



Brede Primary School

RELIGIOUS EDUCATION CURRICULUM

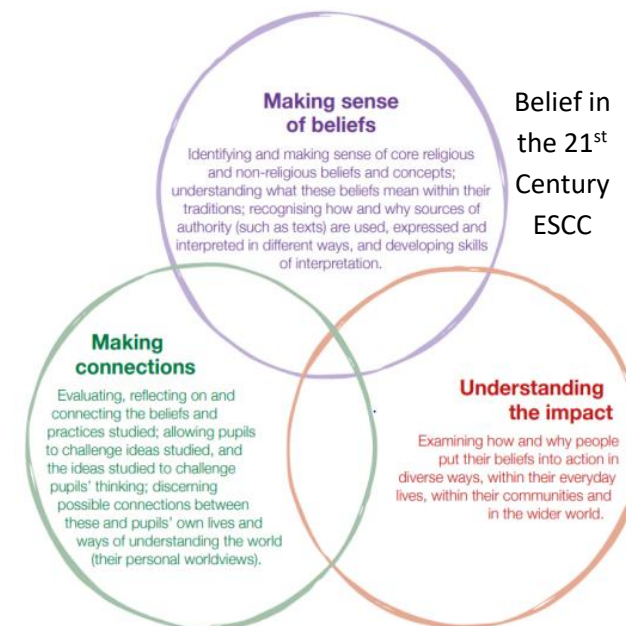
RE

Intent Statement:

At Brede Primary School, we follow the East Sussex Local Authority Agreed Syllabus for RE- Faith and Belief in the 21st Century alongside Understanding Christianity scheme for our curriculum. Using two schemes allows us to ensure we have the coverage and breath desired. The principal aim of our religious education curriculum 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.

Additionally, both approaches have three core elements (listed below) ensuring the schemes can be used in conjunction with ease.

- Making sense
- Making connections
- Understanding the impact



Faith and Belief in the 21st Century:

The described curriculum presents a structured method for teaching and learning about various religions and beliefs across different educational stages, ensuring a well-rounded and balanced approach. Here's a detailed breakdown:

Early Years Foundation Stage (EYFS)

Main Focus: Christianity

Learning Activities:

- Discover Christian celebrations and festivals.
- Investigate places of special significance, such as churches.
- Engage with significant stories from the Christian tradition.



Key Stage 1 (KS1)

Main Focus: Christianity, Judaism, and Islam

Learning Activities:

- Expand upon prior knowledge of Christianity.
- Introduce the fundamentals of Judaism and Islam.
- Utilize thematic units to draw connections between different religions.
- At the end of each year, students synthesize their learning to discuss and compare the various religions studied.

Key Stage 2 (KS2)

Main Focus: Christianity, Judaism, Islam, and Hinduism

Learning Activities:

- Build upon previous knowledge of Christianity, Judaism, and Islam.
- Introduce key aspects of Hinduism.
- Encourage critical thinking.
- Continue using thematic units to enable comparisons and discussions on significant questions related to the religions being studied.

This curriculum structure helps students not only to learn about various religions but also to appreciate the diversity and similarities among different belief systems, promoting respect and understanding from an early age.

Understanding Christianity



The Aims:

- To enable pupils to know about and understand Christianity as a living world faith, by exploring core theological concepts
- To enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians
- To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience.

The approach developed for Understanding Christianity is based on the use of core concepts of Christian belief, as expressed in the Bible and lived out in the lives of Christians today. The core concepts reflect a view that the Bible tells a 'big story' of salvation. The approach in RE is to revisit the core concepts throughout the different key stages, deepening pupils' understanding and making the links to the overall 'big story' or 'salvation narrative'.

This is not the only way to describe Christian thought and practice, and of course there is real diversity within Christianity itself, but it sets a good foundation for understanding the heart of the Christian faith.

The teaching and learning approach enables pupils to engage with a variety of Bible texts in order to explore how Christians understand the core concepts. It explores ways in which Christians might live in the light of these texts, within the Christian community and in their individual lives. It allows pupils to reflect on some of the questions and puzzles that arise from the Bible, and to consider any implications or connections with their own lives and ways of understanding the world.

These materials incorporate activities that explore Christian response(s) to the biblical text, as well as the pupils' own responses, whether they are Christian, atheist, agnostic, or from a faith tradition other than Christianity.

The approach and resources offer a wealth of ideas and materials for a serious engagement with Christianity in RE, in a coherent and systematic way.

National Curriculum- Religious education in local-authority-maintained schools- Guidance to support the provision of high-quality religious education (RE) in local-authority-maintained schools.

The English National Curriculum for Religious Education (RE) provides non-statutory guidance aimed at fostering a broad and balanced understanding of various religions and worldviews. The curriculum is designed to promote respect, understanding, and appreciation of religious diversity, helping students develop a well-rounded worldview and fostering tolerance.

Key Elements:

- Diversity and Inclusivity: Cover a range of religious traditions and viewpoints.
- Thematic Learning: Focus on topics that allow comparisons and connections between different religions.
- Critical Engagement: Foster analytical and reflective thinking, especially in later stages.

Opt-Out Provision:

Despite the importance of RE in promoting tolerance and understanding, parents have the right to withdraw their children from RE classes if they choose.

Age Related Coverage as Described in The Local Syllabus:

EYFS	Key Stage One Learning	Key Stage Two
Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community, and their place within it.	Consideration of other religions: Christians, Jews and Muslims	Consideration of other religions and non-religious worldviews: Christians, Muslims, Hindus, Jews, Humanists.

EYFS		
Concepts		
<p>Making sense of beliefs</p> <p><i>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.</i></p>	<p>Understanding the impact</p> <p><i>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.</i></p>	<p>Making connections</p> <p><i>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 worldviews - their ways of understanding the world.</i></p>
<p>Christianity and multi-faith Themes</p>	<ul style="list-style-type: none"> • re-tell religious stories making connections with personal experiences • share and record occasions when things have happened in their lives that made them feel special • 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. • 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 	

	<ul style="list-style-type: none"> • 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 (or other place of worship) • Express a personal response to the natural world. • talk about some religious stories • recognise some religious words, e.g. about God • identify some of their own feelings in the stories they hear • identify a sacred text e.g. Bible, Torah • talk about some of the things these stories teach believers
Key Questions Covered	
Christianity	<ul style="list-style-type: none"> • Why is the word 'God' so important to Christians? (God) • Why is Christmas special for Christians? (Incarnator) • Why is Easter special for Christians? (Salvation)

KS1		
Concepts		
<p>Making sense of beliefs</p> <p><i>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.</i></p>	<p>Understanding the impact</p> <p><i>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.</i></p>	<p>Making connections</p> <p><i>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 worldviews - their ways of understanding the world.</i></p>
Christianity and multi-faith themes	<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 • 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 • 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 examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues that 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. • 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 • 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"> • 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. • 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. • 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.
Judaism	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise the words of the Shema as a Jewish prayer • Re-tell 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.
Islam	<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

	<ul style="list-style-type: none"> 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.
Key Questions Covered	
Christianity	<ul style="list-style-type: none"> What do Christians believe God is like? (God) Who do Christians say made the world? (creation) Why does Christmas matter to Christian? (Incarnation) What is the 'good news' Christians believe Jesus brings? (Gospel) Why does Easter matter to Christians? (Salvation)
Islam	<ul style="list-style-type: none"> Who is a Muslim and how do they live? [God/ Tawhid/ibadah/iman]
Judaism	<ul style="list-style-type: none"> 7 Who is Jewish and how do they live? [God/Torah/ People]

LKS2

Concepts

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.

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.

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 worldviews - their ways of understanding the world.

Christianity and multi-faith themes

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
- Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin).
- Make links between religious beliefs and teachings and why people try to live and make the world a better place

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 simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek)
- Describe some examples of how people try to live (e.g. individuals and organisations)
- Identify some differences in how people put their beliefs into action

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.
- Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better
- Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas
- Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views

<p>Judaism</p>	<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>Islam</p>	<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>Hinduism</p>	<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 • 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>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 worshipping at a Home Shrine; celebrating Diwali) • Identify some different ways in which Hindus worship • Describe how Hindus show their faith within their families in Britain today (e.g. home puja)

	<ul style="list-style-type: none"> 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 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 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.
Key Questions Covered	
Christianity	<ul style="list-style-type: none"> What do Christians learn from the creation story? [Creation/Fall] What is it like for someone to follow God? [People of God] What is the ‘Trinity’ and why is it important for Christians? [God/ Incarnation] What kind of world did Jesus want? [Gospel] Why do Christians call the day Jesus died ‘Good Friday’? [Salvation] For Christians, what was the impact of Pentecost? (Kingdom of God)
Hindusim	<ul style="list-style-type: none"> What do Hindus believe God is like? [Brahman/atman] What does it mean to be Hindu in Britain today? [Dharma]
Islam	<ul style="list-style-type: none"> How do festivals and worship show what matters to a Muslim? [Ibadah]
Judaism	<ul style="list-style-type: none"> How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land]

UKS2

Concepts

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.

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.

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 worldviews - their ways of understanding the world.

Christianity and Multi-Faith Themes

Making 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 for similarities and differences.
- 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')
- 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

Understanding the impact:

- Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)
- Use evidence and examples to show how beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives.
- 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 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)

Making connections:

- Reflect on a range of artistic expressions of afterlife, articulating and explaining different ways of understanding these
- Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.
- 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.
- Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging

	<ul style="list-style-type: none"> 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.
Judaism	<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 Jews 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.
Islam	<p>Make sense of belief:</p> <ul style="list-style-type: none"> 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) <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/your region 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.
Hinduism	<p>Making 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>Understanding 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>Making 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

	<ul style="list-style-type: none"> Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.
Key Questions Covered	
Christianity	<ul style="list-style-type: none"> What does it mean if Christians believe God is holy and loving? [God] Creation and science: conflicting or complementary? [Creation] Why do Christians believe Jesus was the Messiah? [Incarnation] How do Christians decide how to live? 'What would Jesus do?' [Gospel] What do Christians believe Jesus did to 'save' people? [Salvation] For Christians, what kind of king is Jesus? [Kingdom of God] What does it mean for Christians to believe in God as Trinity? [God] Should Christians be greener than everyone else? [Creation] Why are people good and bad? [Fall] Does the world need prophets today? [People of God] What do people do when life gets hard? [Wisdom] Why do Christians believe Jesus was God on Earth? [Incarnation] What is so radical about Jesus? [Gospel] Buddhism: Buddha Dhamma Sangha The Buddha: how and why do his experiences and teachings have meaning for people today? [Buddha/dhamma/sangha] Hinduism: Samsara and moksha Brahman (God) and atman Karma and dharma What do Hindus believe God is like? [Brahman/atman] What does it mean to be Hindu in Britain today? [Dharma] Why do Hindus want to b
Hinduism	<ul style="list-style-type: none"> Why do Hindus want to be good? [Karma/dharma/samsara/ moksha]
Islam	<ul style="list-style-type: none"> What does it mean to be a Muslim in Britain today? [Tawhid/iman/ibadah]
Judaism	<ul style="list-style-type: none"> Why is the Torah so important to Jewish people? [God/Torah]
Non-religious worldviews	<ul style="list-style-type: none"> What matters most to Humanists and Christians?

Religious Education – Skills Progression						
	KS1	God	Creation	Incarnation	Gospel	Salvation
Make sense of belief	<ul style="list-style-type: none"> Identify core beliefs and concepts studied and give a simple description of what they mean Give examples of how stories show what people believe (e.g. the meaning behind a festival) Give clear, simple accounts of what stories and other texts mean to believers. 	<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 	<ul style="list-style-type: none"> Retell the story of creation from Genesis 1:1–2.3 simply. Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible. Say what the story tells Christians about God, Creation and the world. 	<ul style="list-style-type: none"> Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians. Recognise that stories of Jesus’ life come from the Gospels. 	<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. 	<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). Recognise that Jesus gives instructions about how to behave.
Understand the impact	<ul style="list-style-type: none"> 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 	<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) 	<ul style="list-style-type: none"> Give at least one example of what Christians do to say thank you to God for Creation. 	<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. 	<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). 	<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.
Make connections	<ul style="list-style-type: none"> 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. 	<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. 	<ul style="list-style-type: none"> Think, talk and ask questions about living in an amazing world Give a reason for the ideas they have and the connections they make between the Christian/Jewish Creation story and the world they live in. 	<ul style="list-style-type: none"> Decide what they personally have to be thankful for, giving a reason for their ideas Think, talk and ask questions about Christmas for people who are Christians and for people who are not. 	<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. 	<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.

	KS1	Jews	Muslims	Sacred places	World and others	Belonging
Make sense of belief	<ul style="list-style-type: none"> Identify core beliefs and concepts studied and give a simple description of what they mean Give examples of how stories show what people believe (e.g. the meaning behind a festival) Give clear, simple accounts of what stories and other texts mean to believers. 	<ul style="list-style-type: none"> Recognise the words of the Shema as a Jewish prayer Re-tell 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. 	<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, 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. 	<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 	<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 	<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.
Understand the impact	<ul style="list-style-type: none"> 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. 	<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. 	<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. 	<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. 	<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. 	<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.
Make connections	<ul style="list-style-type: none"> 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 	<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) 	<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. 	<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. 	<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. 	<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).

	LKS2	Creation	People of God	Incarnation/ God	Gospel
Make sense of belief	<ul style="list-style-type: none"> Identify and describe the core beliefs and concepts studied Make clear links between texts/sources of authority and the key concepts studied Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 	<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 	<ul style="list-style-type: none"> Make clear links between the story of Noah and the idea of covenant 	<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 	<ul style="list-style-type: none"> Identify this as part of 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	<ul style="list-style-type: none"> 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 	<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. 	<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 	<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 	<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
Make connections	<ul style="list-style-type: none"> Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. Give a good reason for the views they have and the connections they make. 	<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>The Christianity unit outcomes are taken from <i>Understanding Christianity</i>, published by RE Today © 2016. Used by permission.</p>	<ul style="list-style-type: none"> Make links between the story of Noah and how we live in school and the wider world. 	<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"> 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.

	LKS2	Salvation	Kingdom of God	Hindus & God	Hindus in Britain
Make sense of belief	<ul style="list-style-type: none"> Identify and describe the core beliefs and concepts studied Make clear links between texts/sources of authority and the key concepts studied Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 	<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 	<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 	<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 	<ul style="list-style-type: none"> Identify the terms dharma, Sanatana 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)
Understand the impact	<ul style="list-style-type: none"> 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 	<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 	<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. Describe how Christians show their beliefs about the Holy Spirit in worship 	<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 	<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)
Make connections	<ul style="list-style-type: none"> Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. Give a good reason for the views they have and the connections they make. 	<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>The Christianity unit outcomes are taken from <i>Understanding Christianity</i>, published by RE Today © 2016. Used by permission.</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 	<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 	<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

	LKS2	Muslims	Jews	Stages of Life	Make the world better
Make sense of belief	<ul style="list-style-type: none"> Identify and describe the core beliefs and concepts studied Make clear links between texts/sources of authority and the key concepts studied Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 	<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 <i>ibadah</i> (e.g. how God is worth worshipping; how Muslims submit to God) 	<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 	<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 	<ul style="list-style-type: none"> Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin). Make links between religious beliefs and teachings and why people try to live and make the world a better place
Understand the impact	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Give examples of <i>ibadah</i> (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) 	<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 	<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) 	<ul style="list-style-type: none"> Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) Describe some examples of how people try to live (e.g. individuals and organisations) Identify some differences in how people put their beliefs into action
Make connections	<ul style="list-style-type: none"> Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. Give a good reason for the views they have and the connections they make. 	<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 	<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. 	<ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good for everyone to see life as 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 	<ul style="list-style-type: none"> Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views

	UKS2	God	Creation	Incarnation	Gospel
Make sense of belief	<ul style="list-style-type: none"> Identify and explain the core beliefs and concepts studied, using examples from 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 ways in which believers interpret texts/sources of authority 	<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 	<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 	<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 	<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
Understand the impact	<ul style="list-style-type: none"> 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 	<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 	<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 	<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 	<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
Make connections	<ul style="list-style-type: none"> 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. 	<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>The Christianity unit outcomes are taken from <i>Understanding Christianity</i>, published by RE Today © 2016. Used by permission.</p>	<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 	<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 	<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

	UKS2	Salvation	Kingdoms of God	Hindus	Muslims
Make sense of belief	<ul style="list-style-type: none"> Identify and explain the core beliefs and concepts studied, using examples from 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 ways in which believers interpret texts/sources of authority 	<ul style="list-style-type: none"> Outline the timeline of 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, using theological terms. Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts 	<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 	<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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<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 	<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 different ways 	<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 	<ul style="list-style-type: none"> Make clear connections between Muslim beliefs and <i>ibadah</i> (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	<ul style="list-style-type: none"> 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. 	<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 	<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 	<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 	<ul style="list-style-type: none"> Make connections between Muslim beliefs studied and Muslim ways of living in Britain/East Sussex 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
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	UKS2	Jews	Humanists Christians	Why believe in God	Life gets hard
Make sense of belief	<ul style="list-style-type: none"> Identify and explain the core beliefs and concepts studied, using examples from 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 ways in which believers interpret texts/sources of authority 	<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 	<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') 	<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. 	<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 accounting for similarities and differences
Understand the impact	<ul style="list-style-type: none"> 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 	<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) 	<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 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) 	<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) 	<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
Make connections	<ul style="list-style-type: none"> 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. 	<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 	<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 	<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 	<ul style="list-style-type: none"> 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

Hedgehogs- Reception

Cycle A/B (2023-2025)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>Creation 1</p> <p>Why is the word “God” so important to Christians?</p> <p>Include an encounter with...</p> <p>A Muslim whispering Allah in a baby’s ear.</p>	<p>Incarnation 1</p> <p>Why do Christians perform nativity plays at Christmas?</p> <p>Include an encounter with...</p> <p>A Muslim story: Muhammad and the Ants</p>	<p>F4: Being Special:</p> <p>Where do we belong?</p> <p>Include an encounter with...</p> <p>A Sikh story: Har Gobind and the 52 Princes</p>	<p>Salvation 1</p> <p>Why do Christians put a cross in an Easter garden?</p> <p>Include an encounter with...</p> <p>A Buddhist story: The Monkey King</p>	<p>F5: Which places are special and why?</p> <p>Include an encounter with...</p> <p>Hindus celebrating at Raksha Bandham</p>	<p>F6: Which stories are special and why?</p> <p>Include an encounter with...</p> <p>Tu be Shevat: the Jewish “Birthday of Trees”</p>
Strand	Christianity	Christianity	Thematic study	Christianity	Thematic study	Thematic study

Rabbits- Year 1 and 2

Cycle A (2023-2024)

	<p>Creation 1.2</p> <p>Who made the world?</p>	<p>1.6 Who is Muslim and how do they live?</p> <p>(God/Tawhid /ibadah/iman) [part 1]</p>	<p>1.6 Who is Muslim and how do they live?</p> <p>(God/Tawhid /ibadah/iman) [part 2]</p>	<p>1.7 Who is Jewish and how do they live?</p> <p>(God/Torah/People) [part 1]</p>	<p>1.7 Who is Jewish and how do they live?</p> <p>(God/Torah/People) [part 2]</p>	<p>1.9 How should we care for others and the world, and why does it matter?</p>
Strand	Christianity	World Faiths	World Faiths	World Faiths	World Faiths	Thematic study

Cycle B (2024-2025)

	<p>Rules and Routines</p>	<p>Incarnation 1.3</p> <p>Why does Christmas matter to Christians?</p>	<p>1.1 What do Christians believe God is like?</p>	<p>Salvation 1.5</p> <p>Why does Easter matter to Christians?</p>	<p>Ceremonies</p>	<p>Gospel 1.4</p> <p>What is the good news that Jesus brings?</p>
Strand	Non-religious world views	Christianity	Christianity	Christianity	Non-religious world views	Christianity

Foxes- Year 3 and 4						
Cycle A (2023-2024)						
Cycle A	Creation 2a.1 What do Christians learn from the Creation story?	People of God 2a.2 What is it like to follow God?	Incarnation 2a.3 What is the Trinity?	L2.10 How do festivals and family life show what matters to Jewish people? (God/Torah/People/the Land)	L2.9 How do festivals and worship show what matters to a Muslim? (Ibadah)	L2.11 How and why do people mark the significant events of life?
Strand	Christianity	Christianity	Christianity	World Faiths	World Faiths	Thematic study
CYCLE B (2024/2025)						
Cycle B	L2.7 What do Hindus believe God is like? (Brahman/atman)	L2.8 What does it mean to be a Hindu in Britain today? (Dharma)	Gospel 2a.4 What kind of world did Jesus want?	Salvation 2a.5 Why do Christians call the day Jesus died Good Friday?	Kingdom of God 2a.6 When Jesus left, what was the impact of Pentecost?	L2.12 How and why do people try to make the world a better place?
Strand	World Faiths	World Faiths	Christianity	Christianity	Christianity	Thematic study

Owls- Year 5 and 6						
Cycle A (2023-2024)						
Cycle A	Creation 2b.2 Creation and science: conflict or complementary?	U2.10 What matters most to Humanists and Christians?	Kingdom of God 2b.8 What kind of King was Jesus?	Salvation 2b.7 What did Jesus do to save human beings?	U2.7 Why do Hindus want to be good? (Karma/dharma /samsara/moksha)	U2.11 Why do some people believe in God and some people not?
Strand	Christianity	Non-religious world views	Christianity	Christianity	World Faiths	Thematic study
CYCLE B (2024/2025)						
Cycle B	God 2b.1 What does it mean if God is holy and loving?	Incarnation 2b.4 Was Jesus the Messiah?	U2.8 What does it mean to be a Muslim in Britain today? (Tawhid/iman /ibadah)	U2.9 Why is the Torah so important to Jewish people? (God/Torah)	U2.12 How does faith help when life gets hard?	Gospel 2b.5 What would Jesus do?
Strand	Christianity	Christianity	World Faiths	World Faiths	Thematic study	Christianity