

Fladbury CE VA First School Curriculum

Religious Education

At Fladbury, the aim of Religious Education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. Religious Education has a positive impact on the children's spiritual growth through raising big questions and creating a safe space to explore these. The RE curriculum will help educate children for dignity and respect and encourage an open mind to a variety of religious and non-religious beliefs. This will in turn encourage all to live well and enable every child to flourish and live life in all its fullness. (John 10:10).

“Happy Hearts, Open Minds, Bright Futures.”

“Religious Education contributes dynamically to children and young people’s education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.” NATB

Intent	Implementation	Impact
<p>What will take place before teaching in the classroom?</p>	<p>What will this look like in the classroom indoors and the classroom outdoors?</p>	<p>How will this be measured?</p>
<p>The school’s senior leadership team will:</p> <ul style="list-style-type: none"> • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is high quality. 	<p>Our teaching sequence will be:</p> <ul style="list-style-type: none"> • Introduce children to ‘The Big Story’ using the Bible timeline, share the key question for the Unit and the key vocabulary (8 core concepts). • Share the WALT and gauge what they remember from previous year groups. • Introduce the religious text and engage critically with it. • Teach what impact this has on people today and make connections. • Teach specify key vocabulary and its meaning. • Time for individual reflection on the learning. • Provide children with a daily review to provide feedback and consolidation from previous learning, using a variety of teaching strategies. 	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> • A developed understanding of the methods and skills of theologians at an age appropriate level. • A progression of understanding, with appropriate vocabulary which supports and extends understanding. • Confidence in discussing RE, their own work and identifying their own strengths and areas for development. • Enthusiasm for RE.
<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as theologians. • Ensure an appropriate progression of RE skills and knowledge is in place over time so that pupils are supported to be the best theologians they can be, and challenge teachers to support struggling theologians and extend more competent ones. • Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid. • Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning. • Keep up to date with current RE research and subject development through an appropriate subject body or professional group. • Provide CPD for all staff on RE. • Monitor the subject. 	<p>Our classrooms will:</p> <ul style="list-style-type: none"> • Provide appropriate quality equipment for each area of the curriculum. • Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills. • Deploy appropriately challenging selections of texts, both Christian and faiths other than Christianity, accessible throughout learning to develop wider understanding and underpin reading skills. 	<p>Displays around school and books will show:</p> <ul style="list-style-type: none"> • Pupils have had opportunities for practice and refinement of skills. • A varied and engaging curriculum which develops a range of religious understanding and skills. • Clear progression of skills in line with expectations set out in the progression grids. • That pupils, over time, develop a range of skills and vocabulary across all of the areas of the religious curriculum. • Books will be well-presented.

<p>The class teacher will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. • Organise trips/visitors to other places of worship to experience and enhance their learning in the classroom. • Assess the children's progress using the RE assessment sheet and consider the impact of this on future planning. 	<p>Our children will be:</p> <ul style="list-style-type: none"> • Engaged because they are challenged by the curriculum which they are provided with. • Resilient learners who overcome barriers and understand their own strengths and areas for development. • Safe and happy in RE lessons which give them opportunities to explore their own creative development and reflection on their own learning • Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses religious skills and knowledge. • Develop religious literacy and confidence over time because of careful planning, a safe place to share thoughts and ask big questions. 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Monitor the standards in the subject to ensure the outcomes are at expected levels through learning walks, book looks, pupil voice, staff questionnaires etc. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.
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Happy Hearts	Open Minds	Bright Futures
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<p>Through our RE Curriculum, our Christian value of 'joy' and our vision statement 'happy hearts', we will learn how to make a better future for ourselves and others by learning from other religions, faiths and world views.</p> <p>We will explore what people believe and what difference this makes to how they live. This will help us to develop our respect and tolerance for those who think the same and differently to our own beliefs. This will help us to find our place in the world and help us to foster happy, healthy relationships with others and think deeply about what we believe ourselves.</p> <p>We will develop a sense of belonging through sharing ideas and communicating knowledge with each other and those in our locality. Through team work, shared research and role play, children will connect with each other in a meaningful way.</p> <p>Our children will nurture an enjoyment of RE through carefully planned and enthusiastically delivered learning opportunities. For example, through meeting visitors, going on trips and creating a safe space to ask questions and reflect on our own beliefs. Thus, creating an intrinsic passion for RE.</p>	<p>The RE curriculum at Fladbury endeavours to expose our children to different world views and open their minds to different ways of thinking and living and why people live the way they do. Children will begin to understand the similarities and differences between different religious and non-religious beliefs. This will equip the children with wisdom to handle questions.</p> <p>Children are encouraged to use their voices and have an opinion on their own beliefs. Through making sense of the religious text, discovering the impact it has on people and making connections with what it means. This will help us think theologically and ask questions.</p> <p>The natural curiosity of children at Fladbury is encouraged and nurtured to allow children to have an open mind and reflect on their own ideas and ways of living, deepening their spirituality.</p>	<p>Through learning about major religions and world views, children are given a sense of hope for their bright future and where they belong in this world.</p> <p>Through learning about other beliefs and ways of thinking, they make connections between cultural and historical events. They create their own bright futures by developing a strong moral compass and carry this throughout their lives.</p> <p>Children will be given the opportunity to widen their horizons by having an in depth knowledge of the wider world as well as how religious teachings can apply to their daily lives and futures. Children will learn to be proud of their beliefs whilst respecting how religious and non-religious reviews impact the culture and society of different countries across the world.</p> <p>Children will be equipped with the knowledge of different world views which will in turn help them to discover their own and therefore leading them into a bright future.</p>
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Our curriculum for 22-23 has been specifically designed to meet the needs of the children in our current groups and classes. This is likely to change again next year due to ever-changing year group numbers and class structures.

	Autumn	Spring	Summer
Maple	<ul style="list-style-type: none"> Why is Christmas special for Christians? Incarnation Why is Easter special for Christians? Salvation Which stories are special and why? 		
Elm	<p>Autumn 1: Who do Christians say made the world? Creation</p> <p>Autumn 2: What does it mean to belong to a faith community?</p>	<p>Spring 1: How should we care for others and the world, and why does it matter?</p> <p>Spring 2: Why does Easter matter to Christians? Salvation</p>	<p>Summer: Who is Muslim and how do they live? <i>(God/Tawhid/ibadah/iman)</i></p>
Ash	<p>Autumn 1: What do Christians learn from the Creation Story? Creation/Fall</p> <p>Autumn 2: What is it like for someone to follow God? People of God</p>	<p>Spring 1: How do festivals and worship show what matters to a Muslim? <i>(Ibadah)</i></p> <p>Spring 2: How and why do people try to make the world a better place?</p>	<p>Summer 1: What do Hindus believe God is like? <i>(Brahman/atman)</i></p> <p>Summer 2: What does it mean to be a Hindu in Britain today? <i>(Dharma)</i></p>
Oak	<p>Autumn 1: What do Christians learn from the Creation Story? Creation/Fall</p> <p>Autumn 2: What is it like for someone to follow God? People of God</p>	<p>Spring 1: How do festivals and worship show what matters to a Muslim? <i>(Ibadah)</i></p> <p>Spring 2: How and why do people try to make the world a better place?</p>	<p>Summer 1: What do Hindus believe God is like? <i>(Brahman/atman)</i></p> <p>Summer 2: What does it mean to be a Hindu in Britain today? <i>(Dharma)</i></p>

Islam				
	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Knowledge		Unit 1.6 Who is Muslim and how do they live?	Unit L2.9 How do festivals and worship show what matters to a Muslim?	Unit 2.8 What does it mean to be a Muslim in Britain today?
Skills		<p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise the words of the Shahadah and that it is very important for Muslims. Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean. Give examples of how stories about the Prophet show what Muslims believe about Muhammad. <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of how Muslims use the Shahadah to show what matters to them. Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan). Give examples of how Muslims put their beliefs about prayer into action. <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk about and ask questions about Muslim beliefs and ways of living. Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas. Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some beliefs about God in Islam, expressed in Surah 1 Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God) <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque). <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims. Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. 	<p>Make sense of belief:</p> <p>Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message)</p> <ul style="list-style-type: none"> Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) Give evidence and examples to show how Muslims put their beliefs into practice in different ways <p>Make connections:</p> <ul style="list-style-type: none"> Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Worcestershire today Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.

Vocabulary	<p>Islam: Muslim God/Tawhid Iman (faith) Akhirah (life after death) Akhlaq (virtue/morality) Shahadah Allah Prophet Muhammad Ramadan Fast Self-control</p>	<p>Ibadah (worship) Mosque Surah 1 Submission Self-control Harmony</p>	<p>Tawhid Iman ibadah Prophet Holy Qur'an Muhammed Five Pillars Submission Obedience</p>
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Judaism				
	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
K n		Unit 1.7: Who is Jewish and how do they live?	Unit L2.10: How do festivals and family life show what matters to Jewish people?	Unit 2.9 Why is the Torah so important to Jewish people?
Skills		<p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise the words of the Shema as a Jewish prayer. Retell simply some stories used in Jewish celebrations (e.g. Chanukah). Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the stories and how people live. Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat). <p>Make connections:</p> <ul style="list-style-type: none"> Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people. Offer informed suggestions about the meaning of the Exodus story for Jews today. <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals). Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities. <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify and explain Jewish beliefs about God Give examples of some texts that say what God is like and explain how Jewish people interpret them <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Jewish beliefs about the Torah and how they use and treat it Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) <p>Make connections:</p> <ul style="list-style-type: none"> Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.
Vocabulary		<p>Jew/Jewish Shema Chanukah Shabbat Sukkot mezuzah Sacred Synagogue</p>	<p>Exodus Sin Forgiveness Jewish people Justice</p>	<p>God Torah Kosher Laws Orthodox Jews Progressive Jews Tradition Ritual</p>

Hinduism

	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Knowledge			Unit L2.7: What do Hindus believe God is like? Unit L2.8: What does it mean to be a Hindu in Britain today?	U2.7 Why do Hindus want to be good?

			<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify some Hindu deities and say how they help Hindus describe God. • Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God. • Offer informed suggestions about what Hindu murtis express about God. <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali). • Identify some different ways in which Hindus worship. <p>Make connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today. • Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas. <p>Understand the impact:</p> <ul style="list-style-type: none"> • Describe how Hindus show their faith within their families in Britain today (e.g. home puja). • Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali). • Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India). <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean. • Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma). <p>Make connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately • Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live • Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. • Give evidence and examples to show how Hindus put their beliefs into practice in different ways <p>Make connections:</p> <ul style="list-style-type: none"> • Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus • Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.
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Vocabulary			Hindu Hinduism Shrine Diwali Murtis Ganesh Arti Bhajans Mandir Dharma Puja Sanatan	Karma Dharma Samsara moksha
	Sacred Places			
	EYFS	Key Stage One	Lower Key Stage Two	
Know	Unit F5: Which places are special and why?	Unit 1.8 What makes some places sacred to believers?		
Skills	<ul style="list-style-type: none"> • Talk about somewhere that is special to themselves, saying why. • Recognise that some religious people have places which have special meaning for them. • Talk about the things that are special and valued in a place of worship. • Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God. • Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. • Express a personal response to the natural world. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise that there are special places where people go to worship, and talk about what people do there. • Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean. • Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship. <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe. • Give simple examples of how people worship at a church, mosque or synagogue. • Talk about why some people like to belong to a sacred building or a community. <p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas. • Talk about what makes some places special to people, and what the difference is between religious and non-religious special places. 		
Vocabulary	Church Worship Prayer God Christian Muslim Jew Special	Church Synagogue Mosque Sacred Holy Worship Psalms Hymns Community		

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World, Others and Non-religious World Views				
	EYFS	Key Stage One	Lower Key Stage Two	Upper
Knowle	Unit F6: Which stories are special and why?	Unit 1.9: How should we care for others and the world, and why does it matter?		U2.10 What matters most to Humanists and Christians?
	<p>Making sense:</p> <ul style="list-style-type: none"> Talk about some religious stories Recognise some religious words, e.g. about God <p>Making connections:</p> <ul style="list-style-type: none"> Identify some of their own feelings in the stories they hear Identify a sacred text e.g. Bible, Torah <p>Understanding the impact:</p> <ul style="list-style-type: none"> Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify a story or text that says something about each person being unique and valuable Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world <p>Understand the impact:</p> <ul style="list-style-type: none"> Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories. Give examples of how Christians and Jews can show care for the natural earth. Say why Christians and Jews might look after the natural world. <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world. Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world. 		<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God') <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Christian and Humanist ideas about being good and how people live Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view <p>Make connections:</p> <ul style="list-style-type: none"> Raise important questions and suggest answers about how and why people should be good Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.
Vocabulary	Bible Holy book Torah	Genesis Natural world		Humanism Humanists Conscience
Belonging/Stages of Life				
	EYFS	Key Stage	Lower Key Stage Two	Upper Key Stage

		One		Two
Knowle	Unit F4: Being Special: Where do we belong?	Unit 1.10: What does it mean to belong to a faith community?	Unit L2.11: How and why do people mark the significant events of life?	U2.11 Why do some people believe in God and some people not? U2.12 How does faith help when life gets hard?
	<p>Make sense/connections:</p> <ul style="list-style-type: none"> Retell religious stories making connections with personal experiences. Share and record occasions when things have happened in their lives that made them feel special. <p>Understanding impact:</p> <ul style="list-style-type: none"> Recall simply what happens at a traditional Christian infant baptism and dedication Recall simply what happens when a baby is welcomed into a religion other than Christianity. 	<p>Make sense of beliefs:</p> <ul style="list-style-type: none"> Recognise that loving others is important in lots of communities. Say simply what Jesus and one other religious leader taught about loving other people. <p>Understand the impact:</p> <ul style="list-style-type: none"> Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean. Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious). <p>Make connections:</p> <ul style="list-style-type: none"> Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences. Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean. Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today. <p>Understand the impact:</p> <ul style="list-style-type: none"> Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean. Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals). Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism). <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones. Make links between ideas of love, commitment and promises in religious and non-religious ceremonies. Give good reasons why they think ceremonies of commitment are or are not valuable today. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from Give examples of reasons why people do or do not believe in God <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between what people believe about God and the impact of this belief on how they live Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) <p>Make connections:</p> <ul style="list-style-type: none"> Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not Make connections between belief and behaviour in their own lives, in the light of their learning. <p>Make sense of belief:</p> <ul style="list-style-type: none"> Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) Give examples of ways in which beliefs about resurrection/ judgement/heaven/karma/reincarnation make a difference to how someone lives <p>Make connections:</p> <ul style="list-style-type: none"> Interpret a range of artistic expressions of afterlife, offering and explaining different
Skills				

			ways of understanding these • Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.
Special Baptism Dedication Religion Christianity	Jesus Ceremony Marriage Faith community	Ceremonies of commitment Traditions Marriage Baptism Milestones	Theist Atheist Agnostic

God/Creation/Fall

	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Knowledge	Unit F1: Why is the word 'God' special to Christians?	Unit: 1.1 What do Christians believe God is like?	Unit 2.1: What do Christians learn from the Creation story?	U2.1 What does it mean if Christians believe God is holy and loving? [God] U2.2 Creation and science: conflicting or complementary? [Creation]
	<p>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.</p> <ul style="list-style-type: none"> Retell stories, talking about what they say about the world, God, human beings. Think about the wonders of the natural world, expressing ideas and feelings. Say how and when Christians like to thank their Creator. Talk about what people do to mess up the world. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify what a parable is Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians <p>Understand the impact:</p> <ul style="list-style-type: none"> Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. Give a reason for the ideas they have and the connections they make. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bible's 'big story'. Make clear links between Genesis 1 and what Christians believe about God and Creation. Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world. <p>Understand the impact:</p> <ul style="list-style-type: none"> Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways). Describe how and why Christians might pray to God, say sorry and ask for forgiveness. <p>Make connections:</p> <ul style="list-style-type: none"> Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some different types of biblical texts, using technical terms accurately Explain connections between biblical texts and Christian ideas of God, using theological terms <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed Show how Christians put their beliefs into practice in worship <p>Make connections:</p> <ul style="list-style-type: none"> Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify what type of text some Christians say Genesis 1 is, and its purpose Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Genesis 1 and Christian belief about God as Creator Show understanding of why many Christians find science and faith go together <p>Make connections:</p>
Skills				

			<ul style="list-style-type: none"> Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views. 	
Vocabulary	Creator Christians God	Parable Worship Forgiving The Lost Son God as the forgiving Father	Creation Genesis Stewards Disobedient Forgiveness The Fall	Cathedral Faith Science
People of God				
	EYFS	Key Stage One	Lower Key Stage Two	
Knowledge			Unit 2.2: What is it like for someone to follow God?	
Skills			<p>Make sense of belief:</p> <ul style="list-style-type: none"> Make clear links between the story of Noah and the idea of covenant. <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. <p>Make connections:</p> <ul style="list-style-type: none"> Make links between the story of Noah and how we live in school and the wider world. 	
Vocabulary			Noah Ark Covenant Rainbow Flood Forgiveness Righteous	
Incarnation				
	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Knowledge	Unit F2: Why is Christmas special for Christians?	Unit 1.3: Why does Christmas matter to Christians?	Unit 2.3: What is the 'Trinity' and why is it important for Christians?	U2.3 Why do Christians believe Jesus was the Messiah?
Skills	<p>Talk about people who are special to them.</p> <ul style="list-style-type: none"> Say what makes their family and friends special to them. Recall simply what happens at a traditional Christian festival (Christmas). Begin to recognise the word 'Incarnation' as describing the belief that God came to Earth as Jesus. Retell religious stories, making 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise that stories of Jesus' life come from the Gospels. Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas. <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk and ask questions about Christmas for people who are Christians and for people who are not. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise what a 'Gospel' is and give an example of the kinds of stories it contains. Offer suggestions about what texts about baptism and Trinity mean. Give examples of what these texts mean to some Christians today. <p>Understand the impact:</p> <ul style="list-style-type: none"> Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live. <p>Make connections:</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Explain the place of Incarnation and Messiah within the 'big story' of the Bible Identify Gospel and prophecy texts, using technical terms Explain connections between biblical texts, Incarnation and Messiah, using theological terms <p>Understand the impact:</p>

	connections with personal experiences.	<ul style="list-style-type: none"> Decide what they personally have to be thankful for, giving a reason for their ideas. 	<ul style="list-style-type: none"> Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like. 	<ul style="list-style-type: none"> Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible <p>Make connections:</p> <ul style="list-style-type: none"> Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.
Vocabulary	Christmas Incarnation Jesus God Special	Jesus Gospels Nativity	Baptism Gospel Trinity Holy Spirit Symbol God the Father/Son/Holy Spirit The Grace Blessing	Messiah Prophecy
Gospel				
	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Knowledge		Unit 1.4: What is the good news Christians believe Jesus brings?	Unit 2.4: What kind of world did Jesus want?	U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel]
Skills		<p>Make sense of belief:</p> <ul style="list-style-type: none"> Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'. Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. Recognise that Jesus gives instructions to people about how to behave. <p>Understand the impact:</p> <ul style="list-style-type: none"> Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian. <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways. <p>Make connections:</p> <ul style="list-style-type: none"> Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify features of Gospel texts (for example, teachings, parable, narrative) Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives <p>Make connections:</p> <ul style="list-style-type: none"> Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives Articulate their own responses to the issues studied, recognising different points of view.
Vocabulary		Gospel- Good News Forgiveness Church community Christians	Gospel Disciples Jesus Bible	

			Pastor/vicar	
Salvation				
	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
	Unit F3: Why is Easter special to Christians?	Unit 1.5: Why does Easter matter to Christians?	Unit 2.5: Why do Christians call the day Jesus died 'Good Friday'?	U2.5 What do Christians believe Jesus did to 'save' people?
	<ul style="list-style-type: none"> Recognise and retell stories connected with celebration of Easter. Say why Easter is a special time for Christians. Talk about ideas of new life in nature. Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature. Talk about some ways Christians remember these stories at Easter. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). <p>Understand the impact:</p> <ul style="list-style-type: none"> Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live. Offer informed suggestions about what the events of Holy Week mean to Christians. Give examples of what Christians say about the importance of the events of Holy Week. <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities. Describe how Christians show their beliefs about Jesus in worship in different ways. <p>Make connections:</p> <ul style="list-style-type: none"> Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it Explain what Christians mean when they say that Jesus' death was a sacrifice <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper Show how Christians put their beliefs into practice in different ways <p>Make connections:</p> <ul style="list-style-type: none"> Weigh up the value and impact of ideas of sacrifice in their own lives and the world today Articulate their own responses to the idea of sacrifice, recognising different points of view.
	Easter Christians Holy Week Palm leaves Cross	Incarnation Salvation Holy Week Easter Bible Resurrection Heaven	Salvation Holy Week Good Friday	Holy Communion Sacrifice
Kingdom of God				
	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
			Unit 2.6: For Christians, what was the impact of Pentecost?	U2.6 For Christians, what kind of king is Jesus?
Knowledge				
Skills			<p>Make sense of belief:</p> <ul style="list-style-type: none"> Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth. Offer informed suggestions about what the events of Pentecost in Acts 2 might mean. Give examples of what Pentecost means to some Christians now. <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Explain connections between biblical texts and the concept of the kingdom of God Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice Show how Christians put their beliefs into practice in

Vocabulary		<ul style="list-style-type: none"> Describe how Christians show their beliefs about the Holy Spirit in worship. <p>Make connections:</p> <ul style="list-style-type: none"> Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas. 	<p>different ways</p> <p>Make connections:</p> <ul style="list-style-type: none"> Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today Articulate their own responses to the idea of the importance of love and service in the world today.
		Pentecost Holy Spirit Kingdom of God Acts	Kingdom of God

Festivals – Taught discretely every year

EYFS	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
What is Christmas? (Why do Christians perform nativity plays at Christmas?) Giving, Thanks, Christmas Story, Shepherds, Wise Men, Nativity	The Christmas Story – Why does Christmas matter to Christians? The Nativity Story, Jesus' importance to Christians, Gospels, Christian beliefs and actions at Christmas, Thanksgiving	The Christmas Story – Why does Christmas matter to Christians? (Digging Deeper) The Nativity Story, The Nativity story in church and at home, Responses to the Christmas Story, Lessons learned from the Christmas Story, Advent	The Christmas Story – What is the Trinity? The Trinity, Jesus' baptism by John the Baptist, The Grace (Corinthians), Beliefs about God the Trinity, The idea of God in Christianity, Own ideas about what the God of Christianity is like, Descriptions of God (symbols, similes, metaphors, songs, stories, poems, art)	The Christmas Story – What is the most significant part of the nativity story for Christians today? Christmas Symbols, Incarnation, Christingle.	The Christmas Story –	The Christmas Story –
What is Easter? (Why do Christians put a cross in an Easter garden?) Spring, Easter Eggs, Palm Sunday, cross	The Easter Story – Why does Easter matter to Christians? Stories of Holy Week and Easter, Christian beliefs about death and resurrection in church worship at Easter, Different responses to the Easter story (sadness, hope)	The Easter Story – Why does Easter matter to Christians? (Digging Deeper) Stories of Holy Week and Easter, Gospels, Jesus as saviour, Church worship, Different responses to the Easter Story, Forgiveness, Jesus as a bridge between God and humans, Resurrection/New Life	The Easter Story – Why do Christians call the day Jesus died 'Good Friday'? Holy Week, Resurrection, Entry into Jerusalem and the death and resurrection of Jesus, How Christians mark the Easter events in their church communities, Palm Sunday, Good Friday and Easter Sunday	The Easter Story – Why do Christians remember the events of Holy Week every year? Holy Week, Resurrection, The Last Supper, Judas' betrayal and Peter's denial, How Christians remember, celebrate and serve on Maunday Thursday, including Holy Communion	The Easter Story –	The Easter Story –