerance are highly prioritised.



RE at Gosberton



"My favourite part is learning
about different celebrations like
Diwali and Hanukkah "

Year 3

"I enjoyed learning about
pilgrimages, especially Mecca. We
acted it out and imagined what it
would be like"

Year 4

What do we love about RE at Gosberton?

"I like learning about other people's
religions and the way they live. "

Year 2

"I like going to visit different places
of worship. It was really interesting
to see the difference between a
Church and a Mosque."

Year 6

**Exciting
Entry & Exit Points**

**Visits to the local churches
for termly services**

Use of artefacts

Home learning projects &

Engagement

Trips-

The Church, Mosque,
Temple etc.

Use of Technology-
See-Saw and Learning by
Questions

Multi-Faith Day

**Assemblies lead by the
local vicar**

Daily Reflection

**Cross curricular links: Reading, Writing,
Maths & Science**



Assessments: Low stake
Quizzes, Questioning and Quick

Self Assessments and
Peer Reviews

Enquiry based
lessons

Progressive
Curriculum building on prior knowledge

Retrieval based
activities

Capturing Our Knowledge

Application of knowledge
through cross curricular

Knowledge Organisers

Pre-Teaching

Transition preparation for
Secondary School and across
phases with Primary

Use of technology to
record learning

Learning by
Questions

