



SHERINGDALE

**Sheringdale Religion Education (RE) Medium Term Plan
KS1 and KS2**

Year 1 Vocabulary Ladder

<u>Tier 1 (every lesson words)</u>					
Holy book God Bible Quran Allah Christian Muslim					
<u>Tier 2 (topic linked words)</u>					
<i>Topic not linked</i>					
<u>Tier 3 (technical, low frequency words)</u>					
<u>Autumn 1</u> Jesus Cross Pray	<u>Autumn 2</u> Prophet Muhammad Star and crescent Pray	<u>Spring 1</u> Object Sacred Church Prayer mat	<u>Spring 2</u> Priest/reverend Imam Leader Special	<u>Summer 1</u> Creation Adam Eve Temptation Garden of Eden	<u>Summer 2</u> Good/bad Right/wrong World Environment

Topic : Magnificent Me

<p>RBW – Wandsworth RE Syllabus assessment objectives in italics</p>	<p>I wonder - what do Christians believe about God? (<i>Introduction to Christian faith</i>)</p> <p>Pupils working at the expected level: I can talk about some simple ideas about Christian beliefs about God and Jesus (AO1). I can name and talk about simple Christian symbols (AO1). (<i>They can talk about religious art, symbols and words</i>) I can re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (AO1). I can talk about issues of good and bad, right and wrong and what they find puzzling from the stories (AO2). I can ask some questions about believing in God and whether he is important to any of them and offer some ideas of their own (AO2). I can talk about things that happen to me in Christianity (if pupil is a Christian) (AO2). (<i>Pupils can talk about things that happen to them</i>)</p> <p>Pupils working at greater depth: I can make links between what Jesus taught and what Christians believe and do (AO1). I can use some religious words to describe some Christian practices (AO1). (<i>They can use some religious words to describe some religious practices</i>) I can say why I think Christians believe in God give an explanation in my answer (AO2). (<i>Pupils can say what religions teach about some of the big questions of life and have begun to use more sources to explain different views</i>)</p>	<p>I wonder - what do Muslims believe about Allah? (<i>Introduction to Islamic faith</i>)</p> <p>Pupils working at the expected level: I can talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (AO1). I can re-tell a story about the life of the Prophet Muhammad and talk about it (AO1). I can talk about what I find interesting or puzzling in an Islamic story (AO2). I can name and talk about some religious symbols used by Muslims (AO1). (<i>They can talk about religious art, symbols and words</i>) I can briefly identify some ways Muslims mark Ramadan and celebrate Eid-al-Fitr and how this might make them feel (AO1). I can talk about things that happen to me in Islam (if pupil is a Muslim) (AO2). (<i>Pupils can talk about things that happen to them</i>)</p> <p>Pupils working at greater depth: I can make links between what the Holy Qur'an says and how Muslims behave (AO1). I can briefly describe some similarities and differences between Christianity and Islam (AO1). (<i>They can briefly describe some similarities and differences between religions</i>) I can ask some questions about Allah that are hard to answer and offer some ideas of my own that sometimes might be based on religious sources like the Qur'an (AO2). (<i>Pupils can say what religions teach about some of the big questions of life and have begun to use more sources to explain different views</i>)</p>
<p>topic link</p>	<p>Comparing our beliefs to others and developing our own identities</p>	<p>Comparing our beliefs to others and developing our own identities</p>

Topic : All aboard...!

<p>RBW– <i>Wandsworth RE</i> <i>Syllabus</i> <i>assessment</i> <i>objectives in</i> <i>italics</i></p>	<p>I wonder - what makes an object special or sacred? <i>(Christianity and Islam)</i></p> <p>Pupils working at the expected level: I can say what object are special to me and explain why (AO2). I can remember the right names for objects that are special to Christians (AO1). <i>(They can remember the right names for things that are special to believers)</i> I can remember the right names for object that are special to Muslims (AO1). <i>(They can remember the right names for things that are special to believers)</i> I can begin to talk about what makes a religious object sacred (AO1). <i>(They can talk about religious art, symbols and words)</i></p> <p>Pupils working at greater depth: I can briefly describe some similarities and differences between sacred Christian and Muslim objects (AO1). <i>(They can briefly describe some similarities and differences between religions)</i> I can begin to explain the effects of these sacred objects on individuals and communities within both religions (AO2) e.g. the Bible and the Qur'an tell followers how they need to act or behave.</p>	<p>I wonder - what makes a religious leader special? <i>(Christianity and Islam)</i></p> <p>Pupils working at the expected level: I can say what people or leaders are special to me and explain why (AO2). I can remember the right names for special leaders in Christianity (AO1). <i>(They can remember the right names for things that are special to believers)</i> I can remember the right names for special leaders in Islam (AO1). <i>(They can remember the right names for things that are special to believers)</i> I can begin to talk about what makes a religious leader special (AO1).</p> <p>Pupils working at greater depth: I can briefly describe some similarities and differences between Christian and Muslim leaders (AO1). <i>(They can briefly describe some similarities and differences between religions)</i> I can make links between sacred objects and how religious leaders use them in their practices (AO1). <i>(They can use some religious words to describe some religious practices)</i></p>
<p>topic link</p>		

Year: 1

Term: Summer

Topic : Food Glorious Food

<p>RBW – Wandsworth RE Syllabus assessment objectives in italics</p>	<p>I wonder if the Bible is a good way of telling Christians about how the world was made? <i>(Christianity)</i></p> <p>Pupils working at the expected level: I can remember and talk about important parts from the ‘creation’ story in the Bible (AO1). <i>(Pupils can remember religious stories and talk about them)</i> I can talk with my peers about what I found interesting in the story, or ask for clarification about parts that I didn’t understand (AO2). <i>(They can talk about what they find interesting or puzzling)</i></p> <p>Pupils working at greater depth: I can describe a few things that a Christian might learn from the moral of the ‘creation’ story (AO1). <i>(Pupils can describe a few things that a believer might learn from a religious story)</i> I can use more religious vocabulary when giving answers to ethical questions that arise from the story (AO2). <i>(They use more religious and philosophical vocabulary when suggesting reasons for similarities and differences in the answers given to moral questions and have begun to explain how religious sources are used to provide such answers)</i></p> <p>I have begun to explain how the creation story in the Bible can be used to provide answers about following God, betrayal, greed, temptation etc. (AO2). <i>(They use more religious and philosophical vocabulary when suggesting reasons for similarities and differences in the answers given to moral questions and have begun to explain how religious sources are used to provide such answers)</i></p>	<p>I wonder - should we care for others and the world around us? <i>(Christianity and Islam)</i></p> <p>Pupils working at the expected level: I can remember a Bible story and Qur’an story and talk about how it relates to caring for others and the world (AO1). I can show ways that some people might respond to God by caring for others and the world (AO2). I can talk about issues of good and bad, right and wrong arising from the stories (AO2). <i>(They can talk about what they find interesting or puzzling)</i> I can say what the ‘Golden Rule’ of Christianity and Islam is (AO1) and think about what would happen if people followed this rule more (AO2). I can recall what happened in the creation story (AO1) and express my own ideas about what it says God is like (AO2). I can talk about what is important to me in the world (AO2). <i>(They can talk about what is important to them)</i></p> <p>Pupils working at greater depth: I can say what Christianity and Islam teach me about caring for others and the world around me (AO2), giving examples where possible. I can begin to explain how religious sources, like holy books, are used to provide answers to how we should care for others and our world. (AO2). <i>(They use more religious and philosophical vocabulary when suggesting reasons for similarities and differences in the answers given to moral questions and have begun to explain how religious sources are used to provide such answers)</i> I can say why people might have different views about how we should care for others and our world (AO2). <i>(They use more religious and philosophical vocabulary when suggesting reasons for similarities and differences in the answers given to moral questions and have begun to explain how religious sources are used to provide such answers)</i> I can begin to explain how belonging to a religion might affect how individuals/communities look after others and our world (AO2). <i>(They have begun to explain the effects of beliefs and practices on individuals, communities and societies)</i></p>
<p>topic link</p>	<p>Children explore the Christian belief that God created the world and all food and water in it.</p>	

Year 2 Vocabulary Ladder

Tier 1 (every lesson words)

Jewish
 Judaism
 God
 Allah
 Christian
 Christianity
 Muslim
 Islam
 Jesus
 Holy Book
 Bible
 Quran
 Torah

Tier 2 (topic linked words)

Building

Tier 3 (technical, low frequency words)

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Mezuzah	Christmas	Sacred	Easter	Religious	Religious
Shabbat	Hanukkah	Islam	Ramadan	Sacred	Pray
Pesach	Maccabees	Story	Death	Mosque	Prayer
Synagogue	Nativity	Message	Cross	Synagogue	Prayer mat
	Birth	Meaning	Prophet Muhammad	Pray	
	Stable	Good/bad	Fast	Prayer mat	
	Candles	Right/wrong	Eid-al-Fitr	Worship	
	Menorah	Teach		Cross	

Year: 2

Term: Autumn

Topic : Fire and Ice

**RBW –
Wandsworth RE
Syllabus
assessment
objectives in
italics**

I wonder – what do Jewish people believe about God?

(Introduction to Jewish faith)

Pupils working at the expected level:

I can recall what Jewish people believe about God, giving some examples (AO1).

I can talk about how the mezuzah in the home reminds Jewish people about God (AO1).

I can talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (AO1).

I can re-tell a story (AO1) that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (AO2).

When visiting a synagogue, I can ask some questions about Jewish beliefs in God and offer some ideas of my own, with respect for believers' feelings (AO2). *(Pupils can ask about what happens to others with respect for their feelings)*

Pupils working at greater depth:

I can describe a few things that a Jewish person might learn from Jewish teachings/a Jewish story (AO1).

I can begin to explain the effects and value of reflection, thanksgiving, praise and remembrance on individuals, and Jewish communities (AO2).

I can say what Judaism teaches followers about God and can reference Jewish practices and stories to explain my viewpoint (AO2). *(Pupils can say what religions teach about some of the big questions of life and have begun to use more sources to explain different views)*

I wonder why and how do people celebrate Christmas and Hanukkah?

(Christianity and Judaism)

Pupils working at the expected level:

I can retell the story of Jesus' birth and talk about how it started the Christian celebration of Christmas (AO1). *(Pupils can tell religious stories and talk about them)*

I can retell the story of the Maccabees and the lighting of the menorah and talk about how it started the Jewish celebration of Hanukkah (AO1). *(Pupils can tell religious stories and talk about them)*

I can say what some Christian symbols stand for (recall knowledge from Y1) and say what some of the art and music based around Christmas is about (AO1). *(They can say what some symbols stand for, and say what some of the art and music is about)*

I can say what some Jewish symbols stand for and say what some of the art and music based around Hanukkah is about (AO1). *(They can say what some symbols stand for, and say what some of the art and music is about)*

I can talk about why Christmas/Hanukkah is important to me (if I celebrate any of those festivals) and explain why all people, regardless of faith, should/shouldn't celebrate it (AO2). *(They can talk about what is important to them and to others with respect for their feelings)*

Pupils working at greater depth:

I can describe a few things that a Jew/Christian might learn from the story of the Maccabees/Jesus' birth (AO1). *(Pupils can describe a few things that a believer might learn from a religious story)*

I can briefly describe using religious words some similarities and differences between how Hanukkah and Christmas are celebrated (AO1). *(They can briefly describe some similarities and differences between religions) (They can use some religious words to describe some religious practices)*

I can begin to explain how celebrating Christmas or Hanukkah helps Christians or Jewish people to strengthen their faith (AO2). *(They have begun to explain the effects of beliefs and practices on individuals, communities and societies)*

Year: 2

Term: Spring

Topic : Heroes of the World

**RBW –
Wandsworth RE
Syllabus
assessment
objectives in
italics**

**I wonder - can sacred books teach us anything?
(Christianity, Judaism and Islam)**

Pupils working at the expected level:

I can recall my knowledge of the creation story from the Bible in Year 1 (AO1).

I can recognise that sacred texts contain stories which are special to many people and should be treated with respect.

I can retell a religious story from Judaism and Islam (and Christianity if possible) and talk about the meanings behind them (AO1). *(Pupils can tell religious stories and talk about them)*

I can talk about whether any of the stories have a similar meaning/message behind them (AO1). *(They can talk about some of the things that are the same for religious people)*

I can involve myself in helping to answer questions behind tricky parts of religious stories (AO2). *(They can talk about some things in stories that make people ask questions)*

I can talk about issues of good and bad, right and wrong arising from the stories.

I can discuss whether sacred books teach us important messages or not (AO2).

Pupils working at greater depth:

I can briefly describe some similarities and difference between different religious stories (AO1). *(They can briefly describe some similarities and differences between religions)*

I can describe a few things that believers might learn from the religious stories (AO1). *(Pupils can describe a few things that a believer might learn from a religious story)*

**I wonder – why and how do people celebrate Easter and Ramadan?
(Christianity and Islam)**

Pupils working at the expected level:

I can recall my ideas about whether everyone should celebrate Christmas and Hanukkah (AO1).

I can retell the story of Jesus’ death and talk about how it started the Christian celebration of Easter (AO1). *(Pupils can tell religious stories and talk about them)*

I can retell the story of the Qur’an being revealed to the Prophet Muhammad and talk about how it started the Islamic celebration of Ramadan (AO1). *(Pupils can tell religious stories and talk about them)*

I can say what some Christian symbols stand for (recall knowledge from Y1) and say what some of the art and music based around Easter is about (AO1). *(They can say what some symbols stand for, and say what some of the art and music is about)*

I can say what some Islamic symbols stand for and say what some of the art and music based around Ramadan is about (AO1). *(They can say what some symbols stand for, and say what some of the art and music is about)*

I can talk about why Easter/Ramadan is important to me (if I celebrate any of those festivals) and explain why all people, regardless of faith, should/shouldn’t celebrate it (AO2). *(They can talk about what is important to them and to others with respect for their feelings)*

Pupils working at greater depth:

I can describe a few things that a Muslim/Christian might learn from the story of the Prophet Muhammad/Jesus’ death (AO1). *(Pupils can describe a few things that a believer might learn from a religious story)*

	I can justify why I think sacred books do or don't provide answers or important messages for believers, based on what I have learned from religious stories (AO2). <i>(They use more religious and philosophical vocabulary when suggesting reasons for similarities and differences in the answers given to moral questions and have begun to explain how religious sources are used to provide such answers)</i>	I can briefly describe using religious words some similarities and differences between how Ramadan and Easter are celebrated (AO1). <i>(They can briefly describe some similarities and differences between religions) (They can use some religious words to describe some religious practices)</i> I can begin to explain how celebrating Easter or Ramadan helps Christians or Muslims to strengthen their faith (AO2). <i>(They have begun to explain the effects of beliefs and practices on individuals, communities and societies)</i>
topic link	Children explore the heroes within sacred stories	Jesus is a hero of Christians – he died on the cross to save his people

Year: 2		
Term: Summer		
Topic : Location Location!		
RBW – Wandsworth RE Syllabus assessment	I wonder – why are religious buildings sacred? <i>(Judaism and Islam)</i> Pupils working at the expected level:	I wonder – why do religious people pray? <i>(Christianity and Islam)</i> Pupils working at the expected level:

objectives in italics

I can say what makes a religious building sacred and identify what buildings are not sacred (AO1).

I can talk about ways in which stories, objects, symbols and actions used in mosques and synagogues show what people believe.

I can describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel.

I can identify what objects and symbols can be found in a synagogue and mosque and say what they mean and how they are used for (AO1). *(They can say what some symbols stand for, and say what some of the art and music is about)*

I can talk about what is important to believers in a sacred building (AO2). *(They can talk about what is important to them and to others with respect for their feelings)*

I can understand why religious buildings are so important to believers (AO1).

I can visit a local mosque (and synagogue, if possible) and ask questions to develop my understanding of what makes it sacred.

Pupils working at greater depth:

I can suggest meanings to religious songs, responding sensitively to ideas about thanking and praising.

I can briefly describe some similarities and differences between a mosque and a synagogue and understand that people worship in different ways (AO1). *(They can briefly describe some similarities and differences between religions)*

I can use the correct religious words to describe some religious practices in a mosque or synagogue (AO1). *(They can use some religious words to describe some religious practices)*

I can begin to explain the effects of worshipping at a religious building and how this helps believers to strengthen their faith (AO2). *(They have begun to explain the effects of beliefs and practices on individuals, communities and societies)*

I can describe what some believers say and do when they pray (AO1).

I can respond thoughtfully to examples of how praying helps religious believers (AO2).

I can talk about how people from different faith groups pray for the same reasons (AO1). *(They can talk about some of the things that are the same for religious people)*

Pupils working at greater depth:

I can use some religious words to describe the practice of prayer in Christianity and Islam (AO1). *(They can use some religious words to describe some religious practices)*

I can make connections between what people believe about prayer and what they do when they pray.

I can describe ways in which prayer can comfort and challenge believers.

I can describe and comment on similarities and differences between how Christians and Muslims pray (AO1). *(They can briefly describe some similarities and differences between religions)*

topic link

Children discuss the importance of sacred places of worship.

Year 3 Vocabulary Ladder

Tier 1 (every lesson words)

Hindu
Hinduism
Christian
Christianity
Muslim
Islam
Jewish
Judaism

Tier 2 (topic linked words)

Not linked to topic

Tier 3 (technical, low frequency words)

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
God/Goddess Moral decision Believe	Bible Quran Story Holy book Teach	Festival Religious Community	God Different Similar Different Believe	Faith community Special Believe Cross Star and crescent Baptism Dedication Married Marriage	Britain Challenging Empowering

Year: 3

Term: Autumn

Topic : Stones and Bones

<p>RBW – Wandsworth RE Syllabus assessment objectives in italics</p>	<p>Is it important for Hindus to believe in different gods and goddesses? <i>(Introduction to Hindu faith)</i></p> <p>Pupils working at the expected level: I can talk about some simple ideas that Hindus have about different gods and goddesses (AO1). I can explain that the teachings of different gods and goddess can affect Hindus (AO1). I can use the right religious words to describe special Hindu objects and practices (AO1). I can ask questions about the Hindu identity and give an explanation as to why belief in different gods and goddesses can be a good thing (AO2). <i>(Pupils can ask questions about the meaning of life and about identity)</i> I can ask questions about the moral decisions myself and others make and suggest some solutions based on Hindu beliefs and practices (AO2).</p> <p>Pupils working at greater depth: I can make links between what is important to me/how I behave and what is important to Hindus/how Hindus behave (AO1). I can give my own views in more detail and describe the views of others on questions about Hindu identity (AO2). <i>(Pupils can give their own views in more detail and describe the views of others on questions about identity and the meaning of life)</i></p>	<p>Can Christian and Muslim stories teach us similar lessons? <i>(Christianity and Islam)</i></p> <p>Pupils working at the expected level: I can explain how stories from the Bible and the Qur’an can teach Christians and Muslims similar lessons (AO1). <i>(Pupils can describe some religious sources and explain that these teachings affect religious groups)</i> I can ask and answer questions about how teachings from the Bible and the Qur’an can affect how religious groups live their lives or see their purpose in life (AO2). <i>(Pupils can ask questions about the meaning of life and about identity)</i> I can talk about the moral decisions myself or others make in life and suggest how stories from the Bible or the Qur’an might give some solutions (AO2). <i>(They can ask questions about moral decisions they, and others, make and suggest some solutions based on sources of wisdom)</i></p> <p>Pupils working at greater depth: I can talk about stories of situations that might influence me and compare them to the stories in the Bible and the Qur’an that influence believers (AO1). <i>(Pupils can compare some of the things that influence them with those that influence others)</i> I can compare my thoughts on the religious stories with those ideas of others (AO1). <i>(They can ask important questions about life and compare their ideas with those of other people)</i> I can give my own views in more detail about how religious stories can affect how religious groups see their purpose in life (AO2). <i>(Pupils can give their own views in more detail and describe the views of others on questions about identity and the meaning of life)</i></p>
<p>topic link</p>		

Year: 3

Term: Spring

Topic : Marvellous Inventions

RBW –
Wandsworth RE
Syllabus
assessment
objectives in
italics

**Why are festivals important to religious communities?
(Christians plus Hindus and/or Jewish people and/or
Muslims)**

Pupils working at the expected level can:

I can use the correct religious vocabulary to describe and briefly compare different religious festivals (AO1). *(They can use the right religious words to describe and to briefly compare different practices and experiences)*

I can explain using brief reasons why festivals are important to religious communities.

Pupils working at greater depth can:

I can compare the festivals/celebrations that influence me, with festivals that influence religious communities and give a reason as to why we celebrate them (AO1). *(Pupils can compare some of the things that influence them with those that influence others)*

I can begin to link the reasons why nearly everyone (religious and non-religious) celebrates festivals, and the benefits that can come from this e.g. stronger communities, shared excitement etc. (AO1). *(They have begun to link things that are important to them and other people with the way people behave)*

Is it okay for different people to believe different things about God?

(Christians, Hindus or Muslims)

Pupils working at the expected level:

I can describe some of the ways in which Christians, Hindus and/or Muslims describe God (AO1).

I can ask questions and suggest some of my own responses to ideas about God (AO2).

I can use the right religious words to identify some similarities and differences between ideas about what God is like in different religions (AO1). *(They can use the right religious words to describe and to briefly compare different practices and experiences)*

I can identify how and say why it makes a difference in people's lives to believe in God (AO1).

I can give my opinion about why it is or isn't okay for people to believe different things about God from what I have learned, with respect for others' feelings (AO2). *(They have begun to give their opinion with reasons and references to some sources of wisdom, such as inspirational people)*

Pupils working at greater depth:

I can begin to understand that it is ok for people to have different viewpoints about God, just like I have different viewpoints to others about things (AO1). *(Pupils can compare some of the things that influence them with those that influence others)*

I can consider some of the challenges of having a faith or belief today (AO2).

I can give my own views in more detail about why there are many ideas about God and express my own understanding of God through words, symbols and the arts (AO2). *(They have begun*

		<i>to use more reasons, examples and references to sources of wisdom to explain their point of view and the views of others with regards to questions of truth and ethics)</i>
topic link		

Year: 3 Term: Summer		
Topic : The Romans Rule		
<p>RBW – <i>Wandsworth RE Syllabus assessment objectives in italics</i></p>	<p>Does belonging to a faith community hold a special meaning to believers? <i>(Christianity and Islam)</i></p> <p>Pupils working at the expected level: I can begin to give my opinion, with references to different faith groups, about whether belonging to a religion can hold a special meaning to believers (AO2). <i>(They have begun to give their opinion with reasons and references to some sources of wisdom, such as inspirational people)</i> I can name some symbols of belonging for Christians and Muslims, suggesting what they might mean and why that matter to believers (AO1). I can give an account of what happens at a traditional Christian infant baptism/dedication and explain what the actions and symbols mean (AO1).</p>	<p>Being Jewish in Britain today: challenging or empowering? <i>(Judaism)</i></p> <p>Pupils working at the expected level: I can recall my knowledge and understanding of Judaism from Year 2 about what Jewish people believe and key practices and festivals (AO1). I can ask questions about being part of a Jewish community in Britain today to a visiting Jewish speaker (AO2). <i>(Pupils can ask questions about the meaning of life and about identity)</i> I can say why being Jewish in Britain today might be challenging (AO1). I can talk about why being Jewish in Britain today might be empowering (AO1).</p> <p>Pupils working at greater depth:</p>

	<p>I can identify two ways people show they belong to each other when they get married (AO1).</p> <p>Pupils working at greater depth:</p> <p>I can begin to use more examples of religious communities to explain my point of view further/others points of view about how faith communities hold a special meaning to believers (AO2). <i>(They have begun to use more reasons, examples and references to sources of wisdom to explain their point of view and the views of others with regards to questions of truth and ethics)</i></p> <p>I can give examples of ways in which believers express their identity and belonging within faith communities (AO1).</p> <p>I can identify some similarities and differences between the ceremonies studied (AO1).</p>	<p>I can give my own views in more detail about being part of a Jewish community in Britain today (AO2). <i>(Pupils can give their own views in more detail and describe the views of others on questions about identity and the meaning of life)</i></p> <p>I can consider and very briefly explain some of the challenges of belonging to a Jewish community in Britain today (AO2). <i>(Pupils can consider some of the challenges of belonging to a religion today)</i></p>
<p>topic link</p>	<p>Belonging to an empowering community and finding meaning</p>	<p>Belonging to an empowering community and finding meaning</p>

Year 4 Vocabulary Ladder

Tier 1 (every lesson words)

Christian
 Christianity
 Muslim
 Islam
 Hindu
 Hinduism
 Jewish
 Judaism
 Believe/belief

Tier 2 (topic linked words)

Journey
 Pilgrimage

Tier 3 (technical, low frequency words)

Autumn 1

Journey
 Life
 Milestone
 Commitment
 Belonging

Autumn 2

Pilgrimage
 Journey
 Religious
 Faith
 Sacred/holy place
 Deepen

Spring 1

Britain
 Challenging
 Empowering
 Five Pillars of
 Islam
 Quran
 Purpose
 Faith
 Prophet Muhammad

Spring 2

Religion
 Environment
 Bible
 Quran
 Torah
 World
 Right/wrong
 Good/bad
 Solution

Summer 1

Bible
 Relevant
 Story
 Message
 Solution

Summer 2

Humanist
 Humanism
 Religious
 Meaning
 Purpose
 Values

Topic : Buckle up! Life's a journey

**RBW–
Wandsworth RE
Syllabus
assessment
objectives in
italics**

**Why do some people think life is a journey? What significant experiences mark this?
(Christians, Hindus and/or Jewish people)**

Pupils working at the expected level:

I can suggest why some people see life as a journey and identify some of the key milestones on this journey.
I can describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean.

I can suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people.

I can link up some questions and answers about how believers show commitment with my own ideas about community, belonging and belief (AO2). *(Pupils can ask questions about the meaning of life and about identity)*

I can use the right religious words to describe and to briefly compare different practices and experiences (AO1). *(They can use the right religious words to describe and to briefly compare different practices and experiences)*

Pupils working at greater depth:

I can begin to explain the effects of beliefs and practices on individuals, communities and societies (AO1).

I can compare some significant experiences that have influenced to me with those experiences that influence others (AO1). *(Pupils can compare some of the things that influence them with those that influence others)*

I can give own views in more detail and describe the views of others about the values and challenges of religious commitment in Britain today (AO2). *(Pupils can*

**Should all people of a religious faith go on a pilgrimage to deepen their faith?
(Christianity, Islam, Hinduism)**

Pupils working at the expected level:

I can identify the difference between a special place and a sacred place (AO1).

I can describe an important sacred place in the Christian, Islamic and Hindu religion and explain why people pilgrimage there (AO1).

I can explain key events/moments in a pilgrimage (AO1).

I can explain why pilgrimages can help people to deepen their faith (AO1).

I can use the right religious words to describe and to briefly compare different pilgrimages (AO1). *(They can use the right religious words to describe and to briefly compare different practices and experiences)*

Pupils working at greater depth:

I can ask important questions about the importance of pilgrimages in helping believers to deepen their faith, or suggest other ways in which this could be done, and compare my ideas with other people (AO1).

(They can ask important questions about life and compare their ideas with those of other people)

I can link the similarities between the way I talk and feel about my special journeys, to the way followers talk and feel about their sacred pilgrimages (AO1). *(They have begun to link things that are important to them and other people with the way people behave)*

I can present my own ideas about the challenges of a pilgrimage, particularly in the world today e.g. too expensive to visit, too many people visiting, people don't feel the need to go to deepen their faith (AO2).

	<i>give their own views in more detail and describe the views of others on questions about identity and the meaning of life)</i>	
topic link	The significant religious experiences that mark someone's journey through life.	Does journeying on a pilgrimage help to deepen someone's faith?

Year: 4
Term: Spring

Topic : Blue Abyss

<p>RBW– <i>Wandsworth RE Syllabus assessment objectives in italics</i></p>	<p>Being a Muslim in Britain today: challenging or empowering? <i>(Islam)</i></p> <p>Pupils working at the expected level: I can describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (AO1). I can identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live today (AO1). I can describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (AO2). I can begin to make connections between the key functions of the mosque and the beliefs of Muslims. I can ask questions to a Muslim speaker about how Muslims see their purpose in life and the challenges they face with their identity today (AO2). <i>(Pupils can ask questions about the meaning of life and about identity)</i></p> <p>Pupils working at greater depth:</p>	<p>What do different religions say about how we should treat our environment? <i>(Christianity, Judaism, Islam)</i></p> <p>Pupils working at the expected level: I can explain the meaning behind some phrases from the Bible that tell Christians how God expects us to treat the world (AO1). I can give my own points of view about extracts from the Quran telling Muslims how to treat the world – do I agree or disagree and why? (AO2). <i>(They have begun to give their opinion with reasons and references to some sources of wisdom, such as inspirational people)</i> I can explain how the meaning behind phrases in the Torah can affect Jewish followers and how they treat the world (AO1). I can make connections between what the Bible, Torah and the Quran tell their followers about how they should treat the world (AO1). I can suggest some solutions to how we should treat our world, based on what I have learned from the Torah, Quran and the Bible (AO2). <i>(They can ask questions about moral decisions they, and others, make and suggest some solutions based on sources of wisdom)</i></p> <p>Pupils working at greater depth: I can begin to explain how belonging to a religion and following the Bible, Torah or Quran can affect the practices of an individual or community. I can link environmental values that are important to me with the environmental values that are important to religious groups (AO1).</p>
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	<p>I can make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (AO1).</p> <p>I can describe the significance of the Holy Qur'an to Muslims and explain their view on whether this can positively affect a Muslim's life (AO2).</p> <p>I can reflect on some of the challenges of belonging to the Islamic faith today and give my own views on these challenges (AO2). <i>(Pupils can consider some of the challenges of belonging to a religion today)</i></p>	<p>I can begin to explain some of the ethical challenges of adhering to the words of God as a religious follower, referencing holy books where I can (AO2). <i>(They have begun to use more reasons, examples and references to sources of wisdom to explain their point of view and the views of others with regards to questions of truth and ethics)</i></p>
topic link		Links to how we should be treating our environment

Year: 4 Term: Summer		
Topic : Sands of Time		
RBW– <i>Wandsworth RE Syllabus assessment objectives in italics</i>	<p>Is the Bible relevant for Christians today? <i>(Christians)</i></p> <p>Pupils working at the expected level: I can make connections between stories in the Bible and how these teachings affect Christians</p>	<p>Should Humanist beliefs be as important as religious beliefs? <i>(Introduction to Humanism)</i></p> <p>Pupils working at the expected level: I can describe what a Humanist is and state their key beliefs (AO1).</p>

	<p>(AO1). <i>(Pupils can describe some religious sources and explain that these teachings affect religious groups)</i></p> <p>I can give examples of how and suggest reasons why Christians use the Bible today (AO1) and give my opinion about it (AO2).</p> <p>I can describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (AO1).</p> <p>I can discuss my own and others' ideas about why humans do bad things and how people try to put things right (AO2).</p> <p>I can suggest some solutions to dilemmas myself or Christians might face, based on teachings from the Bible (AO2) and discuss whether the Bible was important in making these decisions. <i>(They can ask questions about moral decisions they, and others, make and suggest some solutions based on sources of wisdom)</i></p> <p>Pupils working at greater depth:</p> <p>Explain how the Bible uses different kinds of stories to tell a big story (AO1).</p> <p>Suggest why Christians believe that God needs to rescue/save human beings (AO2).</p> <p>I can begin to use more reasons and references to the Bible to explain my point of view about whether the Bible is still relevant to Christians today in terms of teaching them valuable lessons (AO2). <i>(They have begun to use more reasons, examples and references to sources of wisdom to explain their point of view and the views of others with regards to questions of truth and ethics)</i></p> <p>I can compare what influences me in teaching me about life, with the teachings in the Bible (AO1). <i>(Pupils can compare some of the things that influence them with those that influence others)</i></p>	<p>I can explain what elements give meaning and purpose to Humanists (AO2). <i>(Pupils can ask questions about the meaning of life and about identity)</i></p> <p>I can compare what happens at a Humanist wedding and a Church of England wedding (AO1).</p> <p>I can use my prior knowledge to understand humanist values (AO1).</p> <p>I can give my own opinion about what I think is the most important thing about Humanism and compare this with other religions (AO2). <i>(They have begun to give their opinion with reasons and references to some sources of wisdom, such as inspirational people)</i></p> <p>I can give my point of view as to whether I think Humanist beliefs should be as important as religious beliefs (AO2).</p> <p>Pupils working at greater depth:</p> <p>I can compare what influences me to what influences Humanists (AO1).</p> <p>I can begin to use more reasons, and references to Humanist values to explain my point of view with regards to ethical and meaningful choices I make in society (AO2). <i>(They have begun to use more reasons, examples and references to sources of wisdom to explain their point of view and the views of others with regards to questions of truth and ethics)</i></p> <p>I can give my own opinion in more detail about whether Humanist beliefs are as important as religious beliefs (AO2). <i>(Pupils can give their own views in more detail and describe the views of others on questions about identity and the meaning of life)</i></p>
<p>topic link</p>		<p>Links to ancient Greek beliefs of gods and goddesses and how beliefs in god have changed in the present day.</p>

Year 5 Vocabulary Ladder

Tier 1 (every lesson words)

Christianity
 Christian
 Humanist
 Humanism
 Hindu
 Hinduism
 Islam
 Muslim

Tier 2 (topic linked words)

Topics not linked

Tier 3 (technical, low frequency words)

Autumn 1

Values
 Stories/texts
 Good/bad
 Right/wrong
 Similar/different

Autumn 2

Britain
 Challenging
 Empowering
 Opinion
 Community
 Belong
 Faith
 Belief

Spring 1 and Spring 2

Art
 Architecture
 Charity
 Generosity
 Religious
 Sacred
 Important
 Belief

Summer 1

God
 Belief
 Bible
 Stories
 Valuable
 Follow

Summer 2

Sacred building
 Worship
 God
 Pray
 Church
 Mosque
 Temple

Year: 5

Term: Autumn

Topic : Laudable London

RBW–

*Wandsworth RE
Syllabus assessment
objectives in italics*

**Should what matters most to Christians and Humanists be the same?
(Christianity and Humanism)**

Pupils working at the expected level:

I can recall my prior knowledge of Christianity to share what I think matters to Christians today and explain what I have learned about Humanist values so far (AO1).

I can describe some Christian and Humanist values simply (AO1).

I can identify the values found in stories and texts (AO1).

I can suggest ideas about why humans can be both good and bad, making links with Christian ideas (AO2).

I can talk about how a code for living might help people to be good.

I can suggest reasons for similarities and differences in Humanist and Christian values and how might the Bible contribute towards this (AO1)? *(They use a wider religious vocabulary and have begun to suggest reasons for similarities and differences in the answers given to moral questions and have begun to explain how religious sources are used to provide answers to such questions)*

I can explain how similarities between Humanist and Christian values can make a difference to the lives of individuals and communities (AO1). *(Explain how similarities and differences between religions can make a difference to the lives of individuals and communities)*

**Being a Hindu in Britain today: challenging or empowering?
(Hinduism)**

Pupils working at the expected level:

I can explain similarities and differences between Hindu worship and worship in another religious tradition I have been taught, such as Judaism and Islam.

I can ask questions to a visiting Hindu speaker about how they feel empowered or challenged in Britain today.

I can give my own opinion and describe the opinion of others about being part of a Hindu community and what sense of purpose this gives them (AO2). *(Pupils can give their own views and describe the views of others on questions about identity and the meaning of life)*

I can describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.

I can describe some ways in which Hindus express their faith through puja, aarti and bhajans.

I can suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.

I can discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.

Pupils working at greater depth:

I can consider in more depth, about some of the challenges of belonging to a Hindu community in Britain today (AO2). *(Pupils can consider some of the challenges of belonging to a religion today)*

	<p>I can give my own point of view about how Humanists and Christians see their purpose in life (AO2). <i>(Pupils can give their own views and describe the views of others on questions about identity and the meaning of life)</i></p> <p>Pupils working at greater depth:</p> <p>I can link some of the life values that are important to me, with those that are important to Humanists and/or Christians with how we behave in a similar way (AO1). <i>(They have begun to link things that are important to them and other people with the way people behave)</i></p> <p>I can ask important questions about the importance of shared values between religious and non-religious groups (AO1). <i>(They can ask important questions about life and compare their ideas with those of other people)</i></p> <p>I can apply ideas about what really matters in life for myself, including ideas about fairness, freedom, truth, peace, in the light of my learning (AO2). <i>(They have begun to use more reasons, examples and references to sources of wisdom to explain their point of view and the views of others with regards to questions of truth and ethics)</i></p>	<p>I can give my own opinion in more detail and describe the opinion of others about being part of a Hindu community and what sense of purpose this gives them (AO2). <i>(Pupils can give their own views in more detail and describe the views of others on questions about identity and the meaning of life)</i></p>
topic link	Humanist and Christian beliefs make up a large proportion of the religious and non-religious beliefs in London.	The challenges and empowerments of being a Hindu in Britain and Wandsworth today.

Year: 5

Term: Spring

Topic : Champions of Change

<p>RBW– <i>Wandsworth RE Syllabus assessment objectives in italics</i></p>	<p>Is it better to express your beliefs in arts and architecture or in charity and generosity? <i>(Christians, Muslims and non-religious, e.g. Humanists)</i></p> <p>Pupils working at the expected level:</p> <p>I can describe and make connections between examples of religious creativity (buildings and art).</p> <p>I can show my understanding of the value of sacred buildings and art.</p> <p>I can suggest reasons why some believers see generosity and charity as more important than buildings and art.</p>
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	<p>I can use evidence religious sources such as sacred art, sacred buildings and the Bible to explain the importance of arts, architecture, charity and generosity.</p> <p>I can use wider religious vocabulary to show my understanding of why people may favour expressing their beliefs in arts and architecture, or charity and generosity and begin to explain how religious sources may provide answers to our big question (AO1). <i>(They use a wider religious vocabulary and have begun to suggest reasons for similarities and differences in the answers given to moral questions and have begun to explain how religious sources are used to provide answers to such questions)</i></p> <p>I can give my own point of, based on what I have learned, about our big question (AO2). <i>(They use brief reasons and some references to sources of wisdom, such as inspirational people)</i></p> <p>Pupils working at greater depth:</p> <p>I can compare what I feel is the best way to express your beliefs, to a Christian or Muslim’s point of view (AO1). <i>(Pupils can compare some of the things that influence them with those that influence others)</i></p> <p>I can ask important questions about how faith groups express their beliefs and compare those ideas with a Humanist’s point of view (AO1). <i>(They can ask important questions about life and compare their ideas with those of other people)</i></p> <p>I can examine the big question from different perspectives, including their own and explain well how and why some Humanists criticize spending on religious buildings or art (AO2). <i>(They have begun to use more reasons, examples and references to sources of wisdom to explain their point of view and the views of others with regards to questions of truth and ethics)</i></p>
<p>topic link</p>	<p>Should religious groups be changing the way they mainly express their beliefs?</p>

Year: 5
Term: Summer

Topic: Traders and Raiders

<p>RBW– <i>Wandsworth RE Syllabus assessment objectives in italics</i></p>	<p>Where do ideas about God come from? <i>(Christianity, Hinduism, Humanism)</i></p> <p>Pupils working at the expected level:</p> <p>I can clearly outline a Christian understanding of what God is like, using examples and evidence, particularly from prior learning (AO1).</p> <p>I can give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (AO1). <i>(Pupils can describe some reasons for why people belong to religions)</i></p> <p>I can express thoughtful ideas about the impact of believing or not believing in God on someone’s life and use my own life</p>	<p>If God is everywhere, do we need places of worship? <i>(Christianity, Hinduism, Islam)</i></p> <p>Pupils working at the expected level:</p> <p>I can recall prior knowledge about the importance of sacred buildings (Y1) and prayer (Y2) (AO1).</p> <p>I can make connections between how believers feel about places of worship in different traditions (AO1).</p> <p>I can select and describe the most important functions of a place of worship for the community.</p> <p>I can give examples of how places of worship support believers in difficult times, explaining why this matters to believers.</p>
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	<p>experiences to shape my answer (AO2). <i>(They have begun to express much clearer opinions on matters of religion and belief and can use some examples to support their views)</i></p> <p>I can suggest reasons for why people do or do not believe in the existence of God and I can begin to explain how sources, like science or the Bible, are used to provide answers to this (AO1). <i>(They use a wider religious vocabulary and have begun to suggest reasons for similarities and differences in the answers given to moral questions and have begun to explain how religious sources are used to provide answers to such questions)</i></p> <p>Pupils working at greater depth:</p> <p>I can begin to use more reasons about how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently and how this might affect their life choices (AO2). <i>(They have begun to use more reasons, examples and references to sources of wisdom to explain their point of view and the views of others with regards to questions of truth and ethics)</i></p> <p>I can enquire into what some Humanists say about God, expressing my own ideas and arguments, using examples and sources of wisdom (AO2).</p> <p>I can ask important questions about why people choose to believe/not believe in the existence of God and compare my thoughts with others (AO1). <i>(They can ask important questions about life and compare their ideas with those of other people)</i></p>	<p>I can present ideas and give my opinion about the importance of people in a place of worship, rather than the place itself (AO2). <i>(They use brief reasons and some references to sources of wisdom, such as inspirational people) (They have begun to express much clearer opinions on matters of religion and belief and can use some examples to support their views)</i></p> <p>I can visit a sacred place of worship like a church and ask questions about the importance of the building and how it supports believers (AO1).</p> <p>Pupils working at greater depth:</p> <p>I can outline how and why places of worship fulfil special functions in the lives of believers (AO1).</p> <p>I can explain thoughtfully on the value and purpose of places of worship in religious communities, giving my opinion based on what I have learned (AO2). <i>(They have begun to use more reasons, examples and references to sources of wisdom to explain their point of view and the views of others with regards to questions of truth and ethics)</i></p>
<p>topic link</p>	<p>In a world where Humanist and other non-religious groups are becoming more popular, pupils examine the importance of believing in the existence of God.</p>	

Year 6 Vocabulary Ladder

Tier 1 (every lesson words)

Christian
 Christianity
 Islam
 Muslim
 Hindu
 Hinduism
 Humanist
 Humanism
 Buddhist
 Buddhism
 Sikh
 Sikhism

Tier 2 (topic linked words)

Topics not linked

Tier 3 (technical, low frequency words)

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Britain	Religion	Bible	Religion	Practice	God 'Waheguru'
Challenging	Good/bad	Biblically	Faith	Eightfold Path	Sacred
Empowering	Values	Story	Hard	Four Noble Turths	Guru Granth Sahib
Faith	Similar/different	Follow	Believe	Monk	Faith
Belong	Holy books	Message	Death	Monastery	Gurdwara
	Quran	Obey	Similar/different	Believe	
	Bible	Command	Answers	Enlightenment	
	Opinion	Interpret	Afterlife	Peace	
				Values	

Year: 6

Term: Autumn

Topic : Darwin's Delights

<p>RBW– <i>Wandsworth RE Syllabus assessment objectives in italics</i></p>	<p>Being a Christian in Britain today: challenging or empowering? (Christianity)</p> <p>Pupils working at the expected level: I can recall my prior knowledge of what I have learned about Christian values and the existence of God in Year 5 (AO1). I can explain some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (AO1). I can describe some ways in which Christian express their faith through hymns and modern worship songs (AO1). I can suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (AO1). I can discuss links between the actions of Christians in helping others and ways in which pupils ourselves, help others. I can give my own opinion and describe the opinion of others about being part of a Christian community and what sense of purpose this gives them (AO2). <i>(Pupils can give their own views and describe the views of others on questions about identity and the meaning of life)</i> I can ask questions to a visiting Christian speaker about how they feel empowered or challenged in Britain today.</p> <p>Pupils working at greater depth can: I can consider in more depth, about some of the challenges of belonging to a Christian community in Britain today, making links with my own experiences if possible (AO2). <i>(Pupils can consider some of the challenges of belonging to a religion today)</i></p>	<p>Does religion help people to be good? (Christianity, Islam and Humanism)</p> <p>Pupils working at the expected level: I can recall my prior knowledge of Christian and Humanist values (AO1) and give my opinion as to whether these values are the same or different (AO2). I can suggest reasons for similarities and differences in the answer to whether religion can help people to be good and I can begin to explain how religious sources such as holy books and religious leaders can help to answer our big question (AO1). <i>(They use a wider religious vocabulary and have begun to suggest reasons for similarities and differences in the answers given to moral questions and have begun to explain how religious sources are used to provide answers to such questions)</i> I can explain how similarities and differences between religious and non-religious groups can make a difference to how we live our lives (AO1). <i>(Explain how similarities and differences between religions can make a difference to the lives of individuals and communities)</i> I can describe some reasons for why people belong or don't belong to religions in terms of how it helps them to live a good and honest life (AO1). <i>(Pupils can describe some reasons for why people belong to religions)</i> I can begin to express much clearer opinions on what I think about whether religion helps people to be good (AO2). I can give my own opinion, giving examples, about whether religious teachings can help people to be good and weigh up the value of religion in benefitting individuals and society (AO2). <i>(They have begun to express much clearer opinions on matters of religion and belief and can use some examples to support their views)</i> I can debate how far God or religion encourages and inspires loving actions (AO2).</p>
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	<p>I can give my own opinion in more detail and describe the opinion of others about being part of a Christian community and what sense of purpose this gives them (AO2). <i>(Pupils can give their own views in more detail and describe the views of others on questions about identity and the meaning of life)</i></p> <p>I can explain similarities and differences between at least two different ways of worshipping in two different Christian churches (AO1).</p>	<p>I can analyse examples of religious and non-religious principles and come to a view of what is 'good' (AO1).</p> <p>I can give examples of ways in which religious and non-religious principles guide people in living good lives (AO1).</p> <p>Pupils working at greater depth:</p> <p>I can offer reasons for a range of ways in which religious groups and non-religious groups inspire moral behaviour, and sometimes immoral behavior (AO2). <i>(They have begun to use more reasons, examples and references to sources of wisdom to explain their point of view and the views of others with regards to questions of truth and ethics)</i></p> <p>I can begin to link what is important to me in living a good life, to what is important to religious groups in living a good life, and find similarities in our behaviour (AO1). <i>(They have begun to link things that are important to them and other people with the way people behave)</i></p> <p>I can ask importance questions about to what extent religion benefits individuals and society and compare my ideas with others (AO1). <i>(They can ask important questions about life and compare their ideas with those of other people)</i></p>
topic link	The main religion in Mexico being Christianity.	The main religion in Mexico being Christianity.

<p>Year: 6</p> <p>Term: Spring</p>		
<p>Topic : Does the heart ever stop?</p>		
<p>RBW–</p> <p><i>Wandsworth RE Syllabus assessment objectives in italics</i></p>	<p>Does living biblically mean obeying the whole Bible? (Christianity)</p> <p>Pupils working at the expected level:</p> <p>I can recall prior knowledge about stories in the Bible and its purpose for Christians today (Y4) (AO1).</p> <p>I can outline more ways in which Christians interpret the Bible as a guide for living (AO1).</p>	<p>Can religion and faith help us when life gets hard? (Christianity, Hinduism and Humanism)</p> <p>Pupils working at the expected level:</p> <p>I can express ideas about how and why religion can help believers when times are hard, giving examples (AO1). <i>(Pupils can describe some reasons for why people belong to religions)</i></p> <p>I can outline Christian, Hindu and Humanist beliefs about life after death.</p>

	<p>I can explain at least two reasons for and against the idea that most Christians make more use of the New Testament than the Old (AO1).</p> <p>I can interpret different biblical commands and how Christians might put them into practice (AO1).</p> <p>I can enquire into the meaning of both 'love God' and 'love thy neighbour' in today's world, expressing their own ideas about the impact of this on individuals and communities (AO2). <i>(They have begun to express much clearer opinions on matters of religion and belief and can use some examples to support their views)</i></p> <p>I can formulate a reasoned answer to the question: does living biblically mean obeying the whole Bible?</p> <p>Pupils working at greater depth:</p> <p>I can justify a view as to whether non-Christians can 'live biblically', using sources of wisdom to explain my point of view (AO2). <i>(They have begun to use more reasons, examples and references to sources of wisdom to explain their point of view and the views of others with regards to questions of truth and ethics)</i></p> <p>I can account for some of the ways different Christian traditions value the Bible.</p>	<p>I can explain some similarities and differences between beliefs about life after death (AO1). <i>(They use a wider religious vocabulary and have begun to suggest reasons for similarities and differences in the answers given to moral questions and have begun to explain how religious sources are used to provide answers to such questions)</i></p> <p>I can explain some reasons why Christians and Humanists have different ideas about an afterlife.</p> <p>I can begin to express my opinion about afterlife using examples to help me, and understand that there are no clear or easy answers (AO2). <i>(They have begun to express much clearer opinions on matters of religion and belief and can use some examples to support their views)</i></p> <p>Pupils working at greater depth:</p> <p>I can explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples (AO2). <i>(They have begun to use more reasons, examples and references to sources of wisdom to explain their point of view and the views of others with regards to questions of truth and ethics)</i></p> <p>I can interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (AO1). <i>(They can ask important questions about life and compare their ideas with those of other people)</i></p> <p>I can compare how my beliefs in the afterlife influence how I live my life, to how a religious follower's beliefs in the afterlife influence how they life (AO1). <i>(Pupils can compare some of the things that influence them with those that influence others)</i></p>
<p>topic link</p>		

<p>Year: 6</p> <p>Term: Summer</p>		
<p>Topic : Is it ever right to fight?</p>		
<p>RBW–</p>	<p>If Buddhists don't follow a god, are they religious? <i>(Introduction to Buddhism)</i> Pupils working at the expected level:</p>	<p>What do Sikhs think of God? <i>(Introduction to Sikhism)</i></p>

<p>Wandsworth RE Syllabus assessment objectives in italics</p>	<p>I can describe some reasons for why people belong to Buddhism (AO1)</p> <p>I can use religious vocabulary to describe sacred objects and practices (AO1).</p> <p>I can talk about the important teachings of the Buddha and how this influences the lives of Buddhists (AO1).</p> <p>I can talk about what happens in the festival of Wesak (AO1).</p> <p>I can ask questions to a Buddhist about how sacred practices, rituals and values influence their own lives, when visiting a Buddhist temple (AO2).</p> <p>I can give my own view about how the sacred practices, rituals and values of Buddhism show why Buddhists should be a religious group with examples to support my views, but also giving alternative perspectives (AO2). <i>(Pupils can give their own views and describe the views of others on questions about identity and the meaning of life)</i></p> <p>Pupils working at greater depth:</p> <p>I can begin to link values in life that are important to me, to values that are important to Buddhists (AO1).</p> <p>I can consider some of the challenges of belonging to a Buddhist community today (AO2). <i>(Pupils can consider some of the challenges of belonging to a religion today)</i></p> <p>I can give my own views in more detail about how the Buddha’s teachings, sacred practices, rituals and values of Buddhism show why Buddhists should be a religious group with examples to support my views and giving alternative perspectives (AO2). <i>(Pupils can give their own views in more detail and describe the views of others on questions about identity and the meaning of life) (They use brief reasons and some references to sources of wisdom, such as inspirational people)</i></p>	<p>Pupils working at the expected level:</p> <p>I can describe some reasons for why people belong to Sikhism (AO1).</p> <p>I can use religious vocabulary to describe sacred objects and practices (AO1).</p> <p>I can use my own views to help me explain what I think Sikhs think of their God ‘Waheguru’ and how he influences their lives (AO2). <i>(Pupils can give their own views and describe the views of others on questions about identity and the meaning of life)</i></p> <p>I can begin to explain how the Guru Granth Sahib holy book plays a vital role in the lives of Sikhs and how it is used to provide answers to questions (AO1).</p> <p>I can explain how the Gurdwara helps Sikhs to deepen their faith in God (AO1).</p> <p>I can ask questions to a Sikh about the influence God has on their life, when visiting a Gurdwara (AO2).</p> <p>Pupils working at greater depth:</p> <p>I can begin to link values in life that are important to me, to values that are important to Sikhs (AO1).</p> <p>I can consider some of the challenges of belonging to a Sikh community today (AO2). <i>(Pupils can consider some of the challenges of belonging to a religion today)</i></p> <p>I can give my own opinion in more detail to help me explain what I think Sikhs think of their God ‘Waheguru’ and how he influences their lives (AO2). <i>(Pupils can give their own views in more detail and describe the views of others on questions about identity and the meaning of life)</i></p>
<p>topic link</p>		