Fladbury

Church of England **Primary School** and **Preschool**

RE Curriculum

Happy Hearts, Open Minds, Bright Futures

Jesus promised: “I came that you may have life and have it to the full.”

- John 10:10

Our Vision

Every child at Fladbury will know they are loved by God, have a **happy heart** and be part of a flourishing, well-led school. When they leave Fladbury, they will be well-prepared to meet challenges, confident in their abilities and look forward to their **bright future** with an **open mind**.

Our Religious Education Aims

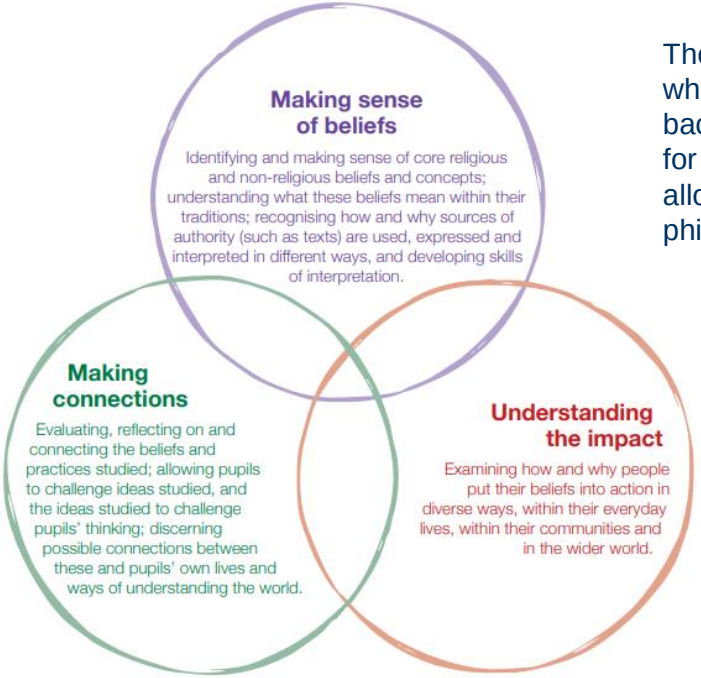
At Fladbury, the aim of Religious Education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. Religious 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
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. 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. 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. 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.	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. 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. 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.	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. 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. 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. 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.

Spirituality in Religious Education

Fladbury's definition of Spirituality is: Spirituality is about understanding that we are part of something bigger than ourselves. It's the connections and relationships we have with God, with others, with ourselves and with nature. It brings about a sense of awe and wonder and can lead to asking big questions about who we are and our place in God's world.

Intent	Implementation	Impact
At Fladbury we deliver a coherently planned sequence of lessons which ensure the children have progressively covered the skills and concepts required in the Worcestershire Agreed Syllabus Curriculum. We aim to deepen pupils' knowledge about religions and for developing their 'religious literacy'. We want to have religiously literate children who enjoy RE lessons and see the importance of learning about it reflected in their everyday lives.	We will implement this by studying one religion at a time ('systematic' units), and then including 'thematic' units, which build on learning by comparing the religions, beliefs and practices studied. The teaching and learning approach we will adopt will be whereby pupils encounter core concepts in religions and beliefs in a coherent way, developing their understanding and their ability to handle questions of religion and belief. The teaching and learning approach has three core elements, which are woven together to provide breadth and balance within teaching and learning about religions and beliefs. Teaching and learning in the classroom will encompass all three elements, allowing for overlap between elements as suits the religion, concept and question being explored.	The impact will be seen across the school with an increase in the profile of RE and the visibility of progression in the RE curriculum. The learning environment with RE displays will ensure RE is loved by children across the school. The children will have a developed understanding of the different worldviews and beliefs at an age appropriate level. They will be confident in discussing RE, enjoying lessons and looking forward to finding out more. They will be curious to ask questions that will deepen their understanding of the different concepts covered.



These elements set the context for open exploration of religion and belief. They offer a structure through which pupils can encounter diverse religious traditions alongside non-religious worldviews – which reflect the backgrounds of many pupils in our schools. The elements present a broad and flexible strategy that allows for different traditions to be treated with integrity. These elements offer a route through each unit while also allowing for a range of questions reflecting different approaches, for example, from religious studies, philosophy, sociology, ethics and theology.

Cycle A	Autumn		Spring		Summer	
Wye Reception	**God** Why is the word 'God' so important to Christians?	**Incarnation** Why is Christmas special to Christians?	Being special: Where do we belong?	**Salvation** Why is Easter Special for Christians?	Which places are special and why?	Which stories are special and why?
Avon Year 1/2	**God** What do Christians believe God is like?	**Incarnation** Why does Christmas matter to Christians?	Who is Jewish and how do they live? Part 1	**Gospel** What is the good news Christians believe Jesus brings?	Who is Jewish and how do they live? Part 2	What makes some places sacred to believers?
Teme Year 3/4	How do festivals and family life show what matters to Jewish people?	**God/Incarnation** What is the 'Trinity' and why is it important for Christians?	How do festivals and music show what matters to a Muslim?	**Salvation** Why do Christians call the day Jesus died 'Good Friday'?	**Kingdom of God** For Christians, what was the impact of Pentecost?	How and why do people mark the significant events of life?
Severn Year 5/6	**God** What does it mean for Christians to believe that God is Holy and Loving?	**Incarnation** Why do Christians believe that Jesus is the Messiah?	Why do Hindus try to be good?	**Kingdom of God** For Christians, what kind of king was Jesus?	What does it mean to be a Humanist in Britain today?	How does faith help people when life gets hard?

Cycle B	Autumn		Spring		Summer	
Wye Reception	**God** Why is the word 'God' so important to Christians?	**Incarnation** Why is Christmas special to Christians?	Being special: Where do we belong?	**Salvation** Why is Easter Special for Christians?	Which places are special and why?	Which stories are special and why?
Avon Year 1/2	**Creation** Who do Christians say made the world?	What does it mean to belong to a faith or belief community?	Who is Muslim and how do they live? Part 1	**Salvation** Why does Easter matter to Christians?	Who is Muslim and how do they live? Part 2	How should we care for others and the world, and why does it matter?
Teme Year 3/4	**Creation/Fall** What do Christians learn from the Creation Story?	**People of God** What is it like for someone to follow God?	**Gospel** What kind of world did Jesus want?	What do Hindus believe God is like?	What does it mean to be a Hindu in Britain today?	How and why do we try to make the world a better place?
Severn Year 5/6	**Creation** Creation and Science: conflicting or complimentary?	What does it mean to be a Muslim in Britain today?	**Gospel** How do Christians decide how to live? 'What would Jesus do?'	**Salvation** What do Christians believe Jesus did to 'save' people?	Why is the Torah so important to Jewish people today?	What matters most to Humanists and Christians?

Cycle A	Autumn		Spring		Summer	
Wye Reception			Trip: Local Church		Trip: Local Church	Godly Play – Holy Family
Avon Year 1/2			Time in Spiritual Garden	Godly Play – The Parable of the Lost Sheep		
Teme Year 3/4			Godly Play – The Parable of The Good Samaritan	Trip: Local Church		
Severn Year 5/6						Visitor – someone of faith

Cycle B	Autumn		Spring		Summer	
Wye Reception			Trip: Local Church		Trip: Local Church	Godly Play – Holy Family
Avon Year 1/2				Visit from local pastor	Visit a Mosque	
Teme Year 3/4		Visit from local pastor Godly Play – Noah and the Ark			Trip: Hindu Temple	
Severn Year 5/6				Visit: Local Church		Humanist visitor

Islam

	Y1/2	Y3/4	Y5/6
	What does it mean to be a Muslim in Britain today?	What does it mean to be a Muslim in Britain today?	What does it mean to be a Muslim in Britain today?
Knowledge	**Make sense of belief:** • 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 worshiping; how Muslims submit to God) **Understand the impact:** • 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). **Make connections:** • 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.	**Make sense of belief:** • 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) • 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) **Understand the impact:** • 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 **Make connections:** • 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.	**Make sense of belief:** 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) 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) **Understand the impact:** 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 **Make connections:** 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	Muslim God/Tawhid Iman (faith) Akhirah (life after death) Akhlaq (virtue/morality) Shahadah Allah Prophet Muhammad Ramadan Fast Self-control	Ibadah (worship) Mosque Surah 1 Submission Self-control Harmony	Tawhid Iman ibadah

Judaism

	Y1/2	Y3/4	Y5/6
	Who is Jewish and how do they live?	How do festivals and family life show what matters to Jewish people?	Why is the Torah so important to Jewish people?
Knowledge	**Make sense of belief:** • 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. **Understand the impact:** • 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). **Make connections:** • 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.	**Sense of belief:** • 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. **Understand the impact:** • 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. **Make connections:** • 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.	**Make sense of belief:** 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 **Understand the impact:** 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) **Make connections:** 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	Jewish people Shema Chanukah Shabbat Sukkot mezuzah Sacred Synagogue	Exodus Sin Forgiveness Jewish Justice	Torah Ritual Orthodox Kosher Progressive Jewish practice

Hinduism

	Y3/4		Y5/6
	What do Hindus believe God is like?	What does it mean to be a Hindu in Britain today?	Why do Hindus want to be good?
Knowledge	**Make sense of belief:** • 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. **Understand the impact:** • 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. **Make connections:** • 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.	**Understand the impact:** • 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). **Make sense of belief:** • 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). **Make connections:** • 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.	**Make sense of belief:** 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. **Understand the impact**: 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 **Make connections:** 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.
Vocabulary	Hindu Hinduism Shrine Diwali Murtis Ganesh Arti Bhajans Mandir Dharma Puja Sanatan	Karma Dharma Samsara moksha	Karma Dharma Samsara moksha

Sacred Places

	YP/R	Y1/2
	Which places are special and why?	What makes some places sacred to believers?
Knowledge	**Make sense of belief:** • Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God **Understand the impact:** • 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. **Make connections:** • Talk about somewhere that is special to themselves, saying why. • 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.	**Make sense of belief:** • 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. **Understand the impact:** • 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. **Make connections:** • 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

World, Others and Non-Religious World Views

	YP/R	Y1/2	Y5/6	Y5/6
	Which stories are special and why?	How should we care for others and the world, and why does it matter?	What matters most to Humanists and Christians?	What does it mean to be a Humanist in Britain today?
Knowledge	**Making sense:** • Talk about some religious stories • Recognise some religious words, e.g. about God **Making connections:** • Identify some of their own feelings in the stories they hear • Identify a sacred text e.g. Bible, Torah **Understanding the impact:** • 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.	**Make sense of belief:** • 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 **Understand the impact:** • 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. **Make connections:** • 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.	**Make sense of belief:** 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') **Understand the impact:** 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 **Make connections:** 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.	**Make sense of belief:** Identify some data around numbers of non-religious people and specifically Humanists using, for example, Census data Identify some of the core values that motivate some Humanists to strive to make the world a better place Give examples of reasons why Humanists value science and why they reject the existence of God **Understand the impact:** Give examples of ways in which Humanists put their beliefs and values into practice Give evidence and examples to show some differences in how people can be non-religious, including Humanists and others **Make connections:** Think, talk and ask questions about what motivates Humanists to do good in the world, in the absence of religious teachings or rules, and without belief in a higher power or an afterlife Make connections between belief and behaviour in their own lives, in the light of their learning.
Vocabulary	Bible Holy book Torah	Genesis Natural world	Humanists Moral code	'nones' Humanists Supernatural Society

Belonging/Stages of Life

	YP/R	Y1/2	Y3/4
	Where do we belong?	What does it mean to belong to a faith or belief community?	How and why do people mark the significant events in life?
Knowledge	**Making sense/connections:** • Retell religious stories making connections with personal experiences. • Share and record occasions when things have happened in their lives that made them feel special. **Understanding impact:** • 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.	**Make sense of beliefs:** • Recognise that loving others is important in lots of communities. • Say simply what Jesus and one other religious leader taught about loving other people. **Understand the impact:** • 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). **Make connections:** • 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.	**Make sense of belief:** • 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. **Understand the impact:** • 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). **Make connections:** • 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.
Vocabulary	Special Baptism Dedication Religion Christianity	Jesus Ceremony Marriage Faith community	Ceremonies of commitment Traditions Marriage Baptism Milestones

Belonging/Stages of Life

	Y5/6	Y5/6
	Why do some people believe in God and some people not?	How does faith help when life gets hard?
Knowledge	**Make sense of belief:** 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 **Understand the impact:** 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) **Make connections:** 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.	**Make sense of belief:** 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 **Understand the impact:** 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 **Make connections:** Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.
Vocabulary	Theist Atheist Agnostic	Afterlife Judgement Karma Reincarnation Heaven/hell Faith

God/Creation/Fall

	Maple	Y1/2	Y3/4
	Why is the word God special to Christians?	What do Christians believe God is like?	What do Christians learn from the Creation Story?
Knowledge	**Make sense of belief:** • Retell stories, talking about what they say about the world, God, human beings. **Understand Impact:** • Say how and when Christians like to thank their Creator. **Make connections:** • Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world. • Think about the wonders of the natural world, expressing ideas and feelings. • alk about what people do to mess up the world.	**Make sense of belief:** • 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 **Understand the impact:** • 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) **Make connections:** • 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.	**Make sense of belief:** • 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. **Understand the impact:** • 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. **Make connections:** • Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.
Vocabulary	Creator Christians God	Parable Worship Forgiving The Lost Son God as the forgiving Father	Creation Genesis Stewards Disobedient Forgiveness The Fall

God/Creation/Fall

	Y5/6	Y5/6
	What does it mean if Christians believe God is holy and loving? (God)	Creation and science: conflicting or complementary? [Creation]
Knowledge	Make sense of belief: • Identify some different types of biblical texts, using technical terms accurately • Explain connections between biblical texts and Christian ideas of God, using theological terms Understand the impact: 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 Make connections: 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.	Make sense of belief: 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 Understand the impact: 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 Make connections: 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	Prophet Religious experience Medieval Christians Holy Divine being Humanists	The Message Cosmology Universe Science Faith Creator

People of God

Y3/4

What is it like for someone to follow God?

Knowledge

Make sense of belief:
- Make clear links between the story of Noah and the idea of covenant.

Understand the impact:
- Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.

Make connections:
- 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

	Maple	Y1/2	Y3/4
	Why is Christmas special for Christians?	Why does Christmas matter to Christians?	What is the trinity and why is it important to Christians?
Knowledge	**Make sense of belief/ connections:** • Begin to recognise the word 'Incarnation' as describing the belief that God came to Earth as Jesus. • Retell religious stories, making connections with personal experiences. • Talk about people who are special to them. • Say what makes their family and friends special to them. **Understand the impact:** • Recall simply what happens at a traditional Christian festival (Christmas).	**Make sense of belief:** • 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. **Understand the impact:** • Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas. **Make connections:** • Think, talk and ask questions about Christmas for people who are Christians and for people who are not. • Decide what they personally have to be thankful for, giving a reason for their ideas.	**Make sense of belief:** • 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. **Understand the impact:** • 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. **Make connections:** • 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.
Vocabulary	Christmas Incarnation Jesus God Special	Jesus Gospels Nativity	Baptism Gospel Trinity Holy Spirit Symbol God the Father/Son/Holy Spirit The Grace Blessing

Incarnation

Y5/6

Why do Christians believe Jesus was the Messiah?

Knowledge

Make sense of belief:
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

Understand the impact:
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

Make connections:
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

Messiah
Prophecy
Incarnation
Gospel
Saviour

Gospel

	Y1/2	Y3/4	Y5/6
	What is the good news Christians believe Jesus brings?	What kind of world did Jesus want?	How do Christians decide how to live? 'What would Jesus do?'
Knowledge	**Make sense of belief:** • 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. **Understand the impact:** • 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). **Make connections:** • 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.	**Make sense of belief:** • 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. **Understand the impact:** • Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways. **Make connections:** • 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.	**Make sense of belief:** 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 **Understand the impact:** Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives **Make connections:** 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 – Good News Disciples Jesus Bible Pastor/vicar	Gospel – Good News Parables

Salvation

	YP/R	Y1/2	Y3/4
	Why is Easter special to Christians?	Why does Easter matter to Christians?	Why do Christians call the day Jesus died 'Good Friday'?
Knowledge	**Make sense of belief:** • Recognise and retell stories connected with celebration of Easter. • Say why Easter is a special time for Christians. **Understand the impact/make connections** • 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.	**Make sense of belief:** • 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). **Understand the impact:** • Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. **Make connections:** • 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.	**Make sense of belief:** • 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. **Understand the impact:** • 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. **Make connections**: • Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.
Vocabulary	Easter Christians Holy Week Palm leaves Cross	Incarnation Salvation Holy Week Easter Bible Resurrection Heaven	Salvation Holy Week Good Friday

Salvation

Y5/6

What do Christians believe Jesus did to 'save' people?

Knowledge

Make sense of belief:
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

Understand the impact:
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

Make connections:
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.

Vocabulary

Salvation
Sacrifice
Holy Communion

Kingdom of God

	Y5/6	Y3/4
	For Christians, what kind of king is Jesus?	For Christians, what was the impact of Pentecost?
Knowledge	**Make sense of belief:** 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 **Understand the impact:** 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 different ways **Make connections:** 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	**Make sense of belief:** • 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. **Understand the impact:** • Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now. • Describe how Christians show their beliefs about the Holy Spirit in worship. **Make connections:** • 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.
Vocabulary	Service Parables Justice	Pentecost Holy Spirit Kingdom of God Acts

End Points

		Y1/2	Y3/4	Y5/6
Element 1	Making sense of beliefs Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.	• Identify core beliefs and concepts studied and give a simple description of what they mean • Give examples of how stories • Show what people believe (eg. The meaning behind a festival) • Give clear, simple accounts of what stories and other texts mean to believers	• Identify and describe the core beliefs and concepts studied • Make clear links between texts/ sources of authority and the core concepts studied • Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers	• identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions • describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts • give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority
Element 2	Understanding the impact Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.	• Give examples of how people use stories, texts and teachings to guide their beliefs and actions • Give examples of ways in which believers put their beliefs into practice	• Make simple links between stories, teachings and concepts studied and how people live, individually and in communities • Describe how people show their beliefs in how they worship and in the way they live • Identify some differences in how people put their beliefs into practice	• make clear connections between what people believe and how they live, individually and in communities • using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures
Element 3	Making connections Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.	• Think, talk and ask questions about whether the ideas they have been studying, have something to say to them • Give a good reason for the views they have and the connections they make	• Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly • Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live • Give good reasons for the views they have and the connections they make	• make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) • reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently • 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

Assessment in RE

Children Working Towards…	Children working at the Expected Standard…	Children working at a Greater Depth…
• Name the religion/non-religious worldview studied. • Name key aspects of the religion/non-religious worldview studied. (such as name of believers, holy text, place of worship, leader) • Begin to use some vocabulary associated with a religion/non-religious worldview. • Recall and name stories and teachings learned. • Begin to ask and answer simple questions related to the field of study. • Make simple connection with their own lives.	• Understand religious vocabulary and begin to show their understanding in their work. • Ask and answer a range of questions regarding the religious/non-religious worldview studied. • Show some understanding of why festivals and practices are important to believers. • Interpret sources of authority and suggest meaning. • Know that not all followers of religious and non-religious worldviews think and do the same things. • Make appropriate connections within and between religions. • Where appropriate begin to link knowledge and understanding of religious/non-religious worldviews to their own lives.	• Use religious vocabulary deliberately and accurately within a given piece of work to enhance the effectiveness of their work. • Ask and answer insightful questions based on their knowledge and understanding of what has been studied. • Use evidence from the religion (such as texts, artifacts, traditions) to support their ideas and understanding. • Evaluate the impact of festivals and core beliefs on a believer. • Compare and contrast beliefs and traditions from different viewpoints within a religion. • Evaluate and compare sources of authority and suggest meaning and reasons for differences. • Make appropriate connections within and between religions giving clear reasons for their answers.