

Religious Education

During each key stage pupils complete topics focused on an area of RE as part of their curriculum. The topics are organised in a two-year cycle in KS1, LKS2 and UKS2. Pupils learn specific knowledge in each project and deepen their understanding across each key stage, including the use of key concepts.

National Curriculum Aims

The Kent curriculum for RE aims to ensure that all pupils:

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

Key Concepts

In RE pupils explore the following key concepts:

- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.
- Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives within different religions.
- Explore the idea of spirituality – Understand that spirituality is objective and personal to each individual. To understand that spirituality is not the same as having a religion or faith; a person can be spiritual without having a particular faith.

EYFS Specific knowledge within the topics

Year A	Creation	Incarnation	Bible	Salvation	Bible	World faiths
	Why is the word 'God' so important to Christians?	Why do Christians perform Nativity plays at Christmas?	Which stories are special and why? (New Testament)	Why do Christians put a cross in an Easter garden?	Which stories are special and why? (Old Testament)	Which stories are special and why?
	Pupils learn who God is and that Christians believe he created the universe. Children will also explore ways in which they can look after the world.	Pupils learn that Christians believe God came to Earth in human form, and that his name was Jesus, at Christmas. The children will also explore reasons why Jesus is precious and special to Christians.	Pupils learn that there are special stories in the Bible that are important to Christians and they will explore why they are important.	Pupils learn that Christians believe Jesus died at Easter to save humankind. They will explore how Christians celebrate Easter and how they show love to others.	Pupils learn that the Old testament is at the beginning of the Bible, and that the stories of promises and trust are important to Christian and Jewish people. Children will also be learning how these stories impact on the lives of Christian and Jewish people.	Pupils learn stories from the religious books of Islam, Sikhism, Judaism and Hinduism, and how these stories relate to the beliefs and traditions of the respective religion.

	<p>-The Old Testament tells the story of a particular group of people, the children of Israel, known as the People of God — and their relationship with God.</p> <p>-The People of God try to live in the way God wants, following his commands and worshipping him.</p> <p>-They believe he promises to stay with them and Bible stories show how God keeps his promises.</p> <p>-The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God, and to attract all other nations to worshipping God.</p> <p>-Christians believe that, through Jesus, all people can become the People of God.</p>	<p>-Christians believe God is Trinity: Father, Son and Holy Spirit.</p> <p>- Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</p> <p>-Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.</p> <p>-Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.</p> <p>-Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief.</p> <p>-Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</p>	<p>-What is important to Sikhs and how the 5 K's impact on life. Children will learn the important of key events, items and sense of community for the Sikh faith and how the teachings of the Gurus can be followed.</p>	<p>-Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</p> <p>-The various events of Holy Week, such as the last supper, were important in showing the disciples what Jesus came to Earth to do.</p> <p>-Christians today trust that Jesus really did rise from the dead and so is still alive today.</p> <p>-Christians remember and celebrate Jesus' last week, death and resurrection.</p>	<p>-The Old Testament tells the story of a particular group of people, the children of Israel, known as the People of God — and their relationship with God.</p> <p>-The People of God try to live in the way God wants, following his commands and worshipping him.</p> <p>-They believe he promises to stay with them and Bible stories show how God keeps his promises.</p> <p>-The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God, and to attract all other nations to worshipping God.</p> <p>-Christians believe that, through Jesus, all people can become the People of God.</p>	<p>-About Sikh worship and the teachings of Guru Granth Sahib and seva. Children will compare the different things Sikhs' so which show equality in the Langar and will discuss reasons why being a Sikh in Britain can be a good thing. Children will also learn what Vaisakhi is and why Sikhs celebrate it, making links to their own experiences of celebrations.</p>
Year B	Creation/Fall What do Christians learn from the Creation story?	Incarnation: Digging Deeper What is the Trinity?	Gospel What kind of world did Jesus want?	Salvation: Digging Deeper Why do Christians call the day Jesus died 'Good Friday'?	Journey Why do some people think that life is a journey and what significant experiences mark this?	Hinduism What does it mean to be a Hindu in Britain today?
	<p>Pupils learn:</p> <p>-The Old Testament tells the story of a particular group of people, the children of Israel, known as the People of God — and their relationship with God.</p> <p>-The People of God try to live in the way God wants, following his commands and worshipping him.</p> <p>-They believe he promises to stay with them and Bible stories show how God keeps his promises.</p> <p>-The Old Testament narrative explains that the People of God are meant to show the benefits</p>	<p>Pupils learn:</p> <p>-Christians believe God is Trinity: Father, Son and Holy Spirit.</p> <p>-Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</p> <p>-Jesus, the Son of God, is seen by Christians as revealing what God the Father is like.</p> <p>-Understanding God is challenging; people spend their whole lives learning more and more about God.</p> <p>-Christians believe the Holy Spirit is God's power at work in the</p>	<p>Pupils learn:</p> <p>-That Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.</p> <p>-Jesus shows love and forgiveness to unlikely people.</p> <p>-That Christians believe Jesus challenges people who pretend to be good (hypocrisy).</p>	<p>Same core knowledge content but application within a different context.</p>	<p>Children will consider what a journey is to them and compare how key events throughout a person's life is celebrated in religions around the world. Children will consider whether all journeys are the same, and how they differ between each religion.</p>	<p>Pupils learn:</p> <p>-What Hindu's do to show their faith and beliefs, including mandir. Children will learn about puja, aarti and bhajans and find similarities between how Hindu's worship and other religions studied. Children will consider why being a Hindu in Britain is a good thing and make links with their own experiences.</p>

<p>of having a relationship with God, and to attract all other nations to worshipping God.</p> <p>-Christians believe that, through Jesus, all people can become the People of God.</p>	<p>world and in their lives today, enabling them to follow Jesus.</p>	<p>-That Christian try to be like Jesus – they want to know him better and better.</p> <p>-How Christians try to put his teachings and example into practice in lots of ways, from church worship to social justice.</p>			
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UKS2 Specific knowledge within the topics

Year A	God What does it mean if God is loving and holy?	Incarnation Was Jesus the Messiah?	People of God How can following God bring freedom and Justice?	Salvation What did Jesus do to save human beings?	Islam part 1	Judaism What does it means to be Jewish in Britain today?
	<p>Pupils learn: -Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</p> <p>-Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace.</p> <p>-Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.</p> <p>-Christians believe getting to know God is like getting to know a person rather than learning information.</p>	<p>Pupils learn: -Jesus was Jewish.</p> <p>-Christians believe Jesus is God in the flesh.</p> <p>-They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.</p> <p>-The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.</p> <p>-Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)</p> <p>-Christians see Jesus as their Saviour (See Salvation)</p>	<p>Pupils learn: -The Old Testament pieces together the story of the People of God.</p> <p>-The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin.</p> <p>-Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.</p>	<p>Pupils learn: -Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.</p> <p>-The Gospels give accounts of Jesus' death and resurrection.</p> <p>-The New Testament says that Jesus' death was somehow 'for us'.</p> <p>-Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light.</p> <p>-Christians remember Jesus' sacrifice through the service of Holy</p>	<p>Pupils learn: -The 5 pillars and Muslim beliefs about God and the Prophet Muhamad. They will learn how each pillar might affect the life of a Muslim and the forms of guidance a Muslim may receive or experience. Children will make connections between the beliefs of Muslims and the functions of the mosque, as well as the value and purpose of rituals in daily life. Children will make connections to their own experiences.</p>	<p>Pupils learn: Jewish people believe in one God and that the Shema prayer gives details of the ways in which Jewish people should live, worship God and pray.</p> <p>Jewish people follow the teachings of the Torah. It teaches them how to pray, worship and how to treat others.</p> <p>Yom Kippur and Rosh Hashanah are the holiest days for Jewish people, where they ask for forgiveness at the start of their new year.</p> <p>Jewish people celebrate Pesach each year to remember God's rescue and faithfulness to the Israelites.</p>

				<p>Communion (also called the Lord's Supper, the Eucharist or the Mass).</p> <p>-Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.</p>		<p>Tzedakah means 'healing the world' which is an important value in the Jewish faith as they are all challenged to care for the world that</p> <p>God gave them and the people who live upon it.</p>
Year B	<p>Creation/Fall</p> <p>Creation and science: conflicting or complementary? In the wider context of 'Big Questions'.</p>	<p>Gospel (2 Christmas lessons)</p> <p>What would Jesus do?</p>	<p>Kingdom of God</p> <p>What kind of King is Jesus?</p>	<p>Salvation</p> <p>What difference does the resurrection make for Christians?</p>	<p>Expressing beliefs</p> <p>Is it better to express your beliefs in arts and architecture or in charity and generosity?</p>	<p>Islam part 2</p> <p>What does it mean to be a Muslim in Britain today?</p>
	<p>Pupils learn:</p> <p>-There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.</p> <p>-These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts?</p> <p>-There are many scientists throughout history and now who are Christians.</p> <p>-The discoveries of science make Christians wonder even more about the power and majesty of the Creator.</p>	<p>Pupils learn:</p> <p>-The good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.</p> <p>-Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable.</p> <p>-Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.</p>	<p>Pupils learn:</p> <p>-Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus and subsequently through the lives of Christians who live in obedience to God.</p> <p>-The kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.</p> <p>-Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality in the world.</p>	<p>Pupils learn:</p> <p>-Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.</p> <p>-The Gospels give accounts of Jesus' death and resurrection.</p> <p>-Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.</p> <p>-This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven)</p>	<p>Pupils learn:</p> <p>-How different religions express their belief in different ways. They will explore why some holy buildings and works of art matter to religions as expressions of devotion to God and worship, and about how they practice generosity and charity.</p>	<p>The children will develop their learning from part 1 and explore key events and places for Muslims in Britain. They will explore fasting, the importance of charity and pilgrimages, as well as building on their prior learning of the 5 pillars and the guidance Muslims experience.</p>

Deepening Understanding

When learning during the RE topics pupils will deepen their knowledge by:

- Using religious texts accurately and referring to them in their learning.
- Asking relevant questions about their own core beliefs and the beliefs of others.
- Considering the similarities and differences of a range of beliefs by using prior knowledge.
- Considering the opinions, emotions and traditions of others in a respectful way when making comparisons.

Year Group Learning Expectations

EYFS Learning Expectations

Year A	Creation Why is the word 'God' so important to Christians?	Incarnation Why do Christians perform Nativity plays at Christmas?	Bible Which stories are special and why? (New Testament)	Salvation Why do Christians put a cross in an Easter garden?	Bible Which stories are special and why? (Old Testament)	World faiths Which stories are special and why?
	<ul style="list-style-type: none"> • The word God is a name. • Christians believe God is the creator of the universe. • Christians believe God made our wonderful world and so we should look after it. 	<ul style="list-style-type: none"> • Christians believe God came to Earth in human form as Jesus. • Christians believe Jesus came to show that all people are precious and special to God. 	<ul style="list-style-type: none"> • Recall two stories from the New Testament that talk about promises. • Recall two stories from the New Testament that talk about trust. • Suggest how these stories help Christian people live. • Talk about what a promise is and why it is important to keep a promise. • Talk about the value of trust and what it means. 	<ul style="list-style-type: none"> • Christians remember Jesus' last week at Easter. • Jesus' name means 'he saves'. • Christians believe Jesus came to show God's love. • Christians try to show love to others. 	<ul style="list-style-type: none"> • Recall two stories from the Old Testament that talk about promises. • Recall two stories from the Old Testament that talk about trust. • Suggest how these stories help Christian and Jewish people live. • Talk about what a promise is and why it is important to keep a promise. • Talk about the value of trust and what it means. 	<ul style="list-style-type: none"> -Know that Jewish people believe in one God, who forgives people when they say sorry. -Know their stories are written in the Torah. -Retell a story from the Jewish faith tradition. -Know that Muslim people believe in one God, Allah, who made the world and wants people to care for it. -Know their stories are written in the Qur'an. I can retell a story from the Muslim faith tradition. -Retell a story from the Sikh faith tradition. -Know their stories come from the Guru Granth Sahib. -Know that Hindu people believe in one supreme God Brahman in the forms of many gods and goddesses. -Know their stories are written in many books. I can retell a story from the Hindu tradition.

KS1 Learning Expectations

Year A	God What do Christians believe that God is like?	Incarnation Why does Christmas matter to Christians?	Gospel What is the good news that Jesus brings?	Salvation Why does Easter matter to Christians?	Judaism Who is Jewish and what do they believe?	Judaism Who is Jewish and what do they believe?
	<ul style="list-style-type: none"> Identify what a parable is. Tell the story of the Lost Son from the bible simply and recognise the concept of God as a loving Father. Give clear, simple accounts of what the story means to Christians. Give at least two examples of a way in which Christians show their belief in God as loving and forgiving. Give an example of how Christians put their beliefs into practice in worship. Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. 	<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 Gospels. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. Decide what they personally have to be thankful for at Christmas time. 	<ul style="list-style-type: none"> Tell stories from the bible and recognise a link with a concept of 'Gospel' or good news. Give clear, simple accounts of what Bible texts mean to Christians. Recognise that Jesus gives instructions to people about how to behave. 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. Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or is there are things for anyone to learn, exploring different ideas. 	<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. Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas. 	<ul style="list-style-type: none"> Talk about how the mezuzah in the home reminds Jewish people about God. Make links between some Jewish teaching and how Jewish people live. Talk about how Shabbat is a special day of the week for Jewish people. Give some examples of what Jewish people might do to celebrate Shabbat. Express my own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in light of their learning about why Jewish people choose to celebrate in these ways. 	<ul style="list-style-type: none"> Talk about how the mezuzah in the home reminds Jewish people about God. Make links between some Jewish teaching and how Jewish people live. Talk about how Shabbat is a special day of the week for Jewish people. Give some examples of what Jewish people might do to celebrate Shabbat. Express my own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in light of their learning about why Jewish people choose to celebrate in these ways.

Year B	Creation Who made the world?	Incarnation: Digging Deeper Why does Christmas matter to Christians?	Gospel: Digging Deeper What is the good news that Jesus brings?	Salvation: Digging Deeper Why does Easter matter to Christians?	Islam Who is a Muslim and what do they believe?	Islam Who is a Muslim and what do they believe?
	<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. Give at least one example of what Christians do to say thank you to God for the Creation. Think, talk and ask questions about living in an amazing world. 	<ul style="list-style-type: none"> Recognise that Incarnation is part of the 'Big story' of the Bible. Tell the story of the birth of Jesus and recognise the link with Incarnation- Jesus is 'God on Earth'. Give at least two examples of ways in which Christians use the nativity story in churches and at home. Think, talk and ask questions about the Christmas story and the lessons they might learn from it. 	<ul style="list-style-type: none"> Tell stories from the Bible and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful. Give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts. Describe how Christians show their beliefs. Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer. Think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than Christians, exploring different ideas. 	<ul style="list-style-type: none"> Recognise that God, incarnation, Gospel and Salvations are part of the 'big story' of the bible. Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people). Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship. Think, talk and ask questions about whether the text has something to say to them, exploring different ideas. 	<ul style="list-style-type: none"> Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah Re-tell a story about the life of the Prophet Muhammad Recognise some objects used by Muslims and suggest why they are important Ask some questions about God that are hard to answer and offer some ideas of their own. Find out about and respond with ideas to examples of cooperation between people who are different. 	<ul style="list-style-type: none"> Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah Re-tell a story about the life of the Prophet Muhammad Recognise some objects used by Muslims and suggest why they are important Ask some questions about God that are hard to answer and offer some ideas of their own. Find out about and respond with ideas to examples of cooperation between people who are different.

LKS2 Learning Expectations

Year A	People of God What is it like to follow God?	Incarnation What is the Trinity?	Sikhism What is important for Sikh people?	Salvation Why do Christians call the day Jesus died 'Good Friday'?	Kingdom of God When Jesus left, what was the impact of Pentecost?	Sikhism How do Sikh people worship and celebrate?
	-Make clear links between the story of Noah and the idea of covenant.	-Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.	Describe things that are important to Sikhs and show how these impact their lives and actions.	-Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.	-Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.	-Describe Sikh worship and suggest the significance of each part of it.

	<p>-Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</p> <p>-Make links between the story of Noah and how we live in school and the wider</p>	<p>-Offer suggestions about what texts about baptism and Trinity might mean.</p> <p>-Give examples of what these texts mean to some Christians today.</p> <p>-Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</p> <p>-Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</p>	<p>Make suggestions about what Sikhs believe about God.</p> <p>Explain what the 5 K's are and why they are important to Khalsa Sikh's.</p> <p>Make clear links between the teachings of the Guru Granth Sahib and seva.</p> <p>Describe some of the same / different things Sikh's do which show equality in the Langar.</p>	<p>-Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</p> <p>-Give examples of what the texts studied mean to some Christians. Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</p> <p>-Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p> <p>-Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</p>	<p>Offer suggestions about what the description of Pentecost in Acts 2 might mean.</p> <p>-Give examples of what Pentecost means to some Christians now.</p> <p>-Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.</p> <p>-Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</p>	<p>-Make clear links between the teachings of the Guru Granth Sahib and seva.</p> <p>-Describe some of the same / different things Sikhs' do which show equality in the Langar.</p> <p>-Explain what happens at Vaisakhi and why Sikhs' celebrate it.</p> <p>-Discuss reasons why being a Sikh is a good thing in Britain today and reasons why it might be hard sometimes.</p>
Year B	Creation/Fall What do Christians learn from the Creation story?	Incarnation: Digging Deeper What is the Trinity?	Gospel What kind of world did Jesus want?	Salvation: Digging Deeper Why do Christians call the day Jesus died 'Good Friday'?	Journey Why do some people think that life is a journey and what significant experiences mark this?	Hinduism What does it mean to be a Hindu in Britain today?
	<p>-Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.</p> <p>-Make clear links between Genesis 1 and what Christians believe about God and Creation.</p> <p>-Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)</p>	<p>-Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels.</p> <p>-Offer suggestions for what texts about God might mean.</p> <p>-Give examples of what the texts studied mean to some Christians. Describe how Christians show their beliefs about God the Trinity in the way they live.</p> <p>-Make links between some of the texts and teachings about God in the Bible and what people believe</p>	<p>-Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.</p> <p>-Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</p> <p>-Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.</p>	<p>-Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean.</p> <p>-Give examples of what the texts studied mean to some Christians.</p> <p>-Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion.</p> <p>-Describe how Christians show their beliefs about Jesus in their</p>	<p>-Suggest why some people see life as a journey and identify some of the key milestones on this journey.</p> <p>-Describe what happens in Christian, Jewish, Hindu and Humanist ceremonies of commitment and say what these rituals mean.</p> <p>-Suggest reasons why marking the milestones of life are important for people.</p>	<p>-Describe some examples of what Hindus do to show their faith and make connections with some Hindu beliefs and teachings about aims and duties in life.</p> <p>-Describe some ways in which Hindus express their faith through puja, aarti and bhajans.</p> <p>-Identify and name examples of what Hindus have to do in their families and at mandi to show their faith.</p>

-Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians	about God in the world today, expressing some ideas of their own clearly.	-Make simple links between Bible texts and the concept of 'Gospel' (good news). -Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. -Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly	everyday lives: for example, prayer, serving, sharing the message and the example of Jesus. -Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.	-Explain similarities and differences between ceremonies of commitment. -Link up questions and answers about how believers show commitment with their own ideas about community, belonging and belief. -Discuss and present my own ideas about the value and challenge of religious and non-religious commitment in Britain today.	-Ask good questions about what Hindus do to show their faith. -Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. -Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught. -Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences. -Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.
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UKS2 Learning Expectations

Year A	God What does it mean if God is loving and holy?	Incarnation Was Jesus the Messiah?	People of God How can following God bring freedom and Justice?	Salvation What did Jesus do to save human beings?	Islam part 1	Judaism What does it mean to be Jewish in Britain today?
	-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'. -Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.	-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'. -Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. -Make simple links between Bible texts and the concept of 'Gospel' (good news).	-Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. -Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. -Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.	-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.	-Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhamad. -Give examples of how each pillar might affect the life of a Muslim. -Make connections between the key functions of the mosque and the beliefs of Muslims.	-Describe things that are important to Sikhs and show how these impact their lives and actions. -Make suggestions about what Sikhs believe about God. -Explain what the 5 K's are and why they are important to Khalsa Sikh's. -Make clear links between the teachings of the Guru Granth Sahib and seva. -Describe some of the same / different things Sikh's do which show equality in the Langar.

	<p>-Make simple links between Bible texts and the concept of 'Gospel' (good news).</p> <p>-Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.</p> <p>-Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly</p>	<p>-Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.</p> <p>-Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly</p>	<p>-Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</p>	<p>-Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</p> <p>-Show how Christians put their beliefs into practice. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p>	<p>-Describe the forms of guidance a Muslim uses and compare them to forms of guidance I experience.</p> <p>-Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life.</p> <p>-Answer the key question from different perspectives, including my own.</p>	
Year B	Creation/Fall Creation and science: conflicting or complementary? In the wider context of 'Big Questions'.	Gospel (2 Christmas lessons) What would Jesus do?	Kingdom of God What kind of King is Jesus?	Salvation What difference does the resurrection make for Christians?	Expressing beliefs Is it better to express your beliefs in arts and architecture or in charity and generosity?	Islam part 2 What does it mean to be a Muslim in Britain today?
	<p>-Outline the importance of Creation on the timeline of the 'big story' of the Bible. Identify what type of text some Christians say Genesis 1 is, and its purpose.</p> <p>-Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p> <p>-Make clear connections between Genesis 1 and Christian belief about God as Creator.</p>	<p>-Identify features of Gospel texts (for example, teachings, parable, narrative).</p> <p>-Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</p> <p>-Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</p> <p>-Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own</p>	<p>-Explain connections between texts and the concept of the Kingdom of God.</p> <p>-Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.</p> <p>-Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.</p> <p>-Relate Christians teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.</p>	<p>-Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.</p> <p>-Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.</p> <p>-Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</p>	<p>-Describe and make connections between examples of religious creativity (buildings and art).</p> <p>- Respond with ideas of their own to the title question.</p> <p>- Outline how and why some Humanists criticise spending on religious buildings or art.</p> <p>- Suggest reasons why some believers see generosity and charity as more important than buildings and art.</p> <p>- Show understanding of the value of sacred buildings and art.</p>	<p>-Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhamad.</p> <p>-Identify and explain connections between the key functions of the Mosque and the beliefs of Muslims.</p> <p>-Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life.</p> <p>-Offer my views and ideas on the value and importance of pilgrimage,</p>

	<p>-Show understanding of why many Christians find science and faith go together.</p> <p>-Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>-Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account</p>	<p>community in the world today, offering insights of their own.</p>		<p>-Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.</p> <p>-Show how Christians put their beliefs into practice in different ways.</p> <p>-Explain why some people find belief in the Resurrection makes sense and inspires them.</p> <p>-Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.</p>	<p>- Examine the title question from different perspectives, including their own.</p> <p>- Apply ideas about values and from scriptures to the title question.</p> <p>- Find out about religious teachings, charities and ways of expressing generosity.</p>	<p>fasting, charity and celebrations in the life of a Muslim.</p> <p>-Can describe and reflect on the significance of the Holy Qur'an to Muslims.</p> <p>-Explain what different people think it means to be a Muslim.</p> <p>-Answer the key question from different perspectives, including my own.</p>
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