

# RELIGIOUS EDUCATION



To prepare children for life outside of school through teaching children to express themselves, their views and opinions as well as sharing ideas in order for children to feel comfortable and secure with their worldview. This is possible through the RE curriculum that is offered at Queen Margaret as it focuses on understanding beliefs, making connections and understanding the impact through intellectually challenging and personally enriching lessons.

## Knowledge Building

### 1. make sense of a range of religious and non-religious beliefs, so that they can:

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

### 2. understand the impact and significance of religious and non-religious beliefs, so that they can:

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

### 3. make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

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## EXPLORERS – EYFS

Knowledge Building					
F1	F2	F3	F4	F5	F6
Why is the word 'God' so important to Christians? [God]	Why is Christmas special for Christians? [Incarnation]	Why is Easter special for Christians? [Salvation]	What places are special and why?	What times/stories are special and why?	Being special: where do we belong?

## Learning Progression

### Reception

In Reception class, children should encounter Christianity and other faiths as part of their growing sense of self, their own community and their place within it. Three units below focus on Christianity, and the others include opportunities to encounter Christians, Hindus, Jews and Muslims, as well as non-religious responses and ways of living.

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## Knowledge Progression

### Reception

#### F1 Why is the word 'God' so important to Christians? [God]

- To know what does the word 'God' mean
- To know which people believe in God
- To know which people believe God is the Creator of everything
- To know what is amazing about the world
- To know what do Christians say about God as creator
- To know What is the story that Christians and Jews use to think about the Creator
- To know What do Christians and other people (including non-religious) think about the world and how we should treat it

#### Key Vocabulary

#### F4 What places are special and why?

- To know how we show respect for one another
- To know how we show love/how do I know I am loved?
- To know who you care about. How do we show care/how do I know I am cared for?
- To know how you know what people are feeling
- To know how we show people they are welcome
- To know what things we do better together rather than on our own
- To know where you belong How do you know you belong?
- To know what makes us feel special about being welcomed into a group of people

#### Key Vocabulary

#### F2 Why is Christmas special for Christians? [Incarnation]

- To know what special stories about Jesus are in the Bible
- To know why do Christians perform Nativity plays at Christmas
- To know why do Christians celebrate Jesus' birthday
- To know what special things do Christians do at Christmas to share God's love
- To know what makes every single person unique and precious
- To know how the Christmas story tells Christians they are precious to God

#### Key Vocabulary

#### F5 What times/stories are special and why?

- To know where you feel safe. Why?
- To know where you feel happy. Why?
- To know where is special to me
- To know where is a special place for believers to go
- To know what makes this place special

#### Key Vocabulary

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<p><b>F3 Why is Easter special for Christians? [Salvation]</b></p> <ul style="list-style-type: none"> <li>To know what happens at the end of winter and the beginning of spring</li> <li>To know How “dead’ plants and trees come alive again</li> <li>To know what Christians believe happened to Jesus</li> <li>To know why Christians think this is such an important story</li> <li>To know what Christians do at Easter</li> <li>To know why we have Easter eggs</li> </ul>	<p><b>F6 Being special: where do we belong?</b></p> <ul style="list-style-type: none"> <li>To know what your favourite story is. What do you like about it, and why?</li> <li>To know stories about Jesus? What do you think Jesus was (is) like?</li> <li>To know Bible stories? What stories do you know that are special to Christians (or other faiths)? Who are the stories about? What happens in the story? Does the story tell you about God? What do you learn?</li> <li>To know stories that tell you how you should behave towards other people</li> <li>To know what the similarities and differences between different people’s special stories are</li> </ul>
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## PATHFINDERS – Year 1 and 2

Knowledge Building					
Y1	Unit 1.1	Unit 1.2	Unit 1.3	Unit 1.4	Unit 1.5
	What do Christians believe God is like? [God]	Who do Christians say made the world? [Creation]	Why does Christmas matter to Christians? [Incarnation]	What is the ‘good news’ Christians believe Jesus brings? [Gospel]	Why does Easter matter to Christians? [Salvation]
Y2	Unit 1.6	Unit 1.7	Unit 1.8	Unit 1.9	Unit 1.10
	Who is a Muslim and how do they live? [God/ <i>Tawhid/ibadah/iman</i> ]	Who is Jewish and how do they live? [God/Torah/ People]	What makes some places sacred to believers?	How should we care for others and the world, and why does it matter?	What does it mean to belong to a faith community?
Skills Progression					
RE Skills Y1			RE Skills Y2		
<p>A. make sense of a range of religious and non- religious beliefs</p> <ul style="list-style-type: none"> <li>identify the core beliefs and concepts studied and give a simple description of what they mean</li> <li>give examples of how stories show what people believe (e.g. the meaning behind a festival)</li> </ul>					

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- give clear, simple accounts of what stories and other texts mean to believers
- B. understand the impact and significance of religious and non- religious beliefs
  - 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 action
- C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied
  - 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

Knowledge Progression	
Year 1	Year 2
<p>1.1 What do Christians believe God is like? [God]</p> <p>Pupils will</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• To know and Identify what a parable is</li> <li>• To know the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father</li> <li>• To know how to and be able to give clear, simple accounts of what the story means to Christians</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• To know how to and to be able to 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)</li> <li>• To know how to give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• To know how to think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas</li> </ul>	<p>1.6 Who is a Muslim and how do they live? [God/ <i>Tawhid/ibadah/iman</i>]</p> <p>Pupils will</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims</li> <li>• Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names of Allah, and give a simple description of what some of them mean</li> <li>• Give examples of how stories about the Prophet show what Muslims believe about Muhammad</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Give examples of how Muslims use the <i>Shahadah</i> to show what matters to them</li> <li>• Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</li> </ul>

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<ul style="list-style-type: none"> <li>To know how to give a reason for the ideas they have and the connections they make.</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of how Muslims put their beliefs about prayer into action</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Think, talk about and ask questions about Muslim beliefs and ways of living</li> <li>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</li> <li>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</li> </ul>
<p>1.2 Who do Christians say made the world? [Creation]</p> <p>Pupils will</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Retell the story of creation from Genesis 1:1–2:3 simply</li> <li>Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible</li> <li>Say what the story tells Christians about God, Creation and the world</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Give at least one example of what Christians do to say ‘thank you’ to God for Creation</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Think, talk and ask questions about living in an amazing world</li> <li>Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.</li> </ul>	<p>1.7 Who is Jewish and how do they live? [God/Torah/ People]</p> <p>Pupils will</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Recognise the words of the Shema as a Jewish prayer</li> <li>Retell simply some stories used in Jewish celebrations (e.g. Chanukah)</li> <li>Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</li> <li>Make links between Jewish ideas of God found in the stories and how people live</li> <li>Give an example of how some Jewish people might remember God in different ways (e.g. <i>mezuzah</i>, on Shabbat)</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</li> </ul>

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	<ul style="list-style-type: none"> <li>• Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</li> </ul>
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Knowledge Progression	
Year 1	Year 2
<p>1.3 Why does Christmas matter to Christians? [Incarnation]</p> <p>Pupils will</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Recognise that stories of Jesus’ life come from the Gospels</li> <li>• Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• Think, talk and ask questions about Christmas for people who are Christians and for people who are not</li> <li>• Decide what they personally have to be thankful for, giving a reason for their ideas.</li> </ul>	<p>1.8 What makes some places sacred to believers?</p> <p>Pupils will</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Recognise that there are special places where people go to worship, and talk about what people do there</li> <li>• 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</li> <li>• Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe</li> <li>• Give simple examples of how people worship at a church, mosque or synagogue</li> <li>• Talk about why some people like to belong to a sacred building or a community</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>

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	<ul style="list-style-type: none"> <li>• Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</li> </ul>
<p>1.4 What is the 'good news' Christians believe Jesus brings? [Gospel] Pupils will</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Tell stories from the Bible and recognise a link with the concept of 'Gospel' or or 'good news'</li> <li>• Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians</li> <li>• Recognise that Jesus gives instructions to people about how to behave</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>1.9 How should we care for others and the world, and why does it matter? Pupils will</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Identify a story or text that says something about each person being unique and valuable</li> <li>• Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</li> <li>• Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Give examples of how Christians and Jews can show care for the natural earth</li> <li>• Say why Christians and Jews might look after the natural world</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world</li> <li>• Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</li> </ul>



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## Knowledge Progression

Pathfinders 1 / Year 1	Pathfinders 2 / Year 2
<p>1.5 Why does Easter matter to Christians? [Incarnation]</p> <p>Pupils will</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible</li> <li>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)</li> <li>Recognise that Jesus gives instructions about how to behave</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>1.10 What does it mean to belong to a faith community?</p> <p>Pupils will</p> <p><b>Make sense of beliefs:</b></p> <ul style="list-style-type: none"> <li>Recognise that loving others is important in lots of communities</li> <li>Say simply what Jesus and one other religious leader taught about loving other people</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean</li> <li>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)</li> </ul> <p><b>Make connections</b></p> <ul style="list-style-type: none"> <li>Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences</li> <li>Talk about what they think is good about being in a community, or people in faith communities and for themselves, giving a good reason for their ideas.</li> </ul>

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Knowledge Building					
2.1	2.2	2.3	2.4	2.5	2.6
Y3 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]
2.7	2.8	2.9	2.10	2.11	2.12
Y4 What do Hindus believe God is like? [Brahman/atman]	What does it mean to be Hindu in Britain today? [Dharma]	How do festivals and worship show what matters to a Muslim? [Ibadah]	How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land]	How and why do people mark the significant events of life?	How and why do people try to make the world a better place?
Skills Progression					
RE Skills Adventurers 1 / Y3			RE Skills Adventurers 2 / Y4		
<p><b>A. make sense of a range of religious and non- religious beliefs</b></p> <ul style="list-style-type: none"> <li>identify and describe the core beliefs and concepts studied</li> <li>make clear links between texts/sources of authority and the key concepts studied</li> <li>offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</li> </ul> <p><b>B. understand the impact and significance of religious and non- religious beliefs</b></p> <ul style="list-style-type: none"> <li>make simple links between stories, teachings and concepts studied and how people live, individually and in communities</li> <li>describe how people show their beliefs in how they worship and in the way they live</li> <li>identify some differences in how people put their beliefs into action</li> </ul> <p><b>C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied</b></p> <ul style="list-style-type: none"> <li>make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</li> <li>raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</li> <li>give good reasons for the views they have and the connections they make</li> </ul>					

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## ADVENTURERS – Year 3 and 4

### Knowledge Progression

Year 3	Year 4
<p>L2.1 What do Christians learn from the creation story? [Creation/Fall]</p> <p>Pupils will</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>To know and be able to Place the concepts of God and Creation on a timeline of the Bible’s ‘big story’</li> <li>To know and to be able to make clear links between Genesis 1 and what Christians believe about God and Creation</li> <li>To know and to be able to recognise that the story of ‘the Fall’ in Genesis 3 gives an explanation of why things go wrong in the world</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>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)</li> <li>Describe how and why Christians might pray to God, say sorry and ask for forgiveness</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Ask questions and suggest answers about what might be important in the Creation story for Christians and for non- Christians living today.</li> </ul>	<p>L2.7 What do Hindus believe God is like? [Brahman/<i>atman</i>]</p> <p>Pupils will</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Identify some Hindu deities and say how they help Hindus describe God</li> <li>Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God</li> <li>Offer informed suggestions about what Hindu <i>murtis</i> express about God</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali)</li> <li>Identify some different ways in which Hindus worship</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today</li> <li>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.</li> </ul>

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L2.2 What is it like for someone to follow God? [People of God]

Pupils will

**Make sense of belief:**

- Make clear links between the story of Noah and the idea of covenant

**Understand the impact:**

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

**Make connections:**

- Make links between the story of Noah and how we live in school and the wider world.

L2.8 What does it mean to be Hindu in Britain today? [*Dharma*]

Pupils will

**Understand the impact:**

- Describe how Hindus show their faith within their families in Britain today (e.g. home *puja*)
- Describe how Hindus show their faith within their faith communities in Britain today (e.g. *arti* and *bhajans* at the *mandir*; in festivals such as Diwali)
- Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)

**Make sense of belief:**

- Identify the terms *dharma*, Sanatan Dharma and Hinduism and say what they mean
- Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (*dharma*)

**Make connections:**

Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their

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L2.3 What is the 'Trinity' and why is it important for Christians? [God/ Incarnation]

Pupils will

**Make sense of belief:**

- Recognise what a 'Gospel' is and give an example of the kinds of stories it contains
- Offer suggestions about what texts about baptism and Trinity mean
- Give examples of what these texts mean to some Christians today

**Understand the impact:**

- Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live

**Make connections:**

- Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.

L2.9 How do festivals and worship show what matters to a Muslim? [*Ibadah*]

Pupils will

**Make sense of belief:**

- Identify some beliefs about God in Islam, expressed in Surah 1
- Make clear links between beliefs about God and *ibadah* (e.g. how God is worth worshipping; how Muslims submit to God)

**Understand the impact:**

- Give examples of *ibadah* (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.
- Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)

**Make connections:**

- Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims
- Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.

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Knowledge Progression	
Year 3	Year 4
<p>L2.4 What kind of world did Jesus want? [Gospel]</p> <p>Pupils will</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus</li> <li>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’</li> <li>Suggest ideas and then find out about what Jesus’ actions towards outcasts mean for a Christian</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus’ teaching in different ways</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>L2.10 How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land]</p> <p>Pupils will</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean</li> <li>Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people</li> <li>Offer informed suggestions about the meaning of the Exodus story for Jews today</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>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)</li> <li>Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>

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	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p>L2.5 Why do Christians call the day Jesus died 'Good Friday'? [Salvation]</p> <p>Pupils will</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live</li> <li>• Offer informed suggestions about what the events of Holy Week mean to Christians</li> <li>• Give examples of what Christians say about the importance of the events of Holy Week</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities</li> <li>• Describe how Christians show their beliefs about Jesus in worship in different ways</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.</li> </ul>	<p>L2.11 How and why do people mark the significant events of life?</p> <p>Pupils will</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean</li> <li>• Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean</li> <li>• 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)</li> <li>• Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones</li> <li>• Make links between ideas of love, commitment and promises in religious and non-religious ceremonies</li> </ul>

# RELIGIOUS EDUCATION



	<ul style="list-style-type: none"> <li>• Give good reasons why they think ceremonies of commitment are or are not valuable today.</li> </ul>
<p>L2.6 For Christians, what was the impact of Pentecost? [Kingdom of God]</p> <p>Pupils will</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth</li> <li>• Offer informed suggestions about what the events of Pentecost in Acts 2 might mean</li> <li>• Give examples of what Pentecost means to some Christians now</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now</li> <li>• Describe how Christians show their beliefs about the Holy Spirit in worship</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>L2.12 How and why do people try to make the world a better place?</p> <p>Pupils will</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)</li> <li>• Make links between religious beliefs and teachings and why people try to live and make the world a better place</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. <i>tikkun olam</i> and the charity Tzedek)</li> <li>• Describe some examples of how people try to live (e.g. individuals and organisations)</li> <li>• Identify some differences in how people put their beliefs into action</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas</li> <li>• 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.</li> </ul>



# RELIGIOUS EDUCATION



## NAVIGATORS – Year 5 and 6

Knowledge Building					
2.1	2.2	2.3	2.4	2.5	2.6
Y5 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]
2.7	2.8	2.9	2.10	2.11	2.12
Y6 Why do Hindus want to be good? [Karma/dharma/samsara/moksha]	What does it mean to be a Muslim in Britain today? [Tawhid/iman/ibadah]	Why is the Torah so important to Jewish people? [God/Torah]	What matters most to Humanists and Christians?	Why do some people believe in God and some people not?	How does faith help when life gets hard?
Skills Progression					
Design Technology Skills Navigators 1 / Y5			Design Technology Skills Navigators 2 / Y6		
<p><b>A. make sense of a range of religious and non- religious beliefs</b></p> <ul style="list-style-type: none"> <li>identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions</li> <li>describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</li> <li>give meanings for texts/ sources of authority studied, comparing these ideas with ways in which believers interpret texts/ sources of authority</li> </ul> <p><b>B. understand the impact and significance of religious and non- religious beliefs</b></p> <ul style="list-style-type: none"> <li>make clear connections • between what people believe and how they live, individually and in communities</li> <li>using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures.</li> </ul> <p><b>C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied</b></p> <ul style="list-style-type: none"> <li>make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</li> <li>reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently</li> <li>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</li> </ul>					

# RELIGIOUS EDUCATION



Knowledge Progression	
Year 5	Year 6
<p>2.1 What does it mean if Christians believe God is holy and loving? [God] Pupils will</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Identify some different types of biblical texts, using technical terms accurately</li> <li>Explain connections between biblical texts and Christian ideas of God, using theological terms</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed</li> <li>Show how Christians put their beliefs into practice in worship</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>2.7 Why do Hindus want to be good? [<i>Karma/dharma/samsara/ moksha</i>] Pupils will</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Identify and explain Hindu beliefs, e.g. <i>dharma, karma, samsara, moksha</i>, using technical terms accurately</li> <li>Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about <i>samsara, moksha</i>, etc.</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Make clear connections between Hindu beliefs about <i>dharma, karma, samsara</i> and <i>moksha</i> and ways in which Hindus live</li> <li>Connect the four Hindu aims of life and the four stages of life with beliefs about <i>dharma, karma, moksha</i>, etc.</li> <li>Give evidence and examples to show how Hindus put their beliefs into practice in different ways</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Make connections between Hindu beliefs studied (e.g. <i>karma</i> and <i>dharma</i>), and explain how and why they are important to Hindus</li> <li>Reflect on and articulate what impact belief in <i>karma</i> and <i>dharma</i> might have on individuals and the world, recognising different points of view.</li> </ul>

# RELIGIOUS EDUCATION



## 2.2 Creation and science: conflicting or complementary? [Creation]

Pupils will

### Make sense of belief:

- Identify what type of text some Christians say Genesis 1 is, and its purpose
- Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations

### Understand the impact:

- Show understanding of why many Christians find science and faith go together

### Make connections:

- Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses
- Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.

## 2.8 What does it mean to be a Muslim in Britain today? [Tawhid/iman/ibadah]

Pupils will

### Make sense of belief:

- Identify and explain Muslim beliefs about God, the Prophet\* and the Holy Qur'an (e.g. *Tawhid*; Muhammad as the Messenger, Qur'an as the message)
- Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; *Hajj* practices follow example of the Prophet)

### Understand the impact:

- Make clear connections between Muslim beliefs and *ibadah* (e.g. Five Pillars, festivals, mosques, art)
- Give evidence and examples to show how Muslims put their beliefs into practice in different ways

### Make connections:

- Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Gloucestershire 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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## 2.3 Why do Christians believe Jesus was the Messiah? [Incarnation]

Pupils will

### **Make sense of belief:**

- Explain the place of Incarnation and Messiah within the 'big story' of the Bible
- Identify Gospel and prophecy texts, using technical terms
- Explain connections between biblical texts, Incarnation and Messiah, using theological terms

### **Understand the impact:**

- Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas
- Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible

### **Make connections:**

- Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.

## 2.9 Why is the Torah so important to Jewish people? [God/Torah]

Pupils will

### **Make sense of belief:**

- Identify and explain Jewish beliefs about God
- Give examples of some texts that say what God is like and explain how Jewish people interpret them

### **Understand the impact:**

- Make clear connections between Jewish beliefs about the Torah and how they use and treat it
- Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)
- Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)

### **Make connections:**

- Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today
- Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.

# RELIGIOUS EDUCATION



Knowledge Progression	
Year 5	Year 6
<p>2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel] Pupils will</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Identify features of Gospel texts (for example, teachings, parable, narrative)</li> <li>Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Articulate their own responses to the issues studied, recognising different points of view.</li> </ul>	<p>2.10 What matters most to Humanists and Christians? Pupils will</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)</li> <li>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')</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Make clear connections between Christian and Humanist ideas about being good and how people live</li> <li>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Raise important questions and suggest answers about how and why people should be good</li> <li>Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.</li> </ul>
<p>2.5 What do Christians believe Jesus did to 'save' people? [Salvation] Pupils will</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it</li> </ul>	<p>2.11 Why do some people believe in God and some people not? Pupils will</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs</li> </ul>

# RELIGIOUS EDUCATION



<ul style="list-style-type: none"> <li>• Explain what Christians mean when they say that Jesus' death was a sacrifice</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper</li> <li>• Show how Christians put their beliefs into practice in different ways</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• Weigh up the value and impact of ideas of sacrifice in their own lives and the world today</li> <li>• Articulate their own responses to the idea of sacrifice, recognising different points of view.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from</li> <li>• Give examples of reasons why people do or do not believe in God</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Make clear connections between what people believe about God and the impact of this belief on how they live</li> <li>• Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging</li> <li>• Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not</li> <li>• Make connections between belief and behaviour in their own lives, in the light of their learning.</li> </ul>
<p>2.6 For Christians, what kind of king is Jesus? [Kingdom of God] Pupils will</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Explain connections between biblical texts and the concept of the kingdom of God</li> <li>• Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice</li> <li>• Show how Christians put their beliefs into practice in different ways</li> </ul>	<p>2.12 How does faith help when life gets hard? Pupils will</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life</li> <li>• Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences</li> </ul> <p><b>Understand the impact:</b></p>

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## Make connections:

- Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today
- Articulate their own responses to the idea of the importance of love and service in the world today.

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

## Make connections:

- Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these
- Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.