

Bream C of E Primary School

Helping all children to become caring, confident and curious young people

'Be the best you can be; together we grow from acorns to oaks flourishing in God's love'

RE Curriculum Skills Progression Document

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

Intent

At Bream C of E Primary School, our RE lessons are intended to offer a broad and rich RE curriculum to allow for coverage of the areas prescribed; to allow for a variety of ways to explore religions, their community and personal development and wellbeing. Underpinning our RE curriculum are our Christian values: trust, friendship, respect, forgiveness, courage and truthfulness. The lessons we teach have an intention of providing a high-quality, coherent and progressive experience of the subject, with scope for cross-curricular learning. Through each unit, children will know about and understand a range of religions and world views. They will be able to identify, investigate and respond to a variety of issues. SMSC, personal growth and community cohesion are featured throughout each non-statutory strand and are there to ensure opportunities for children to develop positive attitudes and values and to reflect on and relate their learning in RE to their own experiences. The intent of our teaching of RE is to be inclusive and support all of our learners – no matter the level of need - through high-quality teaching, explicit instruction, flexible grouping, scaffolding, modelling, catch up intervention and use of graphic organisers. Our overall intent is to make sure that children understand the relevance of RE in today's modern world and how it affects our lives.

Implementation

We strive to offer a broad range of study for children studying RE. We have suggested specific series of lessons for each year group, which will offer structure and narrative but are no means to be used exclusively, rather to be used to support planning. In KS1, children begin to look at other religions, focusing on celebrations and rituals. In KS2, we offer a wider range of learning opportunities about the world's religions including deeper understanding of the origin of those religions and their key stories and teachings. Throughout both key stages, emphasis on personal growth and community cohesion is evident, allowing for personal development for the children from KS1 to the end of KS2. There are unit overviews available in the Agreed Syllabus, which demonstrates where challenge and differentiation will show development of skills. As well as unit overviews, end of unit assessments are available to support teachers in making sure children have reached the intended outcomes. In our planning, there is a unit overview, a journey record pack and additional resources to help the teacher support the progress of children's learning. Through our work on Rosenshine's Principles, teachers will ensure that all pupils' need are met through high-quality teaching, explicit instruction, flexible grouping, scaffolding and modelling. An example of key words has been included to show the progression skills around the specific language involved in the children's learning, so teachers can assess their understanding and progress through vocabulary as well.

Impact

By the end of Key Stage One and as part of the 'making sense of belief' element, our pupils will be able to identify core beliefs and concepts studied and give simple descriptions. They will be able to give examples of how stories show what people believe. When 'understanding the impact', they will be able to give examples of how people use stories, texts and teachings to guide their beliefs and actions. They will be able to give examples of ways in which believers put their beliefs into practice. When 'making connections', our pupils will be able to think and ask questions about whether the ideas they have been studying reflect their lives in any way.

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By the end of Key Stage Two, when 'making sense of beliefs', our pupils will be able to identify and explain the core belief and concepts learned using examples from texts. They will describe examples of ways in which people use texts to make sense of beliefs and compare ideas for how believers interpret texts. When 'understanding the impact', they will be able to make clear connections between what people believe and how they live, and use evidence to show how and why people put their beliefs into practice in different ways. When 'making connections', reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses. They will 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. Through our inclusive teaching approach, all of our learners will be able to access the RE curriculum and have a wider understanding of religion in the modern world.

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Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	F4 Being Special: where do we belong	F2 Why is Christmas special for Christians?	F1 Why is the word 'God' so important to Christians?	F3 Why is Easter special for Christians?	F5 Which places are special and why?	F6 Which stories are special and why?
	- Retell religious stories making connections with personal experiences - Share and record occasions when things have happened in their lives that made them feel special - Recall simply what happens at a traditional Christian infant baptism and dedication - Recall simply what happens when a baby is welcomed into a religion other than Christianity	- Talk about people who are special to them - Say what makes their family and friends special to them - Recall simply what happens at a traditional Christian festival (Christmas) - Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus - Retell religious stories, making connections with personal experiences.	- Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world - Retell stories, talking about what they say about the world, God, human beings - Think about the wonders of the natural world, expressing ideas and feelings - Say how and when Christians like to thank their Creator - Talk about what people do to mess up the world and what they do to look after it	- Recognise and retell stories connected with celebration of Easter - Say why Easter is a special time for Christians - Talk about ideas of new life in nature - Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature - Talk about some ways Christians remember these stories at Easter.	- Talk about somewhere that is special to themselves, saying why - Recognise that some religious people have places which have special meaning for them - Talk about the things that are special and valued in a place of worship - Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God - Get to know and use appropriate words to talk about their thoughts and	- Talk about some religious stories - Recognise some religious words, e.g. about God - Identify some of their own feelings in the stories they hear - Identify a sacred text e.g. Bible, Torah - Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is

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					feelings when visiting a church Express a personal response to the natural world.	good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.
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Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1	1.1 What do Christians believe God is like?	1.2 Who do Christians say made the world?	1.4 What is the good news Christians believe Jesus brings?	1.7 Who is a Muslim and how do they live? <i>Part 1</i>	1.6 Who is Jewish and how do they live? <i>Part 1</i>	1.8 What makes some places sacred to believers?
	Pupils will be able to: - Identify what a parable is - Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father - Give clear, simple accounts of what the story means to Christians - Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying 'sorry', by seeing God as welcoming them back; by forgiving others) Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)	Pupils will be able to: - 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 Creation - Think, talk and ask questions about living in an amazing world - Give a reason for the ideas they have and the connections they make between the Christian/Jewish Creation story and the world they live in.	Pupils will be able to: - Tell stories from the Bible and recognise a link with the concept of 'Gospel' or good news - Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians - Recognise that Jesus gives instructions to people about how to behave - 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	Pupils will be able to: - Recognise the words of the Shahadah and that it is very important for Muslims - Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean - Give examples of how stories about the Prophet* show what Muslims believe about Muhammad - Give examples of how Muslims use the Shahadah to	Pupils will be able to: - Recognise the words of the Shema as a Jewish prayer - Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) - Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like - Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) - Make links between Jewish ideas of God	Pupils will be able to: - Recognise that there are special places where people go to worship, and talk about what people do there - Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean - Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship - Give examples of stories, objects, symbols and

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			Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)	show what matters to them • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action	found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)	actions used in churches, mosques and/or synagogues which show what people believe • Give simple examples of how people worship at a church, mosque or synagogue • Talk about why some people like to belong to a sacred building or a community
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Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
2	1.3 Why does Christmas matter to Christians?	1.9 How should we care for others and for the world, and why does it matter?	1.7 Who is a Muslim and how do they live? <i>Part 2</i>	1.6 Who is Jewish and how do they live? <i>Part 2</i>	1.5 Why does Easter matter to Christians?	1.10 What does it mean to belong to a faith community?
	Pupils will be able to: - Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians - Recognise that stories of Jesus' life come from the Gospels - 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, giving a reason for their ideas - Think, talk and ask questions about Christmas for people who are Christians and for people who are not.	Pupils will be able to: - Identify a story or text that says something about each person being unique and valuable - Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) - Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world - Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories - Give examples of how Christians and Jews can show care for the natural Earth - Say why Christians and	Pupils will be able to: - Recognise the words of the Shahadah and that it is very important for Muslims - Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean - Give examples of how stories about the Prophet* show what Muslims believe about Muhammad - Give examples of how Muslims use the Shahadah to show what matters to them - Give examples of how Muslims use stories about the	Pupils will be able to: - Recognise the words of the Shema as a Jewish prayer - Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) - Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like - Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) - Make links between Jewish ideas of God	Pupils will be able to: - 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	Pupils will be able to: - Recognise that loving others is important in lots of communities - Say simply what Jesus and one other religious leader taught about loving other people - Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean - Identify at least two ways people show they love each other and belong to each

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		Jews might look after the natural world	Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) Give examples of how Muslims put their beliefs about prayer into action	found in the stories and how people live Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)	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	other when they get married (Christian and/or Jewish and non-religious)
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Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
3	2.1 What do Christians learn from the Creation story?	2.4 What kind of world did Jesus want?	2.7 What do Hindus believe God is like?	2.10 How do festivals and family life show what matters to Jewish people?	2.6 For Christians, what was the impact of Pentecost?	2.12 How and why do people try to make the world a better place?
	Pupils will be able to: - Place the concepts of God and Creation on a timeline of the Bible's 'big story' - Make clear links between Genesis 1 and what Christians believe about God and Creation - Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world - Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) - Describe how and why Christians might pray to	Pupils will be able to: - Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus - Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' - Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian - Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways	Pupils will be able to: - Identify some Hindu deities and say how they help Hindus describe God - Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God - Offer informed suggestions about what Hindu murtis express about God - Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) - Identify some different ways in	Pupils will be able to: - Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean - Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people - Offer informed suggestions about the meaning of the Exodus story for Jews today - Make simple links between Jewish beliefs about God and his people	Pupils will be able to: - Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth - Offer informed suggestions about what the events of Pentecost in Acts 2 might mean - Give examples of what Pentecost means to some Christians now - Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how	Pupils will be able to: - Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) - Make links between religious beliefs and teachings and why people try to live and make the world a better place - Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity

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	God, say sorry and ask for forgiveness		which Hindus worship	and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities	Christians live now Describe how Christians show their beliefs about the Holy Spirit in worship	Tzedek) - Describe some examples of how people try to live (e.g. individuals and organisations) - Identify some differences in how people put their beliefs into action
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Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
4	2.8 What does it mean to be Hindu in Britain today?	2.2 What is it like for someone to follow God?	2.3 What is the 'Trinity' and why is it important for Christians?	2.9 How do festivals and worship show what matters to Muslim people?	2.5 Why do Christians call the day Jesus dies 'Good Friday'?	2.2 How can following God bring freedom and justice?
	Pupils will be able to: - Identify the terms 'dharma', 'Sanatana Dharma' and 'Hinduism' and say what they mean - Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) - 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	Pupils will be able to: - Make clear links between the story of Noah and the idea of covenant - Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony - Make links between the story of Noah and how we live in school and the wider world.	Pupils will be able to: - 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 - 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	Pupils will be able to: - 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) - 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	Pupils will be able to: - Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live - Offer informed suggestions about what the events of Holy Week mean to Christians - Give examples of what Christians say about the importance of the events of Holy Week - Make simple links between the	Pupils will be able to: - 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

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	communities in Britain, or between Britain and parts of India			Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)	Gospel accounts and how Christians mark the Easter events in their communities Describe how Christians show their beliefs about Jesus in worship in different ways	to bring freedom to others. 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.
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Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
5	2.2 Creation and science: conflicting or complimentary?	2.3 Why do Christians believe Jesus was the Messiah? 2.4 How do Christians believe how to live? What would Jesus do? (UC2B.4 and 2B.5)	2.7 Why do Hindus want to be good?	2.9 Why is the Torah so important to Jewish people?	2.5 What do Christians believe Jesus did to 'save' people? (UC2B:6)	2.5 What difference does the resurrection make for Christians? (UC2B:7)
	Pupils will be able to: - 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 - Make clear connections between Genesis 1 and Christian belief about God as Creator - Show understanding of why many Christians find science and faith go together	Pupils will be able to: - 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 - 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	Pupils will be able to: - Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately - Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. - Make clear connections between Hindu beliefs about dharma, karma,	Pupils will be able to: - 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 - Make clear connections between Jewish beliefs about the Torah and how they use and treat it - Make clear connections between Jewish commandments	Pupils will be able to: - 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	Pupils will be able to: - Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. - 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. - Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection,

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			samsara and moksha and ways in which Hindus live • Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. • Give evidence and examples to show how Hindus put their beliefs into practice in different ways	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 clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper • Show how Christians put their beliefs into practice in different ways	Salvation, Incarnation and Hope, using theological terms. • Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. • Show how Christians put their beliefs into practice in different ways. • Explain why some people find belief in the resurrection makes sense and inspires them. • 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.
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Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
6	2.8 What does it mean to be a Muslim in Britain today?	2.1 What does it mean if Christians believe God is holy and loving?	2.6 For Christians, what kind of king is Jesus?	2.10 What matters most to Humanists/ Christians?	2.11 Why do some people believe in God and some not?	2.12 How does faith help people when life gets hard?
	Pupils will be able to: - 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) - Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)	Pupils will be able to: - Identify some different types of biblical texts, using technical terms accurately - Explain connections between biblical texts and Christian ideas of God, using theological terms - Make clear connections between Bible texts studied and what Christians believe about God, for example, through how cathedrals are designed - Show how Christians put their beliefs into practice in worship	Pupils will be able to: - Explain connections between biblical texts and the concept of the kingdom of God - Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations - Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice - Show how Christians put	Pupils will be able to: - Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) - Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')	Pupils will be able to: - Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs - Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from - Give examples of reasons why people do or do not believe in God	Pupils will be able to: - Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life - Identify beliefs about life after death in at least two religious traditions, comparing and accounting for similarities and differences - 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

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	Give evidence and examples to show how Muslims put their beliefs into practice in different ways		their beliefs into practice in different ways	- Make clear connections between Christian and Humanist ideas about being good and how people live - Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view	- Make clear connections between what people believe about God and the impact of this belief on how they live - Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)	
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	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)
Religion/belief	Christianity plus others	Christians, Jews and Muslims	Christians, Muslims, Hindus and Jews	
Christianity: God Creation Fall People of God Incarnation Gospel Salvation Kingdom of God	F1 Why is the word 'God' so important to Christians? [God] F2 Why is Christmas special for Christians? [Incarnation] F3 Why is Easter special for Christians? [Salvation]	1.1 What do Christians believe God is like? [God] 1.2 Who do Christians say made the world? [Creation] 1.3 Why does Christmas matter to Christians? [Incarnation] 1.4 What is the 'good news' Christians believe Jesus brings? [Gospel] 1.5 Why does Easter matter to Christians? [Salvation]	L2.1 What do Christians learn from the creation story? [Creation/Fall] L2.2 What is it like for someone to follow God? [People of God] L2.3 What is the 'Trinity' and why is it important for Christians? [God/Incarnation] L2.4 What kind of world did Jesus want? [Gospel] L2.5 Why do Christians call the day Jesus died 'Good Friday'? [Salvation] L2.6 For Christians, what was the impact of Pentecost? [Kingdom of God]	U2.1 What does it mean if Christians believe God is holy and loving? [God] U2.2 Creation and science: conflicting or complementary? [Creation] U2.3 Why do Christians believe Jesus was the Messiah? [Incarnation] U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel] U2.5 What do Christians believe Jesus did to 'save' people? [Salvation] U2.6 For Christians, what kind of king is Jesus? [Kingdom of God]
Buddhism: Buddha Dhamma Sangha				
Hinduism: Samsara and moksha Brahman (God) and atman Karma and dharma			L2.7 What do Hindus believe God is like? [Brahman/atman] L2.8 What does it mean to be Hindu in Britain today? [Dharma]	U2.7 Why do Hindus want to be good? [Karma/dharma/samsara/moksha]
Islam: God/Tawhid Iman (faith) Ibadah (worship) Akhirah (life after death) Akhlaq (virtue/morality)		1.6 Who is a Muslim and how do they live? [God/Tawhid/ibadah/iman]	L2.9 How do festivals and worship show what matters to a Muslim? [Ibadah]	U2.8 What does it mean to be a Muslim in Britain today? [Tawhid/iman/ibadah]

Religion/belief	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)
Judaism: God Torah The People and the Land		1.7 Who is Jewish and how do they live? [God/Torah/People]	L2.10 How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land]	U2.9 Why is the Torah so important to Jewish people? [God/Torah]
Sikhism: God Values (Nam Simran, kirat karna, vand chhakna, seva) The Gurus Panth (community)				
Non-religious worldviews				U2.10 What matters most to Humanists and Christians?
Thematic	F4 What places are special and why?	1.8 What makes some places sacred to believers?	L2.11 How and why do people mark the significant events of life?	U2.11 Why do some people believe in God and some people not?
	F5 What times/stories are special and why?	1.9 How should we care for others and the world, and why does it matter?	L2.12 How and why do people try to make the world a better place?	U2.12 How does faith help when life gets hard?
	F6 Being special: where do we belong?	1.10 What does it mean to belong to a faith community?		
				Note: For Church schools, two additional units are provided in the Understanding Christianity materials: How can following God bring freedom and justice? [People of God] What difference does the Resurrection