

Edward Peake CofE Middle School
English Reading Curriculum Progression

Curriculum Intent:

Our RE curriculum at Edward Peake is designed to provide a broad, balanced and knowledge rich curriculum which ensures that every child is offered challenging and engaging learning experiences. Whilst Christianity and its values is at the core of our school, it is important that pupils broaden their knowledge and understanding of cultures and religions beyond their own and so our curriculum ensures that pupils are able to explore the major religions of the world and develop an appreciation of their significance.

Our main aims are:

- **Live:** Ensure pupils develop skills and personal attributes that will enable them to make informed choices about their future spiritual lives.
- **Love:** To develop an understanding of those with a faith and those with other 'world views'.
- **Learn:** To promote an interest in the beliefs and faiths of others and how they have affected the world as we know it.

There are three key concepts threaded throughout the RE curriculum at Edward Peake. These are: **making sense of beliefs, understanding the impact and making connections.** Through these pupils are able to broaden and deepen their knowledge of a wide variety of beliefs from across the world enabling them to make choices in their own

Skills and Knowledge	Year 5	Year 6	Skills and Knowledge	Year 7	Year 8
<p>Making sense of beliefs: To identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</p>	<p>Pupils know: The core beliefs of Christians, Humanists, Hindus and some world views. How to compare the beliefs studied with their own beliefs Some of the religious 'rules' and ways of life in the religions studied. That people of faith follow the guidelines set out in their holy book.</p>	<p>Pupils know: The core beliefs of Islam in addition to the religions studied in Year 5. The similarities between Abrahmic religions. That the Bible and Qur'an (and Torah) have similar contents and stories that include the same people from history. That religious books are a source of comfort and guidance for people of faith.</p>	<p>Making sense of beliefs: To give reasoned explanations of how and why the selected core beliefs and concepts are important within the religions studied</p>	<p>Pupils know: the key beliefs of Sikhism (e.g. about God and the Gurus; nam japna, kirat karna and vand chhakna) and their importance for Sikhs living in Britain today the key beliefs about life after death in at least two traditions explain and interpret reasons why a plural society in our region of the UK is sometimes seen as a good thing and sometimes raises problems</p>	<p>Pupils know: the importance of the key beliefs studied (e.g. iman, ibadah, akhlaq) for Muslim ways of living in Britain today a range of beliefs/views about the nature of good and evil develop understanding of a range of ideas about the meaning of life, weighing up evidence, arguments and reasoning two religious views of why humans suffer at least two solutions to suffering offered by</p>

					religious traditions
Where this is taught:	<p>Autumn 2a: The Bible</p> <p>Autumn 2: 2.1 What does it mean if Christians believe God is holy and loving?</p> <p>Spring 1: 2.3 Values:What matters most to Humanists and Christians?</p> <p>Spring 2: 2.11 Why do some people believe in God and some people not?</p> <p>Summer 1a: The Holy Trinity</p> <p>Summer 2: 2.7 What helps Hindu people as they try to be good?</p>	<p>Autumn 2:The Big Story</p> <p>Spring 1: 2.8 How is faith expressed in Islam?</p> <p>Spring 2: 2.6 What do Christians believe Jesus did to 'save' people?</p> <p>Summer 1a: The Holy Trinity</p> <p>Summer 1b: 2.12 How does faith enable resilience?</p> <p>Summer 2: 2.2 Creation and science:conflicting or complementary?</p>		<p>3.1 Why do Christians believe Jesus was God on Earth?</p> <p>3.3 How are Sikh teachings on equality and service put into practice today?</p> <p>3.4 What happens when we die? What difference does it make if you believe in life after death?</p> <p>3.5 What do people believe about God and the Universe?</p> <p>3.7 Why are people good and bad?</p> <p>3.9 What difference does it make to be an atheist or an agnostic in Britain today?</p> <p>The Holy Trinity</p>	<p>3.2 Core and diverse Islam:what is universal and what is different?</p> <p>3:10 Do Prophets still influence us today?</p> <p>3.14 How can people express the spiritual through the arts?</p> <p>The Holy Trinity</p> <p>People of Faith Past</p> <p>People of Faith Present</p>
<p>Making sense of beliefs: To describe examples of ways in which people use texts/sources of wisdom and authority to makesense of core beliefs and concepts</p>	<p>Pupils know:</p> <p>That Christians use the Bible to help them make sense of their beliefs</p> <p>That Humanists have shared values which help them to live their lives</p> <p>That many religions have shared values to help them live better lives</p> <p>That Hindus have many writings and shared beliefs including the</p>	<p>Pupils know:</p> <p>That the Jewish Torah and Bible are linked and that followers use them to make sense of the world and their lives</p> <p>That Muslims use the Qur'an to guide them as it is the word of Allah</p> <p>That Muslims use the Hadiths/teachings of</p>	<p>Making sense of beliefs: Taking account of context(s), explain how and why people use and make sense of texts/sources of wisdom and authority differently</p>	<p>Pupils know:</p> <p>how Sikhs interpret the Mool Mantar and what it why Christians interpret biblical sources about life after death</p> <p>how the idea of 'the Fall' is found in the text of Genesis 3, and that this is a significant part of the 'salvation narrative' of the Bible</p> <p>use religious vocabulary, texts and concepts to</p>	<p>Pupils know:</p> <p>the place and role of the prophets in the Bible, including the 'big story' salvation narrative of the Bible</p> <p>the messages Isaiah and Amos transmitted</p>

	vedas	Muhammed (pbuh) to guide them in their lives That the teachings of Jesus and parables help to guide Christians when making difficult choices. That prayers and ceremonies help people to celebrate and remember key events in life and their religion		explain attitudes of respect and fairness, or prejudice and inequality	
Where this is taught:	Autumn 1: 2.4 How and why do some people inspire others? Autumn 2a: The Bible Autumn 2: 2.1 What does it mean if Christians believe God is holy and loving? Spring 2: 2.11 Why do some people believe in God and some people not? Summer 1a: The Holy Trinity Summer 2: 2.7 What helps Hindu people as they try to be good?	Autumn 1: 2:10 What will make our community a more respectful place? Autumn 2: The Big Story Spring 1: 2.8 How is faith expressed in Islam? Spring 2: 2.6 What do Christians believe Jesus did to 'save' people? Summer 1a: The Holy Trinity Summer 2: 2.2 Creation and science:conflicting or complementary?		3.1 Why do Christians believe Jesus was God on Earth? 3.3 How are Sikh teachings on equality and service put into practice today? 3.4 What happens when we die? What difference does it make if you believe in life after death? 3.5 What do people believe about God and the Universe? 3.7 Why are people good and bad? The Holy Trinity	3.2 Core and diverse Islam:what is universal and what is different? 3:10 Do Prophets still influence us today? 3.14 How can people express the spiritual through the arts? The Holy Trinity People of Faith Past People of Faith Present
Making sense of beliefs: To give meanings for	Pupils know: How to compare different	Pupils know: examples of texts which	Making sense of beliefs: In the light of their	Pupils know: what John's Gospel says	Pupils know: at least two ways to

<p>texts/sources of wisdom and authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority</p>	<p>views That followers of religions may have differing views That texts and sources of wisdom may have different interpretations</p>	<p>explain why honouring all humans is important in, for example, both Christianity and Islam ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow the example of Muhammad) the 'big story' of the Bible, explaining how incarnation and salvation fit within it examples of texts or quotes which explain what an ideal way of life might be</p>	<p>learning, explain how appropriate different interpretations of texts/sources of wisdom and authority are, including their own ideas</p>	<p>about Jesus' true nature, and how this connects to Christian beliefs about what God is like the nature of the texts in Genesis 1, 2 and 3; give at least two examples of how they have been interpreted differently by Christians and explain why</p>	<p>describe 'the spiritual' how and why music and art are important ways of expressing the spiritual</p>
<p>Where this is taught:</p>	<p>Autumn 2:2.1 What does it mean if Christians believe God is holy and loving? Autumn 2:The Bible Spring 2: 2.11 Why do some people believe in God and some people not? Summer 1a:The Holy Trinity</p>	<p>Autumn 1:2:10 What will make our community a more respectful place? Autumn 2:The Big Story Spring 2: 2.6 What do Christians believe Jesus did to 'save' people? Summer 1a:The Holy Trinity Summer 2:2.2 Creation and science:conflicting or complementary?</p>		<p>3.3 How are Sikh teachings on equality and service put into practice today? 3.4 What happens when we die? What difference does it make if you believe in life after death? 3.5 What do people believe about God and the Universe? 3.7 Why are people good and bad? The Holy Trinity</p>	<p>3.2 Core and diverse Islam:what is universal and what is different? 3:10 Do Prophets still influence us today? The Holy Trinity</p>
<p>Understanding the impact:</p>	<p>Pupils know: That people of faith live</p>	<p>Pupils know: clear connections</p>	<p>Understanding the impact:</p>	<p>Pupils know: how Christian worship</p>	<p>Pupils know: reasons and examples to</p>

<p>To make clear connections between what people believe and how they live, individually and in communities</p>	<p>as members of a wider community That faith communities help to support their followers That a way of life can be affected by a person's beliefs and faith That people of faith often inspire others to live their lives well</p>	<p>between belief in the 'Golden Rule' and the needs of a mixed community examples of the impact of interfaith work in their community examples of the impact of faith on life</p>	<p>To give reasons and examples to account for how and why people put their beliefs into practice in different ways, individually and in various communities (e.g. denominations, times or cultures; faith or other communities)</p>	<p>reflects Christian beliefs in Jesus as God incarnate comment on the different ways in which Christians express worship of God reasons and examples to explain how and why Sikhs put their beliefs into action in different ways (e.g. compare Kartarpur to the UK today; the choice to become Amritdhari or not) how beliefs and teachings guide Sikhs in responding to the challenges of life in Britain today (e.g. a call for equality and service) how religious and nonreligious beliefs about life after death affect the way people live, including how death is marked reasons and examples to explain why people have different views on the idea of life after death</p>	<p>explain how and why Muslims put their beliefs into action in different ways (e.g. Sunni/Shi'a traditions) how beliefs and teachings guide Muslims in responding to the challenges of life in Britain today How to evaluate the impact of a religious and secular stance on ways of living how people express spirituality in different ways (e.g. through art, music, activism) how some religious and nonreligious beliefs and teachings affect how people respond to suffering reasons and examples to explain why people respond to suffering in different ways (e.g. reject God; seek to heal the world)</p>
<p>Where this is taught:</p>	<p>Autumn 1:2.4 How and why do some people inspire others? Autumn 2:2.1 What does it mean if Christians believe God is holy and loving?</p>	<p>Autumn 1:2:10 What will make our community a more respectful place? Spring 1:2.8 How is faith expressed in Islam? Spring 2:2.6 What do Christians believe Jesus</p>		<p>3.1 Why do Christians believe Jesus was God on Earth? 3.3 How are Sikh teachings on equality and service put into practice today?</p>	<p>3.2 Core and diverse Islam: what is universal and what is different? 3.8 It's my life: what should I do with it? 3:10 Do Prophets still influence us today?</p>

	<p>Spring 1:2.3 Values:What matters most to Humanists and Christians?</p> <p>Spring 2:2.11 Why do some people believe in God and some people not?</p> <p>Summer 1a:The Holy Trinity</p> <p>Summer 1b:Lifepath Newton</p> <p>Summer 2:2.7 What helps Hindu people as they try to be good?</p>	<p>did to 'save' people?</p> <p>Summer 1a:The Holy Trinity</p> <p>Summer 1b:2.12 How does faith enable resilience?</p> <p>Summer 2:2.2 Creation and science:conflicting or complementary?</p>		<p>3.4 What happens when we die? What difference does it make if you believe in life after death?</p> <p>3.7 Why are people good and bad?</p> <p>3.9 What difference does it make to be an atheist or an agnostic in Britain today?</p>	<p>People of Faith Past People of Faith Present</p>
<p>Understanding the impact: To use evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</p>	<p>Pupils know: That giving an example or evidence in their writing and discussions is important That showing a quote in written work can demonstrate an understanding of the beliefs and ways of life studied</p>	<p>Pupils know: clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) evidence and examples to show how Muslims put their beliefs into practice in different ways clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/the Lord's Supper how Christians put their beliefs into practice in different ways differences between leaders from different religions</p>	<p>Understanding the impact: To show how beliefs guide people in making moral and religious decisions, applying these ideas to situations in the world today</p>	<p>Pupils know: how some religious and nonreligious beliefs and teachings can affect attitudes to our plural society explanations about how to make Bedfordshire a place where respect for all can flourish reasoned arguments to show their interpretation of the kind of society that is good for all its communities the impact of Genesis 3 and how belief in the Fall has affected the treatment of women how Christians have responded to the idea of being 'fallen', in the Church community and</p>	<p>Pupils know: How to engage critically and personally with the impact of philosophical ideas about meaning, purpose and value in life what a modern-day prophet would do and say, with examples, evidence and argument reasons and examples to explain how music and art can help people understand big ideas in their tradition</p>

				personal living, for example, through confession, forgiveness, and seeking a holy life	
Where this is taught:	<p>Autumn 1:2.4 How and why do some people inspire others?</p> <p>Autumn 2:2.1 What does it mean if Christians believe God is holy and loving?</p> <p>Spring 1:2.3 Values:What matters most to Humanists and Christians?</p> <p>Spring 2:2.11 Why do some people believe in God and some people not?</p> <p>Summer 1b:Lifepath Newton</p> <p>Summer 2:2.7 What helps Hindu people as they try to be good?</p>	<p>Autumn 1:2:10 What will make our community a more respectful place?</p> <p>Spring 1:2.8 How is faith expressed in Islam?</p> <p>Spring 2:2.6 What do Christians believe Jesus did to 'save' people?</p> <p>Summer 1b:2.12 How does faith enable resilience?</p>		<p>3.1 Why do Christians believe Jesus was God on Earth?</p> <p>3.3 How are Sikh teachings on equality and service put into practice today?</p> <p>3.4 What happens when we die? What difference does it make if you believe in life after death?</p> <p>3.5 What do people believe about God and the Universe?</p> <p>3.7 Why are people good and bad?</p> <p>3.9 What difference does it make to be an atheist or an agnostic in Britain today?</p>	<p>3.2 Core and diverse Islam:what is universal and what is different?</p> <p>3.8 It's my life:what should I do with it?</p> <p>3:10 Do Prophets still influence us today?</p> <p>3.14 How can people express the spiritual through the arts?</p> <p>People of Faith Past</p> <p>People of Faith Present</p>
<p>Making connections: To make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) To reflect on and articulate lessons people might gain from</p>	<p>Pupils know: That those around them may have different beliefs from their own That discussion is a good way of finding out and comparing beliefs with others That once knowledge has been gained, it can be reflected on and responded to, often</p>	<p>Pupils know: connections between Muslim beliefs studied and Muslim ways of living in Britain/Bedfordshire today the value of, e.g. submission, obedience, generosity, selfcontrol and worship in the lives of Muslims today, and</p>	<p>Making connections: To give coherent accounts of the significance and implications of the beliefs and practices studied in the world today To evaluate how far the beliefs and practices studied help pupils</p>	<p>Pupils know: an account of the value and impact of Sikh practice of service and equality in the UK today whether the Sikh emphasis on equality and service has anything to say to students themselves, offering reasons and justifications for their</p>	<p>Pupils know: how far Isaiah and Amos's messages are valuable today view as to whether the modern world needs prophets, who they might be, and how students themselves might respond to them a coherent account of the value of spirituality in</p>

<p>the beliefs/practices studied, including their own responses, recognising that others may think differently</p>	<p>comparing ideas to their own That people all have their own way of approaching life and the way they think they should live it</p>	<p>articulate responses on how far they are valuable to people who are not Muslims what it is like to be a Muslim in Britain today, giving good reasons for their views</p>	<p>themselves, and others, to make sense of the world</p>	<p>responses a coherent account of the impact of beliefs about life after death, comparing two views (e.g. one religious and one non-religious; or contrasting religious views, within or between faith traditions) how far different ideas about life after death help students to make sense of the world, offering reasons and justifications for their responses How to give a coherent account of how being 'fallen' has influenced how people live and behave How to evaluate personally and impersonally how far this helps to make sense of the world How to develop insights into questions and issues about living in a multi-religious community How to engage critically and personally with some questions, issues and dilemmas about community cohesion, respect for all and fairness, using religious</p>	<p>the lives of religious and non-religious people, including themselves a coherent account of the causes of suffering and the solutions offered by at least one religious tradition</p>
--	---	---	---	--	--

				teachings to evaluate our society	
Where this is taught:	<p>Autumn 2:2.1 What does it mean if Christians believe God is holy and loving?</p> <p>Spring 1:2.3 Values:What matters most to Humanists and Christians?</p> <p>Spring 2:2.11 Why do some people believe in God and some people not?</p> <p>Summer 1b:Lifepath Newton</p> <p>Summer 2:2.7 What helps Hindu people as they try to be good?</p>	<p>Autumn 1:2:10 What will make our community a more respectful place?</p> <p>Spring 2:2.6 What do Christians believe Jesus did to 'save' people?</p> <p>Summer 1b:2.12 How does faith enable resilience?</p> <p>Summer 2:2.2 Creation and science:conflicting or complementary?</p>		<p>3.1 Why do Christians believe Jesus was God on Earth?</p> <p>3.3 How are Sikh teachings on equality and service put into practice today?</p> <p>3.4 What happens when we die? What difference does it make if you believe in life after death?</p> <p>3.5 What do people believe about God and the Universe?</p> <p>3.7 Why are people good and bad?</p> <p>3.9 What difference does it make to be an atheist or an agnostic in Britain today?</p>	<p>3.2 Core and diverse Islam:what is universal and what is different?</p> <p>3.8 It's my life:what should I do with it?</p> <p>3:10 Do Prophets still influence us today?</p> <p>3.14 How can people express the spiritual through the arts?</p> <p>People of Faith Present</p>
<p>Making connections: To consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</p>	<p>Pupils know: That new insights and views of the world and beliefs can be gained by looking at how others view things That the society has developed through the ages following belief systems and religions That they can discuss and compare their ideas to those studied That studying a range of</p>	<p>Pupils know: questions about how we can be a more tolerant and respectful community, suggesting answers the importance of tolerance, respect and liberty for all in making a community that is harmonious good reasons for their views about harmony in our communities</p>	<p>Making connections: respond to the challenges raised by questions of belief and practice, both in the world today and in their own lives, offering reasons and justifications for their responses</p>	<p>Pupils know: the value of belief in Jesus as God incarnate for Christians in the world today how far the world today could benefit from a saviour, offering their own reasons and justifying their responses</p>	<p>Pupils know: How to use diverse religious vocabulary and concepts to ask good questions of my own about how atheists, Christians and members of another religion explain the meaning of life reasoned arguments about the principles, beliefs, ideas and teachings which I use to</p>

	beliefs and views can help them to live better lives and make informed decisions for their own lives	the value and impact of ideas of sacrifice in their own lives and the world today their own responses to the idea of sacrifice, recognising different points of view			guide my own life how far growing up in a tradition will shape the way someone sees all aspects of life, offering insights, reasons and justifications for their responses how far it is the case that religions exists to help humans cope with suffering, fear and despair, offering reasons and justifications for their responses
Where this is taught:	<p>Autumn 1:2.4 How and why do some people inspire others?</p> <p>Autumn 2:2.1 What does it mean if Christians believe God is holy and loving?</p> <p>Spring 1:2.3 Values:What matters most to Humanists and Christians?</p> <p>Spring 2:2.11 Why do some people believe in God and some people not?</p> <p>Summer 1a:The Holy Trinity</p> <p>Summer 1b:Lifepath Newton</p>	<p>Autumn 1:2:10 What will make our community a more respectful place?</p> <p>Spring 1:2.8 How is faith expressed in Islam?</p> <p>Spring 2:2.6 What do Christians believe Jesus did to 'save' people?</p> <p>Summer 1a:The Holy Trinity</p> <p>Summer 1b:2.12 How does faith enable resilience?</p> <p>Summer 2:2.2 Creation and science:conflicting or complementary?</p>		<p>3.3 How are Sikh teachings on equality and service put into practice today?</p> <p>3.4 What happens when we die? What difference does it make if you believe in life after death?</p> <p>3.5 What do people believe about God and the Universe?</p> <p>3.7 Why are people good and bad?</p> <p>3.9 What difference does it make to be an atheist or an agnostic in Britain today?</p>	<p>3.2 Core and diverse Islam:what is universal and what is different?</p> <p>3.8 It's my life:what should I do with it?</p> <p>3:10 Do Prophets still influence us today?</p> <p>3.14 How can people express the spiritual through the arts?</p> <p>People of Faith Past People of Faith Present</p>

Curriculum Impact:

Pupils are able to be 'religiously literate' and express their own views and understand the views of others and how religion has shaped the lives of people now and in the history of the world.

- **Live:** Ensure pupils develop skills and personal attributes that will enable them to make informed choices about their future spiritual lives.
- **Love:** To develop an understanding of those with a faith and those with other 'world views'.
- **Learn:** To promote an interest in the beliefs and faiths of others and how they have affected the world as we know it.