

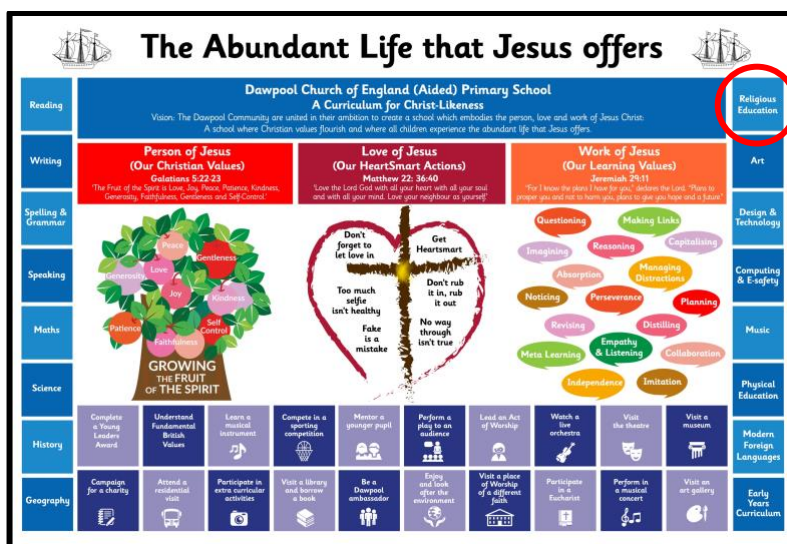


DAWPOOL

Dawpool C.E. (Aided) Primary School

A Dawpool Theologian

Religious
Education



Vision Statement

'The Dawpool community are united in their ambition to create a school which embodies the **person, love and work of Jesus Christ**: a school which enables **Christian values to flourish** and where all children may experience the **abundant life that Jesus offers**.'

'The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control' (Galatians 5: 22-23).

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How does Religious Education contribute to the 'Abundant Life'?

Religious education is important because, like every other subject, it provides a particular set of materials through which pupils come to understand important things about the world and themselves. It is the study of religion and beliefs and it stands in the curriculum as a set of ideas and practices which have shaped and continue to shape our world. The business of religious education is an exploration of the influence of the religions and beliefs on individuals, culture, behaviour and national life.

Dawpool's Vision for Religious Education

At the heart of RE at Dawpool is the teaching of Christianity, rooted in the person, love and work of Jesus Christ. There is a clear expectation that, as an inclusive community, Dawpool will encourage learning about other religions and world views fostering respect for them.

Through a rich and varied Religious Education curriculum at Dawpool, pupils will have developed a secure understanding of Christianity and other World Faiths including Islam, Judaism and Hinduism. This understanding will be secured through the delivery of the Questful RE Scheme of Work. Pupils will demonstrate religious literacy through questioning, debate and explanations supported by Biblical references and sacred texts. Pupils will have the opportunity to visit places of worship to further their understanding.

National Curriculum for Religious Education

Although there is not a National Curriculum for RE, all maintained schools have a statutory obligation to teach it.



Foundation Stage Religious Education

Foundation Stage RE	
Class	Development Matters Statements
	Understanding the World – People Culture and Communities
Foundation 1	<ul style="list-style-type: none">• Continue developing positive attitudes about the differences between people.• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Foundation 2	<ul style="list-style-type: none">• Recognise that people have different beliefs and celebrate special times in different ways.• Understand that some places are special to members of their community.• Recognise some similarities and differences between life in this country and life in other countries.
Early Learning Goals	<ul style="list-style-type: none">• 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.• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps

Term	Topic	Activities which may be included. Please note the nature of the EYFS means planning changes daily.
Autumn Term	Getting to Know You	<ul style="list-style-type: none">• Children in F1 and F2 study the Questful RE scheme of work. They have a set RE lesson once a week.• We ensure the cultures and religions of all class members are represented in the classroom through stories, signs, toys and books.• We discuss types of celebrations that may take place and think about how different families may celebrate them.• As well as Christianity, throughout the year we dedicate a weeks' worth of activities and lessons to the following celebrations.
Spring Term	Superheroes	
Summer Term	Disney Around the World	

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



		<ul style="list-style-type: none"> • Judaism – Hanukkah – 28th November 2021 • Buddhism - Vesak – 15th May 2022 • Islam - Eid Al-Fitr 2nd May 2022 • Hinduism - Diwali – 4th November 2021 • Holi – 17th March 2022 • Chinese New Year – 2nd February 2022
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Foundation Stage 1 Questful RE

God	love	father	unique
food	creation	harvest	thank you
prayer.	Love	trust	compassion
generosity	courage	Jesus	miracle
Bible	Old Testament	Noah	Joseph
Moses	Joshua	Gideon	Israelites
Jonah	David	Goliath	parable
gospels			

I am Special

- I know Christians believe that they are fearfully and wonderfully made by God.
- I know Christians believe that each one of us is unique, special and loved.
- I know Christians refer to God as the Father, the Son and the Holy Spirit.
- I know Christians believe that Jesus is God's son.
- I know Muslims have 99 different names for God.
- I can talk about myself, my likes, dislikes, and what makes me special.
- I can talk about feelings I have experienced.
- I can talk about the names Christians give to God.
- I can talk about Muslim prayer beads and how they are used.

Harvest

- I know Christians believe God created the world.
- I know Christians believe that we should say thank you to God at Harvest time.

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



- I know Christians celebrate the Harvest Festival with a special service in church.
- I can talk about the food I enjoy.
- I can talk about harvest around the world and why we celebrate harvest.
- I can talk about why it is important to help others, particularly at harvest time.

Special People

- I know Jesus was special and performed miracles.
- I know people choose to do a variety of jobs that particularly show Christian values in action. Eg health care workers, emergency service workers, parents etc.
- I know there are special/important/holy people /leaders/teachers in all world faiths.
- I know the Vicar/Priest is the leader of the local church and the Imam is the leader of the local mosque.
- I can recall/retell stories about Jesus and talk about why Christians believe Jesus is the Son of God.
- I can talk about people who are special and give reasons why they are special.
- I can connect people's actions and Christian values.
- I can talk about why the Vicar is special/important to members of the Church, why the Imam is special/important to Muslims, why Guru Nanak is special/holy to Sikhs and why Buddha is special/important to Buddhists.
- I can recall the names and stories of important/holy people from different world faiths.

Stories Jesus Heard

- I know Jesus listened to and learned Old Testament stories.
- I know Old Testament stories teach us about God.
- I can recall/retell some of the Old Testament stories Jesus heard.
- I can talk about my favourite stories.
- I can talk about my feelings and experiences.

Stories Jesus Told

- I know that Jesus told stories and that they are found in the Bible.
- I know Jesus told the stories to teach people about God.
- I can identify a Bible.
- I can recall/retell some of Jesus stories.

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



- I can talk about my own experiences and feelings and ask and respond to questions about my experiences and feelings.
- I can give a simple explanation of the things we can learn from Jesus' stories.

Foundation Stage 2 Questful RE

Friend	friendship	trust	love
Pray	Prayer	God	Jesus
the Lord's Prayer	Christmas	Bethlehem	Mary
Joseph	star	shepherds	Church
Mosque	Mandir	Temple	holy
Anniversary	christening	baptism	wedding
celebration	funeral	Holy Spirit	birthday
Love	sacrifice	Easter	disciples
Holy Week	Palm Sunday	crucified	cross
tomb	risen		

Friendship

- I know Christians consider themselves to be friends of Jesus.
- I know Jesus has 12 special friends called disciples.
- I can recall/retell stories of Jesus with his friends.
- I can talk about why friendship is important and my own experiences of friendship.

Prayer

- I know Jesus taught his disciples the Lord's Prayer and that prayer is a form of communication with God.
- I know prayer is expressed in a variety of ways and people pray for many different reasons.
- I know Muslims use a prayer mat to create a clean space to pray and that there are 5 special times each day when Muslims stop to pray.
- I can talk about the stories of Daniel and Jonah.

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



- I can talk about the different ways people pray and my own experiences of prayer.
- I can talk about people of faith using prayer beads and identify different objects that can be associated with prayer.

Christmas

- I know for Christians Christmas is the celebration of Jesus' birthday and that Jesus was a very special baby.
- I know Christians believe he was the Son of God.
- I know the church celebrates Christmas in special ways.
- I can recall/retell the nativity story and identify the characters in the nativity story.
- I can use religious words to talk about Christmas and why Christmas is important.
- I can talk about how the church celebrates Christmas.
- I can talk about my own experiences of Christmas and feelings related to celebrating Christmas and birthdays.

Easter

- I know Jesus rode into Jerusalem on a donkey on Palm Sunday.
- I know Jesus died on the cross on Good Friday.
- I know Christians believe that Jesus rose on Easter Day and is alive today.
- I know Easter is the most important time of the year for the Church.
- I can tell you that Christians believe Jesus died on the cross because God loves everyone.
- I can briefly retell the story of Easter and identify symbols associated with Easter.
- I can talk about my own experiences of love and other emotions expressed in the Easter Story.
- I can ask questions about the Easter story.

Special Places

- I know Christians worship in a church, Muslims worship in a mosque and Hindus worship in a temple/mandir.
- I know people consider places to be special for different reasons.
- I know some people of faith take off their shoes before entering a place of worship.
- I can talk about my special places and talk about places of worship as special/holy places.

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



- I can talk about taking off your shoes in a special/holy place.

Special Times

- I know Christians celebrate the arrival of the Holy Spirit at Pentecost.
- I know people of faith have special times of celebration.
- I know special times create memories.
- I know celebrating special festivals and occasions is important.
- I can talk about the festivals they have explored.
- I can recall/retell the story of Pentecost.
- I can talk about feelings associated with special times, festivals and celebrations.
- I can ask questions about special/holy times.

A Year 1 Theologian at Dawpool

gift	Wise Men	Magi	Jesus
promise	harvest	Harvest Festival	Son of God
friendship	miracle	disciple	Good Friday
Easter Sunday	new life	Holy Week	Mary
resurrection	garden	tomb	Baptism
font	Christening	Vicar/Minister	Priest
Godparents	water	belonging	Jerusalem
Nazareth			

Harvest

- I know that the food we eat comes from all around the world.
- I know that not everyone in the world enjoys a good harvest.
- I know about Christian charities that are helping people who live in poor countries.
- I know that Christians believe it is good to say thank you to God for the harvest.
- I know that the Jewish festival of harvest is called Sukkot.

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



- I can say what I feel about some of the things we talked about during the harvest festival events.
- I can think of ways in which I can help others.
- I can tell you about the ways in which Jewish people celebrate harvest.
- I can talk about the harvest festival celebrations that took place in my school.

Christmas

- I know that the wise men visited Jesus after the shepherds.
- I know that Christians believe that Jesus is a gift from God.
- I can retell the nativity story. I can talk about giving and receiving gifts.
- I can talk about Christians believing that Jesus is God's son.

What made Jesus special?

- I know the stories of Jesus' miracles are found in the Gospels in the New Testament.
- I know that Christians believe that the miracles reveal Jesus as the Son of God.
- I can retell the stories about Jesus covered in the unit.
- I can talk about my own experiences and feelings.
- I can respond sensitively to questions about my own and others' experiences and feelings.

Easter

- I know the events of Palm Sunday, Good Friday and Easter Day are very important.
- I can talk about the characters of the Easter story, the events and retell it.
- I know Christians believe Jesus died and rose back to life.
- I know Christians believe that Easter is a new beginning.
- I can wonder at the new life and changes in nature.
- I can talk about new beginnings and changes.

Baptism

- I know that Baptism is an occasion when Christians make promises to God and people are welcomed as a member of the church.
- I know that water is a symbol of baptism.
- I know that people can be baptised at any age, in the font at church, in a pool, a river or the sea.
- I know Jesus was baptised in the river Jordan by John the Baptist.

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



- I know that people of world faiths welcome new babies in special ways.
- I know that the words of the call to prayer are whispered in the ear of new born Muslim babies.
- I know that giving babies a meaningful name is important to people of faith.
- I can talk about what belonging means to me.
- I can use religious vocabulary such as vicar, priest, font, baptism church and prayer to talk about baptism.
- I can tell you about what happens when a baby is baptised.
- I can talk about the ways in which people of other faiths welcome new babies.
- I can talk about why a Muslim baby's first taste is sweet and why hair is sometimes shaved from a Muslim new-born baby's head.

My World, Jesus' World

- I know Jesus lived a long time ago in a world very different to ours.
- I know Christians believe that Jesus is the Son of God.
- I know Christians believe that Jesus understands what it is like to live an everyday life as a human being.
- I know Jesus was Jewish and that he celebrated Jewish festivals such as Passover with his family and disciples.
- I can talk about the differences between my world and Jesus' world.
- I can use a Bible story to show the differences and similarities between my world and Jesus' world.
- I can ask good questions and talk about my experiences.
- I can talk about Jesus celebrating Jewish festivals.
- I can talk about Jesus going to the Synagogue.
- I can talk about the symbolism of foods.



A Year 2 Theologian at Dawpool

Bible	Old Testament	New Testament	Holy
Gospel	Word of God	Mary Jones	Dead Sea Scrolls
Good news	Elizabeth	Zechariah	Jesus
Angel Gabriel	Joseph	shepherds	Mary
Bethlehem	Cross	crucifix	Paschal candle
resurrection	Last Supper	Eucharist	symbol
sacrifice	celebration	church	vicar
minister	pews	font	altar
stained glass	worship	holy	sacred
Mosque	Minaret tower	Temple	shrine
Mandir	Synagogue	Ark	Ascension
Pentecost	Holy Spirit	disciples	power
heaven	Trinity		

The Bible

- I know that the Bible is the Christian holy book which tells God's big story. I know about people who struggle to have a bible of their own.
- I know that world faiths have different holy books including the Torah for Jewish people, the Qur'an for Muslims and the Guru Granth Sahib for Sikhs and I know some important details about these faiths.
- I know that Holy Books give believers guidance for living their lives as God has commanded.
- I can tell you about the stories found in the Bible and why the Bible is so important to Christians.
- I can name the holy books from world faiths that I have investigated and describe the similarities and differences between them.
- I can identify and describe the impact of the Holy Books and their content on the lives of believers.

Christmas

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



- I know that Christians believe that the birth of Jesus is good news.
- I know that angels brought the good news to Zachariah, Mary and the shepherds.
- I know that Christians believe Jesus is the saviour of the world.
- I can tell you the Christmas story and ask good questions about it.
- I can tell you about what happened to Zachariah.
- I can talk about the message of the angels and describe the different ways artists portray angels.
- I can talk about the ways Christians share the good news at Christmas time.

Easter

- I know that there are different objects and symbols used to help explain and understand the meaning of Easter.
- I know why the Easter story is central to Christian belief.
- I know that Christians believe that Jesus died to save humankind and this is part of God's salvation plan.
- I can retell the Easter story and describe simply what the symbols of Easter mean.
- I can describe briefly why Christian people celebrate Easter.
- I can talk about my own experiences of Easter celebrations and explain what I think is the most important thing about Easter.

Ascension And Pentecost

- I know that 40 days after the resurrection Jesus ascended into heaven.
- I know that Christians believe that God is three in one – Father, Son and Holy Spirit.
- I know the gift of the Holy Spirit was poured out on the disciples at Pentecost and is here with us still.
- I can retell the stories of Jesus' ascension and the events of Pentecost.
- I can talk about my ideas of heaven.
- I can connect the gifts of the spirit with the school's Christian values.
- I can describe the symbols of the Holy Spirit.
- I can talk about why Christians believe that the events of Pentecost still impact on the church today.

The Church

- I know that for Christians the church is a special place where they meet to worship and pray and that the church is a holy blessed space.

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



- I know the story of Moses and the people of God building the tabernacle (tent of meeting) to house the ark of the covenant.
- I know that people of Muslim faith meet to pray in a mosque, that people of Jewish faith meet together for worship in a synagogue, that people of Hindu faith meet together in a mandir/temple.
- I can connect the features of the church to Bible stories and Christian belief and teaching.
- I can use religious vocabulary to name and describe the features of a church building, mosque, synagogue and a mandir/temple.
- I can connect the features of a place of worship to the beliefs and teaching of that faith.
- I can describe the worship that takes place in a mosque, synagogue and at a Hindu shrine and use religious vocabulary to describe a few similarities and differences between places of worship.



A Year 3 Theologian at Dawpool

Prophet	God	Old Testament	ministry
ordination	Emmanuel	Incarnation	Jesus
Mother Teresa	disciple	Zacchaeus	Palm Sunday
Temple	Last Supper,	Gethsemane	Good Friday
Crucified	Easter Sunday	Resurrection	Rules
Laws	Moses	Commandment	Mount Sinai
Covenant	Old and New Testament	Islam	Muslim
Allah	Fasting	Charity	Ramadan
Eid	Sikh	Langar	Buddhist
Humanist	Harvest Festival	thankfulness	Sukkot
Sukkah	Pongal		

Called by God

- I know that the Prophets were called by God to give his message to the people.
- I know that the Prophets were telling the people to turn back to God to mend their relationship with him.
- I know that the message of the prophets is part of God's big salvation plan.
- I know that people are called by God today and can describe how they respond and the impact on their lives.
- I can talk in detail about Bible stories discussed, ask important questions about religion and beliefs, interpret the stories and identify Christian beliefs.
- I can describe aspects of the daily life of a Rabbi and the daily life of an Imam.
- I can identify similarities and differences between the roles of faith leaders.
- I can use developing religious vocabulary to show understanding of Christian beliefs.
- I can describe the impact of responding to God's call on a person's life and what they think God would be asking prophets to speak out against today.

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



Christmas

- I know that Jesus is called Emmanuel and that means God with us.
- I know that Christians believe Jesus is God's son.
- I know that Christians believe the presence of God changes lives.
- I can describe the ways in which Christians believe that their actions show Jesus' presence in the world.
- I can ask good questions and make links between my experience and the experience of others.

Jesus

- I know that Christians believe Jesus has/had the power to change people's lives.
- I know that choosing to follow Jesus is not necessarily an easy way of life.
- I know that people's lives today can be transformed by becoming a Christian and choosing a different way of life.
- I can talk about my experiences of change.
- I can talk about the ways in which Jesus changed/changes people's lives including retelling a story of when he did this.

Easter

- I know that the events of Holy Week reveal what Jesus came to earth to do.
- I know that the events of Palm Sunday, Holy week and Easter are a combined mixture of the emotions of joy and sadness.
- I know the different ways in which the church remembers and marks the events of Holy Week.
- I can retell the stories of Palm Sunday, Holy Week and Easter and ask good questions about them.
- I can make links between Christian beliefs and the stories of Palm Sunday, Holy Week and Easter.
- I can use religious vocabulary to make links between people's values and behaviour and ask important questions about these.
- I can use religious vocabulary to describe and show understanding of the Christian practices linked with the Easter Story.
- I can describe the impact of the events of Palm Sunday, Holy Week and Easter on the lives of people today.



Rules for Living

- I know that world faiths have rules to follow that have been established a long time ago.
- I know Christians and Jews believe Moses rescued the people of God from Egypt and brought the ten commandments down from Mount Sinai and that the commandments are the foundation of Christian and Jewish societies.
- I know Christians try to live out the commandments given by God and Jesus.
- I know the 5 pillars are the foundation of the Muslim way of life, they set the Muslim rules for living and that Muslims follow rules set out in the Qur'an.
- I know that Muslims have 99 names for God that show his characteristics.
- I know that Sikhs wear the 5 Ks as a sign of their commitment to God and that they follow rules set out in the Guru Granth Sahib.
- I know that Buddhists do not believe that there is a God who has given rules and that Buddhists try to follow the teachings of the Buddha.
- I know that some people choose not to follow any specific set of religious rules.
- I can talk about the rules and laws that I try to follow in my own life and identify symbols and objects in my life that reflect my commitments.
- I can talk about the story of Moses and the impact of the ten commandments.
- I can talk about the 5 pillars of Islam and identify the impact that the 5 pillars of Islam have on a Muslim way of life.
- I can identify the Sikh 5 Ks and identify the activities of the Sikh Langar.
- I can give examples of behaviour and actions that show a person is following religious rules.
- I can describe ways in which Christians live out Jesus' command to love one another.
- I can make links between beliefs and behaviour and talk, with understanding, about rules followed by people of faith.
- I can identify humanist values.
- I understand the effects of rules and ask good questions about religious rules, express my own ideas about rules, and identify something that is common in all religious rules (e.g. charitable giving.)

Harvest

- I know there is a connection between Christian beliefs and their actions.
- I know that the Bible records people harvesting and gives instruction that people should give their first and their finest grain.

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



- I can talk about different ways people celebrate the harvest and describe and recognise the similarities between different religious harvest festivals.
- I can describe the key features of the Jewish festival of Sukkot and the Hindu festival of Pongal.
- I can express my opinion about why communities celebrate harvest.

A Year 4 Theologian at Dawpool

Prophet	Samuel	David	Jonathan
Saul	Goliath	inspiration	Psalm
Jesus	light	candles	Christingle
Light of the World	Saviour and incarnation	Dreidel	Hanukkah
Hannukiah	Jerusalem	Temple	Son of God
authority	miracle	Sabbath/Shabbat	Pharisees
Trust	betrayal	forgiveness	Judas
loyalty	Peter	Gethsemane	Jerusalem
church	chapel	cathedral	sacrament
vicar	curate	priest	minister
worship	holy	sacred	Mosque
Minaret tower	Temple	Synagogue	Ark
Gurdwara	Langar	pray	prayer
collect			

David and the Psalms

- I know key stories in the life of David and that David is a key figure in the Old Testament.
- I know that Christians believe that the nature of God is revealed in the psalms (King, shepherd, protector, great, rock, merciful and shield etc.)
- I can identify values that I think are important and connect values and Christian beliefs to events and teaching in the Bible.

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



- I can ask important questions about the stories of David that improve my learning.

Christmas

- I know that Christians believe that Jesus is the light of the world and that the light of Jesus brings hope in dark places.
- I know that Hannukah is a Jewish festival of light.
- I can tell stories about Jesus bringing light into people's lives.
- I can talk about the lives of people who bring Jesus' light into the world.
- I can tell you about the stories and traditions of Hanukkah.
- I can use good vocabulary to talk about the symbolism of Jesus as light.
- I can ask good questions about things that have interested me.

Jesus

- I know that Christians believe Jesus is the Son of God and that Jesus has power and authority over nature, sickness and death.
- I know the stories of people who have campaigned for justice.
- I know that the Jewish holy day is Shabbat.
- I can retell the Bible stories we have talked about and make links between the Bible stories and what Christians believe about Jesus.
- I can use religious language to show that I understand Jesus was both God and man.
- I can talk about why sometimes people speak out against authority for justice.
- I can tell you about what I have learnt and who has inspired me.
- I can talk, using religious language, about the traditions and meaning of Jewish Shabbat.

Easter

- I know that trust and forgiveness are key values in the teaching of World Faiths.
- I know that Christians believe that they can trust Jesus.
- I know that the events of Holy Week and Easter are key to understanding what Jesus came to earth to do.
- I know that the incidents of betrayal and trust in the Easter story are significant.
- I can identify and explain the significance of the incidents of betrayal and trust in the Easter story – God's salvation plan.
- I can use key religious vocabulary to describe and talk about the importance of forgiveness in World Faiths and in my own life.

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



- I can ask good questions about people's values and commitments.
- I can use religious vocabulary to make links between Christian beliefs and the stories of Palm Sunday, Holy Week and Easter.
- I can describe and show understanding of the Christian value of forgiveness in relation to the story of Peter.
- I can use religious vocabulary to make links between religious teaching and practices.

The Church

- I know that not all church buildings are the same but have similar features according to denomination.
- I know that Peter and the disciples 'built' the church after the events of Pentecost.
- I know that the Bible gives guidance to the church about behaviour and attitudes and I can talk about what that guidance is.
- I know that Christianity is a world-wide multi-cultural faith.
- I know world faiths have different places of worship and I can name the buildings, key features and the worship that takes place there.
- I know that the Hindu murtis (statues) are expressions of god and that they are not worshipped as they are a focus to enhance worship.
- I know that the symbol of light is used in several religions.
- I know that the features of the building can be connected to the Holy Scripture of that faith.
- I know the Imam is the leader of the Mosque and the Rabbi is the leader of the Synagogue.
- I can use religious vocabulary to name features of the church building, talk about their significance and links to the Bible and identify similarities and differences between churches and denominations worldwide.
- I can ask good questions about the similarities and differences between different denominational practices and make links between values and beliefs and behaviour.
- I can use the correct religious vocabulary to talk knowledgeably about places of worship, the features of the building and the worship that takes place there.
- I can identify the similarities and differences between the worship that takes place in a mosque and Hindu temple.
- I can identify the similarities and differences between the worship that takes place in a Hindu temple and a Sikh gurdwara.
- I can identify the similarities and differences between the worship that takes place in a synagogue and a mosque.

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



- I can make links between the places of worship I have explored and the beliefs of the worshipper.
- I can ask good questions to extend my knowledge and understanding.
- I can describe why light is used as a symbol for God in several religions.
- I can use religious language to talk about the symbols I have seen in the places of worship explored e.g. star of David, Aum and Swastika.
- I can describe the role of the Imam.

Prayer

- I know that prayer is a way of communicating with God.
- I know that prayer is an important part of the life of a believer and that prayer impacts on the daily life of a believer.
- I know that prayer can be very informal and private and that believers gather together to pray.
- I know that for some people of faith the direction in which they pray is important.
- I know that for some people of faith it is important to wash before you pray.
- I can talk using religious language about prayer in Christianity and in the world faiths studied.
- I can talk about my own experiences of prayer.
- I can identify the Christian beliefs revealed in the language of prayer.
- I can identify similarities and differences between the way believers pray across world faiths.
- I can identify artefacts used at times of prayer by people of faith.
- I can identify the beliefs of a Muslim/Hindu in the language of prayer.



A Year 5 Theologian at Dawpool

Old Testament	New Testament	Gospel	Word of God
translation	Saviour	Messiah	Gospel
Matthew	Luke	nativity	Herod
incarnation	salvation	Parable	Kingdom of God
Imagery	Victory	triumph	resurrection
sacrifice	salvation	redeemer	Jochebed
Deborah	Abigail	Rahab	Hannah
Ruth	Esther	Purim	Life
death	heaven	eternal life	funeral
reincarnation	hope	Daniel	Shadrach
Meshach	Abednego	Nebuchadnezzar	Darius

The Bible

- I know that Christians believe that the Bible is the inspired word of God.
- I know that there are many translations of the Bible and that the Bible guides Christians and effects their daily lives.
- I can tell you about the work of Bible translators today and in the past.
- I can explain how the teaching in the Bible helps to answer ultimate and ethical questions.
- I know about the origin and content of holy books from the world faiths I have investigated and the impact of these scriptures on the lives of believers.
- I can use religious vocabulary to show I understand texts from the holy books I have investigated and talk about the similarities and differences between them.
- I can describe the impact of the Torah on Jewish people, identify a Torah Scroll, yad, mantle and Ark and explain (using religious vocabulary) the difference between the Torah and the Talmud.
- I can talk about the contents of the Qur'an and Hadith and know the difference between the two.
- I can describe and make links between Malala's behaviour and the teachings of the Qur'an.

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



- I can interpret and discuss quotes from sacred scriptures in the light of a current situation in the news.

Christmas

- I know that the nativity story is found in the Gospels of Matthew and Luke.
- I know the true meaning of Christmas is a celebration of the birth of Jesus, the Son of God, Messiah.
- I know where the nativity fits into God's Big Story.
- I can identify which parts of the nativity story can be found in each Gospel and can tell you about the audiences Matthew and Luke were writing for.
- I can identify the influence the two stories have on our Christmas celebrations.
- I can describe the Christian beliefs revealed in the nativity story.
- I can talk about why the flight to Egypt is a significant event.

Jesus

- I know that Jesus' teaching explains Christian beliefs and that it makes an impact on people's lives.
- I know the elements of Jesus teaching that can be directly linked to our school Christian values and British values.
- I can retell the Bible stories we have explored in the unit and ask important and relevant questions that improve my learning.
- I can use religious vocabulary to describe the Christian beliefs revealed in Jesus' teaching and explain how this teaching is used to answer the big questions in life.
- I can identify one of Jesus' parables that has a strong message for today and explain my choice.

Easter

- I know that Christians believe that Christ's resurrection is a victory over death.
- I know that Christians believe that Easter is the key event in God's salvation plan.
- I know that Christians believe Jesus' death and resurrection restored the relationship between God and people.
- I can retell the Easter Story in detail and talk with understanding about the Christian belief that Jesus died and rose victoriously and what that means to Christians.
- I can ask important questions about Christian belief.



- I can talk about and describe feelings in relation to situations of victory and make links between people's values, commitments, attitudes and behaviour with regard to situations of victory.
- I can reflect thoughtfully on the answers to big questions about Jesus' death and resurrection.
- I can explain why Christians believe Jesus' death and resurrection are a victory and explain the impact of believing in Jesus' death and resurrection on a person's life.

Old Testament Women

- I know the stories of significant women in the Old Testament.
- I know the Jewish Festival of Purim celebrates how God used Esther to save his people.
- I know that being a person of faith isn't always easy.
- I can respond sensitively to questions about my own experiences and those of others and make a link between my own values and the values and commitments of the women in the Bible.
- I can use religious vocabulary to show that I understand the actions and beliefs of the women in the Old Testament and describe what inspires me about them.
- I can ask good questions and suggest answers about belonging, commitment, truth and values.
- I can talk about the impact the lives of the women whose stories I explored had on God's great salvation plan.

Loss, Death and Christian Hope

- I know Christians believe that through the death and resurrection of Jesus they have the promise of eternal life with God in heaven.
- I know that Christians believe that when you die your spirit goes to be with God in heaven.
- I know Muslims believe that after death there is either paradise or hell. Good deeds in life enable entry into paradise.
- I know Hindus and Buddhists believe in samsara and reincarnation until enlightenment or freedom from desire is achieved.
- I can express my own opinion about what I think happens when you die.
- I can talk about what the Bible says heaven will be like, what I think heaven is like and make links between what the Bible says and what Christians believe.
- I can use the right language to show I understand what Christians believe about death and heaven.

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- I can talk about similarities and differences between what world faiths say on the subject of death and heaven (including Hindu and Buddhist belief in samsara and reincarnation.)
- I can identify Christian beliefs in the words of songs and prayers.
- I can describe the funeral traditions of the world faiths I have explored.

Daniel

- I know the stories of Daniel and Shadrach, Meshach and Abednego.
- I know that Bible stories reveal the nature of God.
- I know about persecuted Christians and the challenges they face.
- I can talk knowledgeably about Christians being persecuted.
- I can talk about the ways in which the stories in the Bible encourage and motivate believers.
- I can talk knowledgeably about Jewish dietary laws.
- I can express my opinion about the decisions made by Daniel and his friends.

A Year 6 Theologian at Dawpool

Baptism	Confirmation	pilgrimage	rites of passage
Holy Land	Advent	prophet	prophecy
John the Baptist	Messiah	annunciation	incarnation
Mary	Moses	Exodus	Israel
freedom	slavery	Seder	Passover
Eucharist	Holy Communion	Last Supper	remembrance
holy	sacrifice	mercy	salvation
sacrament	faith	Messiah	Prince of Peace
Saviour	resurrection	redeemer	servant
Ascension	Pentecost	Trinity	Holy Spirit
inspiration	God	Father	Son
Trinity	Celtic	Faith	ministry
mission	kingdom of God	vocation	

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Life as a Journey

- I know that pilgrimage is a special journey made by people of faith.
- I know that the life journey of people in the Bible influences the behaviour and choices of Christians today.
- I know that some Christians are persecuted and a life of faith is a challenge.
- I can tell you about my life journey so far.
- I can describe the impact of religion on people's lives.
- I can describe the key features of Christian life and the impact that being a Christian has on a person's life.
- I can recognise the similarities and differences between pilgrimage journeys in Christianity and other faiths.
- I can tell you why people of faith make pilgrimages, identify several places of pilgrimage and describe the religious practices that take place there.

Advent

- I know that Advent is a time of preparation and the season of hope and that during Advent the church spends time focussing on the promise of Jesus' return.
- I know Christians believe that Jesus is the promised Messiah, but Jewish people do not.
- I know different denominations within Christianity hold differing beliefs about the importance and status of Mary.
- I know the themes of Advent tell the 'big story' of God's salvation plan.
- I can explain how Jesus fulfilled the Old Testament prophecies.
- I can use religious vocabulary to describe the symbolism, practices, beliefs and themes of the season of Advent.
- I can express my opinion about what I think the message of John the Baptist would be today.
- I can talk about what my hopes and dreams are for the future.

The Exodus

- I know that the Exodus is a significant event in Jewish and Christian history and that for Jewish people the events of the Exodus and Passover are very important.
- I know that the Seder is the special meal celebrated by Jews on the first evening of the festival of Passover.
- I know that Christianity is rooted in Judaism and Jesus celebrated the Passover.

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- I know that Christians remember the Passover and the Last Supper during the Eucharist.
- I can retell the Exodus story highlighting the connections to the Seder meal and make links between the Passover, Last Supper and the Eucharist.
- I can tell you why Passover is a festival of memory and freedom and express my opinions about freedom, what it is and what it is not.
- I can tell you about the similarities and differences between the importance placed on the Passover by Jews and Christians and explain why the Passover is not forgotten.

The Eucharist

- I know that the Eucharist is an important celebration celebrated by Christians worldwide.
- I know that there is a direct link between the life and words of Jesus and the Eucharist.
- I can make links between Christian beliefs, the Eucharist and the Last Supper.
- I can use good religious vocabulary to show understanding of why Christians celebrate the Eucharist.
- I can identify the similarities and differences within and between the way Christian denominations celebrate the Eucharist and suggest reasons why.
- I can talk about the way in which the Eucharist service answers questions about Christian beliefs.
- I can explain what the words remembrance, holy, sacrifice, mercy, salvation and faith mean to Christians and to me.
- I can ask thoughtful questions about the words and actions of the Eucharist service that improve my learning.

Jesus

- I know the names that are given to Jesus to describe his character and purpose.
- I know that Christians believe Jesus is the Messiah and that he came to rescue all people.
- I can explain the connection between incarnation and salvation.
- I know that Muslims believe that Jesus is one of the five greatest messengers of God, that Hindus believe Jesus was a holy man, a wise teacher and a 'god', that many Buddhists refer to Jesus as an 'enlightened man', that Jews believe Jesus was a teacher and a healer but not the Messiah and that people of no faith generally acknowledge that Jesus was a wise, moral teacher.
- I can use the right words to describe what Christians believe about Jesus.

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- I can ask good questions to improve my learning and express my own opinion about 'Who was Jesus?' and say what others think in answer to the question 'Who was Jesus?'
- I can use the Bible to find evidence to answer the question 'Who was Jesus?'
- I can use the right words to describe Muslim, Hindu, Buddhist and Jewish beliefs about Jesus.

Ascension and Pentecost

- I know that Ascension and Pentecost are key events in Christianity.
- I know that Christians believe that people's lives can be transformed by the Holy Spirit.
- I can tell you about the distinctive Christian beliefs connected with Ascension and Pentecost and retell the stories.
- I can describe the lives of people who have been transformed by the Holy Spirit.
- I can tell you about what inspires me.
- I can use these events to answer fundamental questions about God.

God

- I know that Christians believe God is Father, Son and Holy Spirit, the Trinity.
- I know that Bible stories are used to answer questions about God and I can retell them.
- I know that there are similarities and differences between the names given to God by people of all world faiths.
- I can talk with understanding and use religious language to explain the Trinity.
- I can identify Christian beliefs about God in prayers and worship songs.
- I can identify the similarities and differences between beliefs about God across world faiths.
- I can express my own opinion and ask big questions.
- I can identify and talk using religious vocab about Muslim and Hindu beliefs about God.
- I can talk with understanding and knowledge about the opinions and ideas of people with the World View that God does not exist.

People of Faith

- I know that Christian people try to live out the teaching of the Bible and follow Jesus' example.
- I know that Christians try to build God's kingdom through their words and actions.

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- I know that Muslims are required to live their lives according to the words of the Qur'an and teachings of Muhammad, someone living a Buddhist lifestyle follows the Eightfold Path and Hindu beliefs are rooted in the teachings of the Vedas.
- I know the names and life stories of a few extraordinary people of faith and some similarities and differences between the ways in which people of faith live.
- I can tell you who, from the people we have studied, inspires me and why.
- I can interpret Bible stories and talk about how that story explains what it means to have faith.
- I can use appropriate religious vocabulary to talk about the characteristics of a person living out their faith.
- I can explain how some of the teachings of the Bible impact on the life of a Christian.
- I can describe some of the ways following the Eightfold Path impacts on the life of a Buddhist.

Archived (2021-22): Education Recovery in Religious Education

In response to the COVID-19 pandemic, we have identified 3 overarching improvement priorities for education recovery:

- *Reading across the curriculum*
- *Teachers' subject, pedagogical and pedagogical content knowledge*
- *Quality First Teaching*

A focus on these 3 priorities will ensure that all pupils can access the full curriculum which is central to the '**Abundant Life that Jesus offers.**' In addition to these 3 priorities, we have taken a **subject-specific approach** when prioritising what to teach.

In determining what to prioritise in the **Religious Education (RE)** curriculum, we have focused on our vision for RE which outlines our aspirations for pupils in this subject. We have also considered the [guidance](#) produced by the DfE. The main aim of education recovery at Dawpool is to teach pupils what they need in order to make sense of later work in the curriculum. We have therefore identified the following priorities for the RE curriculum.

Pupils will:

- *Maintain a breadth of study in religious education.*

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- *Cover objectives linked to other religions (for example Islam, Judaism and Hinduism) as well as Christianity.*
- *Encounter other faiths and beliefs within the curriculum through visits and visitors.*
- *Demonstrate religious literacy through questioning, debate and explanation.*