



Religious Education at Banks Lane Junior School

At Banks Lane Junior School we intend for our pupils to leave us in year 6, ready for the next stage of their learning with a knowledge and understanding of a range of religious and non-religious worldviews. As well as this, we aim for children to gain the skills to engage seriously with a variety of worldviews.

Key Concepts are golden threads that run through our curriculum subjects and support us in revisiting and reviewing previously taught knowledge and content. They support in making connections in learning so that it becomes 'sticky' knowledge. In R.E these concepts are:

KEY CONCEPTS

BELIEVING

EXPRESSING

LIVING

Substantive knowledge is the factual content for a subject which must be connected into a careful sequence. Substantive knowledge is understood better with repeated encounters in meaningful contexts.

Disciplinary knowledge is the action taken within a particular subject to gain the substantive knowledge through skills, critical thinking and enquiry.

Progression in Religious Education skills and disciplinary knowledge.

Aims of the Manchester, Salford, Stockport, Tameside and Trafford Agreed Syllabus for Religious Education:

- Know about and understand a range of religious and non-religious worldviews.
- Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.
- Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.

End of KS2 Religious Education objectives:

- Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.
- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
- Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews.
- Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
- Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
- Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

During the key stage, pupils should be taught knowledge, skills and understanding through learning about Christians, Muslims, Hindus and Jewish people.

Where possible, our concepts are aligned with Banks Lane Infant School to ensure continuous development of knowledge. Our teachers understand the importance of referring back to prior learning in the previous key stages and linking key concepts wherever practical.

Reception - Year 2

Key concepts: believing, expressing, living.

Key questions: Where do we belong? Who is a Christian and what do they believe? Who is Jewish and what do they believe? What does it mean to belong to a faith community? How and why do we celebrate special and sacred times.

Who are Muslims and what do they believe? How should we care for others and the world and why does this matter?

- I can discuss what is special about our world.
- I can discuss who is a Christian and what they believe.
- I can discuss who is Jewish and what they believe.
- I can identify ways Jewish people mark Shabbat and celebrate Hanukah.
- I can discuss what it means to belong to a faith community.
- I can re-tell stories from different faiths and suggest the meaning of these stories.
- I can make links between the messages within sacred texts and the way people live.
- I can discuss how and why people celebrate special and sacred times.
- I can identify similarities and differences between celebrations.
- I can discuss who Muslims are and what they believe.
- I can identify ways Muslims mark Ramadan and celebrate Eid-ul-Fitr.
- I can discuss why we should care for others and the world.
- I can look at stories from different faiths and talk about issues of good, bad, right and wrong.

KEY VOCABULARY: religion, celebration, faith, belief, Christian, Jewish, Muslim, church, synagogue, mosque, Bible, Torah, Qur'an, God, Moses, Prophet, Eid, Hanukkah, Christmas, Islam, Shabbat, Ramadan, creation story

The key concepts of believing, expressing and living are aligned with Banks Lane Infant School. The RE curriculum at both schools is based on the Manchester, Salford, Stockport, Tameside and Trafford Agreed Syllabus 2022-2027, which ensures a consistent progression in the key concepts from EYFS to KS2.

Year 3

Key questions: Why is the Bible important for Christians today? Why do people pray? What does it mean to be a Christian living in Britain today?

- I can make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation
- I can give examples of how and suggest reasons why Christians use the Bible today
- I can describe some ways that Christians say what God is like, with examples from the Bible, using different forms of expression
- I can discuss my own and others' ideas about why humans do bad things and how people try to put things right
- I can describe the practice of prayer and worship in Christianity
- 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, Muslims and Hindus pray
- I can describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings
- I can describe some ways in which Christians express their faith through hymns and modern worship songs
- 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
- I can discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others

KEY VOCABULARY: holy book, pray, place of worship, religion, believe, faith, Bible, temptation, salvation, creation,



Year 4

Key questions: Why is Jesus inspiring to some people? Why are festivals important to religious communities? What does it mean to be a Hindu living in Britain today?

- I can make connections between some of Jesus' teachings and the way Christians live today
- I can describe how Christians celebrate Holy Week and Easter Sunday
- I can identify the most important parts of Easter for Christians and say why they are important
- I can give simple definitions of some key Christian terms and illustrate them with events from Holy Week and Easter
- I can make connections between stories, symbols and beliefs with what happens in at least two festivals
- I can ask questions and give ideas about what matters most to believers during festivals
- I can identify similarities and differences in the way festivals are celebrated within and between religions
- I can explore and suggest ideas about what is worth celebrating and remembering in religious communities and in my own 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 when 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

KEY VOCABULARY: festival, symbol, community, celebrations, incarnation, shrine, temple, mandir, Vishnu, Dharma, Diva



Year 5

Key questions: Why do some people believe God exists? If God is everywhere, why go to a place of worship? What does it mean to be a Jewish person living in Britain today?

- I can outline clearly a Christian understanding of what God is like, using examples and evidence
- 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
- I can express thoughtful ideas about the impact of believing or not believing in God on someone's life
- I can present different views on why people believe in God or not, including their own ideas
- I can make connections between how believers feel about places of worship in different traditions
- I can select and describe the most important functions of a place of worship for the community
- I can give examples of how places of worship support believers in difficult times, explaining why this matters to believers
- I can present ideas about the importance of people in a place of worship, rather than the place itself
- I can describe some examples of what Jews do to show their faith through worship at a synagogue
- I can describe some of the ways in which Jews express their faith through dietary rules that they follow and understand the term 'kosher'
- I can suggest at least two reasons why being a Jew is a good thing in Britain today, and two reasons when it might be hard sometimes
- I can discuss the rites of passage in Judaism, particularly Bar Mitzvah and wedding celebrations

KEY VOCABULARY: atheism, agnosticism, fact, opinion, Synagogue, Shabbat, Torah, Kosher, Bar mitzvah, Kippah



Year 6

Key questions: What do religions say to us when life gets hard? Can religion help to reduce racism? What does it mean to be Muslim in Britain today?

- I can express ideas about how and why religion can help believers when times are hard, giving examples
- I can outline Christian, Hindu and/or non-religious beliefs about life after death
- I can explain some similarities and differences between beliefs about life after death
- I can explain some reasons why Christians and Humanists have different ideas about an afterlife
- I can describe examples of connections between anti-racism and religion
- I can show understanding of the challenges racism presents to human communities and consider different religious responses
- I can discuss ideas about reducing racism and prejudice
- I can explain how different religious leaders have responded to the challenges of racism
- I can make connections between Muslim practice of the five Pillars and their beliefs about God and the Prophet Muhammad
- I can describe and reflect on the significance of the Holy Qur'an to Muslims
- I can describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils
- I can make connections between the key functions of the Mosque and the beliefs of Muslims

KEY VOCABULARY: afterlife, bereavement, mourning, reincarnation, symbolism, racism, prejudice, Allah, Qur'an, Iman, hijab, Ramadan, Muhammad