



What are the Knowledge, Skills and Understanding we want our pupils to gain?

September 2022

We believe that it is important for all our pupils to learn from and about religion, so that they can understand the world around them. At Pensford, the aim of Religious Education is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development. Religious Education is taught throughout the school in such a way as to reflect the overall aims, values, and pillars of our school, including: respect, togetherness and happiness. Our curriculum is designed to encourage creativity, imagination, enquiry, debate, discussion and independence. It is based on the [Awareness Mystery Value curriculum](#) taught widely in BANES and the surrounding areas.

Year A

	Term 1	Term 2	Term 3	Term 4	Term 5 & 6
EYFS (Years A & B)	Topic – Time to wonder		Topic – Me and my world		Topic – Out and about
	<p>Who are we? <i>This unit explores ideas of what it is to be human and relates them to religious and other beliefs</i></p> <ul style="list-style-type: none"> - Who and What is Special to me. - Who and what supports and guides us? 	<p>Why are some times special? <i>This unit explores those aspects of life on earth which are reflected in the pattern of religious and other practices and festivals.</i></p> <ul style="list-style-type: none"> - What special times can I remember and why were they special? - Why are some festivals and celebrations special? <p>Diwali Hanukkah</p>	<p>Why are some places special? <i>This unit explores how religions and beliefs express aspects of human nature in a variety of creative ways.</i></p> <ul style="list-style-type: none"> - What places are special to me? Why are they special? (Special places) - What places are special to members of a religious or belief community? (Buildings used for worship, special places in the home) - What do these buildings that are special to religious, or belief communities look like? 	<p>Why are some times special? <i>This unit explores those aspects of life on earth which are reflected in the pattern of religious and other practices and festivals.</i></p> <ul style="list-style-type: none"> - What special objects might be used in festivals and celebrations? - How might some stories and practices associated with religious and other festivals and celebrations relate to experiences and feelings in our own lives? <p>Passover Easter</p>	<p>Why are some stories special? <i>This unit explores how religions and beliefs express values and commitments in a variety of creative ways.</i></p> <ul style="list-style-type: none"> - What stories and books are special to me and my family? - What stories and books are special to people within religions and beliefs? - How are stories told and books used within religions and beliefs? - What do some stories and books say about how people should live? <p>Somerset AMV Special Stories</p>

KS1	Topic – Who’s Coming to Tea	Topic – A Fire	Topic – How do I get to?	Topic – Where are all the Wild Things?	Topic – Once Upon a Time...
	<p>Where do we belong? <i>This unit explores ideas of those aspects of human nature which relate to the practices of religion and belief communities.</i></p> <ul style="list-style-type: none"> - Where do I belong? Where do people belong? - What do people do because they belong to a faith or belief community? - How might ideas of family and community be reflected in our own lives? 	<p>Christmas</p>	<p>How do we celebrate our journey through life? <i>This unit explores how religions and beliefs express aspects of life’s journey in a variety of creative ways.</i></p> <ul style="list-style-type: none"> - How do people celebrate the important events in their lives? - How do members of a religious faith celebrate these milestones in the journey of life? - What artefacts, symbols and ceremonies are used at significant times? - Why are some times in life significant or special? 	<p>Easter</p>	<p>How should we live our lives? <i>This unit explores how religious and other beliefs affect approaches to moral issues.</i></p> <ul style="list-style-type: none"> - How does what I do affect other people? - What rules and codes of behaviour help me know what to do? - What values are important to me, and how can I show them in how I live? - How do some stories from religions and beliefs and the example set by some people show me what to do?
Lower KS2	Topic – North, East, South, West	Topic – Extreme Survival	Topic – Rise of the Robots	Topic – Down in the Valley	Topic – Escape from Pompeii
	<p>What is important to me? (Unit 1) <i>This unit explores ideas of what it is to be human and relates them to religious and other beliefs.</i></p> <ul style="list-style-type: none"> - Who am I and what does it mean to be human (Physical and non-physical aspects of human identity) - Where do I belong? (My school, home, family, tradition, cultures, organisations including those involving religion and belief, local community, the UK, the global community) 	<p>What does it mean to belong to a religion? (Unit 4) <i>This unit explores aspects of Christian festivals, celebrations, practices and communities and the beliefs to which they relate</i></p> <ul style="list-style-type: none"> - How do Christians celebrate and live out their beliefs in: The journey of life; their main festivals and practices; their faith communities; the wider world 	<p>What does it mean to belong to a religion? (Unit 4) <i>This unit explores aspects of Christian festivals, celebrations, practices and communities and the beliefs to which they relate</i></p> <ul style="list-style-type: none"> - How do Christians celebrate and live out their beliefs in: The journey of life; their main festivals and practices; their faith communities; the wider world 	<p>How do people express their beliefs, identity and experience? (Unit 7) <i>This unit explores how religions and beliefs employ signs, symbols and the arts to express aspects of human nature.</i></p> <ul style="list-style-type: none"> - How do people express their beliefs, identity and experiences using signs, symbols and the wider arts, e.g. art, buildings, dance, drama, music, painting, poetry, ritual, and story? (and not express through art) - How and why are ‘universal’ symbols like colour, light, darkness, wind, sound, water, fire and silence used in religions and beliefs? - Why are the arts really important for some religions and beliefs? -How might I express my ideas, feelings and beliefs in a variety of different ways? 	

Upper KS2	Topic – Mmm Chocolate	Topic – Why aorta keep fit?	Topic – Marvellous Mayans	Topic – Were we a fish?	Topic – Dragons’ Den
	<p>How do we make moral choices? (Unit 6)? <i>This unit explore show religious and other beliefs affect approaches to moral issues</i></p> <ul style="list-style-type: none"> - What are moral questions? - What are the consequences of the moral choices we make? - What people and organisations help in making moral choices? 		<p>What do people believe about life? (Unit 8) <i>This unit explores ideas about the natural world and our place in it and relates them to religious and other beliefs.</i></p> <ul style="list-style-type: none"> - What feelings do people experience in relation to birth, change, death and the natural world? - What answers might be given by ourselves and by religions and beliefs to questions about: meaning of life; our place in the world; the existence of God; life after death <p>Humanism</p>		<p>What does it mean to belong to a religion? Hinduism (Unit 11) <i>This unit explore aspects of religious festivals, celebrations, practices and communities and the beliefs to which they relate</i></p> <ul style="list-style-type: none"> - How do members of this faith celebrate and live out their beliefs in: the journey of life?; their main festivals and practices?; their faith communities?; the wider world? - Within the different groups of this faith what are the most important similarities and key differences? Why do they differ? How do they seek to work together? <p>Somerset AMV 2.9</p>

Year B

	Term 1	Term 2	Term 3	Term 4	Term 5 & 6
EYFS (Years A & B)	Topic – Time to wonder		Topic – Me and my world		Topic – Out and about
	<p>Who are we? <i>This unit explores ideas of what it is to be human and relates them to religious and other beliefs</i></p> <ul style="list-style-type: none"> - Who and What is Special to me. - Who and what supports and guides us? 	<p>Why are some times special? <i>This unit explores those aspects of life on earth which are reflected in the pattern of religious and other practices and festivals.</i></p> <ul style="list-style-type: none"> - What special times can I remember and why were they special? - Why are some festivals and celebrations special? <p>Diwali Hanukkah</p>	<p>Why are some places special? <i>This unit explores how religions and beliefs express aspects of human nature in a variety of creative ways.</i></p> <ul style="list-style-type: none"> - What places are special to me? Why are they special? (Special places) - What places are special to members of a religious or belief community? (Buildings used for worship, special places in the home) - What do these buildings that are special to religious, or belief communities look like 	<p>Why are some times special? <i>This unit explores those aspects of life on earth which are reflected in the pattern of religious and other practices and festivals.</i></p> <ul style="list-style-type: none"> - What special objects might be used in festivals and celebrations? - How might some stories and practices associated with religious and other festivals and celebrations relate to experiences and feelings in our own lives? <p>Passover Easter</p>	<p>Why are some stories special? <i>This unit explores how religions and beliefs express values and commitments in a variety of creative ways.</i></p> <ul style="list-style-type: none"> - What stories and books are special to me and my family? - What stories and books are special to people within religions and beliefs? - How are stories told and books used within religions and beliefs? - What do some stories and books say about how people should live? <p>Somerset AMV Special Stories</p>
KS1	Topic – Our Amazing World	Topic – Toy Story	Topic – We are Artists		Topic - Maps and Routes
	<p>Why are some places special? <i>This unit explores how religions and beliefs express aspects of human nature in a variety of creative ways.</i></p> <ul style="list-style-type: none"> - What places are special to me and why are they special? - What places are special to members of a religious or belief community? - What do these buildings that are special to religious, or belief communities look like? 	<p>Christmas</p>	<p>Why is Jesus important? <i>This unit explores how people’s values and commitments might be demonstrated in people’s lives.</i></p> <ul style="list-style-type: none"> - What people help, inspire and guide me? What makes them special? - What do stories from the Bible say about Jesus? - What things did Jesus say and do that guide people in their lives? What do I think? <p>Somerset AMV 1.2</p>	<p>Easter</p> <p>Somerset AMV Unit 2.1</p>	<p>Why is our world special? <i>This unit explores ideas about the nature of life on earth and relates them to religious and other beliefs.</i></p> <ul style="list-style-type: none"> - How do I feel about the natural world? - What songs, poems, prayers and stories say about God as Creator? - What different ways can I use to show what I think and believe about our world? - How do people show they care/ don’t care about our world? <p>Somerset AMV 1.1</p>

	https://www.youtube.com/watch?v=it2_MtdPs5w Visit to a Mosque				
Lower KS2	Topic – Going Global	Topic – Raiders and Traders	Topic – Can You Walk Like an Egyptian?	Topic – Who is roaming in the Rainforest	Topic – Down in the Valley
	<u>Life and the Teaching of Jesus (Unit 2)</u> <i>This unit explores aspects of the person, life and teaching of Jesus and how they relate to Christian life, practices, celebrations and the pattern of Christian festivals</i> - Where Who is Jesus and what does it mean to follow him today? (Christian, Muslim, Hindu and other answers about the character and status of Jesus) - What did Jesus teach about: Love; Sin; forgiveness and redemption; Revenge and peace/ reconciliation; Greed and giving; Making a difference; Prayer - Why might Christmas be important to us as well as (other) Christians? (Should be covered in Term 2)		<u>What does it mean to belong to a religion? Judaism (Unit 10)</u> <i>This unit explores aspects of religious festivals, celebrations, practices and communities and the beliefs to which they Relate</i> - How do members of this faith celebrate and live out their beliefs in: the journey of life?; their main festivals and practices?; their faith communities?; the wider world? - Within the different groups of this faith what are the most important similarities and key differences? Why do they differ? How do they seek to work together?		<u>How should we live and who can inspire us? (Unit 9)</u> <i>This unit explores how people’s values and commitments might be demonstrated in the lives of [religious] leaders and believers. It may include a study of a particular religious or belief community</i> - What positive examples have people given that show us how to live? - What values and commitments have inspired or been taught by founders of faiths or communities, leaders, believers and specific communities? - How have the actions and example of people of faith or belief changed our world? How might we change our lives in the light of the qualities demonstrated by other people?
Upper KS2	Topic – What’s out there?	Topic – Who let the Gods out?	Topic – Is it me or is it hot in here?	Topic – Victorious Victorians?	Topic – How steady is your hand?
	<u>Why do religious books and teaching matter? (Unit 3)</u> <i>This unit explores how religions and beliefs express values and commitments in a variety of written forms, and how value is attached to those writings</i> - What different kinds of writing and story are there that are important to religions and beliefs? - Where do the most special kinds of writings and stories come from? - How do communities show that they value special books and writings?		<u>Why are some journeys and places special? (Unit 5)</u> <i>This unit explores how religions and beliefs express aspects of life’s journey in a variety of creative ways</i> - Why do people believe that some places are special? - Why do people go on pilgrimage and special journeys? - What practices and events are associated with pilgrimage and special journeys? <u>Humanism</u>		<u>What does it mean to belong to a religion? Islam (Unit 12)</u> <i>These unit explores aspects of religious festivals, celebrations, practices and communities and the beliefs to which they relate</i> - How do members of this faith celebrate and live out their beliefs in: the journey of life?; their main festivals and practices?; their faith communities?; the wider world? - Within the different groups of this faith what are the most important similarities and key differences? Why do they differ? How do they seek to work together? Somerset AMV 2.8

Planning

<http://www.awarenessmysteryvalue.org/>

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<http://www.amvsomerset.org.uk/resources/exemplars/2019-foundation-exemplars/>

Resources

http://booksatpress.co.uk/teachers_resources.html

2019 Foundation Exemplars

 download as a pdf

Foundation - Special Me 

Foundation - Special Times 1 

Foundation - Special Places 

Foundation - Special Times 2 

Foundation - Special Stories - God 

Foundation - Special Stories - Jesus 

2019 ks1 Exemplars

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Key Stage 1.1 What Do Christian People Believe About God? 

Key Stage 1.2 What Do Christian People Believe About Jesus? 

Key Stage 1.3 What Do Christian People Believe About Love? 

Key Stage 1.4 What Do Christian People Believe About Salvation? 

Key Stage 1.5 What Do Jewish People Believe About God and the Covenant? 

Key Stage 1.6 What Do Jewish People Believe About Torah? 

Key Stage 1.7 What Do Muslim People Believe About Allah? 

Key Stage 1.8 What Do Muslim People Believe About Iman? 

Key Stage 1.9 Hinduism 

Key Stage 1: Humanism 

2019 Lower ks2 Exemplars

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Key Stage 2.1 Lower KS2: Judaism - Torah



Key Stage 2.1 Lower KS2 Judaism - God and the Covenant



Key Stage 2.2 Lower KS2 Islam



Key Stage 2.3 Lower KS2: Hinduism



Key Stage 2.4 Lower KS2: Christianity - Salvation



Key Stage 2.5 Lower KS2: Christianity - God and Incarnation



Key Stage 2.6 Lower KS2: Christianity - Agape



Lower Key Stage 2: Humanism



2019 Upper ks2 Exemplars

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Key Stage 2.7 Upper KS2: Judaism - God, Covenant



Key Stage 2.7 Upper KS2: Judaism - Torah



Key Stage 2.8 Upper KS2: Islam - Submission to Allah



Key Stage 2.9 Upper KS2: Hinduism - What do Hindu people believe about Dharma, Deity and Atman?



Key Stage 2.10 Upper KS2: Christianity - What do Christian people believe about Salvation?



Key Stage 2.11 Upper KS2: Christianity - What do Christian people believe about God and Incarnation?



Key Stage 2.12 Upper KS2: Christianity - Agape



Upper Key Stage 2: Humanism



To find relevant planning go to Exemplars and then your Key Stage for both planning and assessment

Threshold Concepts	KS1 → LKS2 → UKS2		
	Examples of Deeper Questioning Starters related to Threshold Concepts		
	Where is? Where did? When is? When did? <i>(Comparing – discussion of similarities and differences)</i>	Where is? Where did? When is? When did? <i>(Comparing – discussion of similarities and differences)</i> Which is? Which could? <i>(Choice)</i>	Where is? Where did? When is? When did? <i>(Comparing – discussion of similarities and differences)</i> Which is? Which could? <i>(Choice)</i> Where might? Why might? <i>(Imagination)</i>

	Where is? Where did? What is? What did?	Where is? Where did? What is? What did? When did? Which could?	Where is? Where did? What is? What did? When did? Which could? Why might? (<i>Reason</i>)
	Where is? What did? When did? Who are?	Where is? What did? When did? Who are? Who can? Which could?	Where is? What did? When did? Who are? Who can? Which could? Why would? (<i>Reason</i>) How might? (<i>Imagination</i>)
	Where is? What are? (<i>Characteristics</i>) Where can? What can? (<i>Possibilities</i>)	Where is? What are? (<i>Characteristics</i>) Where can? What can? (<i>Possibilities</i>) What could? Where would? (<i>Probability</i>)	Where is? What are? (<i>Characteristics</i>) Where can? What can? (<i>Possibilities</i>) What could? Where would? (<i>Probability</i>) Why will? How might?
	Where is? What is? Which is?	Where is? What is? Which is? Which could? Why could?	Where is? What is? Which is? Which could? Why could? Why might? How will?

Deeper Questioning Grid

	Is? Present	Did? Past	Can? Possibility	Would/ Could? Probability	Will? Prediction	Might? Imagination
What? Event						
Where? Place						
When? Time						
Which? Choice						
Who? Person						
Why? Reason						
How? Meaning						

- Recall Questioning should always be secure at the earlier levels before moving on to the deeper levels of questioning.
- Whilst the questioning above gives examples of how the questioning can move on through Key Stages, they should not be limited by nor planned for, purely by age and stage.
- Questioning should be matched to the child's ability to demonstrate secure knowledge and understanding in the earlier stages of recall.