

R.E. Skills, Knowledge and Progression

At Shenley Primary School, we aim to ensure that all pupils develop knowledge and understanding of world religions and their impact, whilst exploring personal and critical responses. We encourage pupils to reflect on the religious make-up of our school and support them in becoming religiously and theologically literate so they can engage in life in an increasingly diverse society. We use and enquiry based curriculum that assists children in gaining shared human understanding, develop personal identity and evaluate different viewpoints so pupils can express what they have learnt.

RECEPTION

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Why is the word 'God' so important to Christians?	Why do Christians perform nativity plays at Christmas?	How can we help others when they need it?	Why do Christians put a cross in an Easter garden?	What makes every single person unique and precious?	How can we care for our wonderful world?
					
CREATION 1	INCARNATION 1	SALVATION 2	SALVATION 1	INCARNATION 2	CREATION 2
Including an encounter with ...	Including an encounter with ...	Including an encounter with ...	Including an encounter with ...	Including an encounter with ...	Including an encounter with ...
A Muslim whispering Allah in a baby's ear	A Muslim story: Muhammad and the Ants	A Sikh story: Har Gobind and the 52 Princes	A Buddhist story: The Monkey King	Hindus celebrating at Raksha Bandhan	Tu be Shevat: the Jewish 'Birthday of Trees'

KEY STAGE 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Christianity <i>How do Christians show that <u>reconciliation</u> with God and others is important?</i>	Islam <i>How does a Muslim show their <u>submission</u> and <u>obedience</u> to Allah?</i>	Hinduism <i>Why do Hindus want to collect good <u>karma</u>?</i>	Christianity <i>Is the cross a symbol of love, <u>sacrifice</u> or commitment for Christians?</i>	Christianity <i>What do Christians mean when they talk about the <u>Kingdom of God</u>?</i>	Judaism <i>What symbols and stories help Jewish people remember their <u>covenant</u> with God?</i>	Year 3 or Year A
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Christianity <i>How does believing Jesus is their <u>saviour</u> inspire Christians to save and serve others?</i>	Islam <i>Why do Muslims call Muhammad the 'seal of the <u>prophets</u>'?</i>	Hinduism <i>How does the story of Rama and Sita inspire Hindus to follow their <u>dharma</u>?</i>	Sikhism <i>How does the teaching of the <u>gurus</u> move Sikhs from dark to light?</i>	Christianity <i>Why do Christians believe they are people on a <u>mission</u>?</i>	Sikhism <i>How do Sikhs put their beliefs about <u>equality</u> into practice?</i>	Year 4 or Year B

LOWER KEY STAGE 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Christianity <i>How do Christians show that <u>reconciliation</u> with God and others is important?</i>	Islam <i>How does a Muslim show their <u>submission</u> and <u>obedience</u> to Allah?</i>	Hinduism <i>Why do Hindus want to collect good <u>karma</u>?</i>	Christianity <i>Is the cross a symbol of love, <u>sacrifice</u> or commitment for Christians?</i>	Christianity <i>What do Christians mean when they talk about the <u>Kingdom of God</u>?</i>	Judaism <i>What symbols and stories help Jewish people remember their <u>covenant</u> with God?</i>	Year 3 or Year A
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Christianity <i>How does believing Jesus is their <u>saviour</u> inspire Christians to save and serve others?</i>	Islam <i>Why do Muslims call Muhammad the 'seal of the <u>prophets</u>'?</i>	Hinduism <i>How does the story of Rama and Sita inspire Hindus to follow their <u>dharma</u>?</i>	Sikhism <i>How does the teaching of the <u>gurus</u> move Sikhs from dark to light?</i>	Christianity <i>Why do Christians believe they are people on a <u>mission</u>?</i>	Sikhism <i>How do Sikhs put their beliefs about <u>equality</u> into practice?</i>	Year 4 or Year B

UPPER KEY STAGE 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Christianity <i>Why is the <u>gospel</u> such good news for Christians?</i>	Islam <i>What does the Qur'an <u>reveal</u> about Allah and his guidance?</i>	Hinduism <i>What spiritual pathways to <u>Moksha</u> are written about in Hindu scriptures?</i>	Judaism <i>What is <u>holiness</u> for Jewish people: a place, a time, an object or something else?</i>	Christianity <i>What is the great significance of the <u>Eucharist</u> for Christians?</i>	Buddhism <i>How did Buddha teach his followers to find <u>enlightenment</u>?</i>	Year 5 or Year A
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Christianity <i>How do Christians show their belief that Jesus is God <u>incarnate</u>?</i>	Islam <i>How does <u>tawhid</u> create a sense of belonging to the Muslim community?</i>	Hinduism <i>How do questions about <u>Brahman</u> and <u>atman</u> influence the way a Hindu lives?</i>	Buddhism <i>How does the Triple <u>Refuge</u> help Buddhists in their journey through life?</i>	Christianity <i>Should believing in the <u>resurrection</u> change how Christians view life and death?</i>	Humanism <i>Why do Humanists say <u>happiness</u> is the goal of life?</i>	Year 6 or Year B

Understanding the approach – outline of an enquiry unit

