



# EYFS, KS1 and KS2 – updated September 2023



At Upper Nidderdale Primary Federation, we will all approach everything we do in the CHAMPS way, help every child flourish into a caring, confident and resilient young person who has a **love of learning** and:

Chooses the right way and takes **responsibility** for their own actions

Honest in everything they do and shows **compassion** for others

Achieves the best they can with the talents they have and develop their **wisdom**

Manners shown to everyone and treats everyone with **respect**

Perseveres when situations are difficult and shows **courage** when they are challenged

Safety and knowing how to keep safe on and offline to ensure that everyone is kept physically and emotionally safe. This shows the special relationship we have with each other, where as a **community**, we look after each other, keeping each other safe – **Koinonia**

As Rights Respecting schools, our intents are based around the following articles;

**Article 23**

**You have the right to special education if you have a disability.**

**Article 28**

**All children have the right to a good quality education.**

**Article 29**

**All children have the right to an education that helps to develop their talents and abilities.**

# Religious Education

## Intent

**Our intent is based upon The Church of England's 'Statement of Entitlement.'**

**Religious Education in a church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It should help to educate for dignity and respect encouraging all to live well together.**

**"Such an approach is offered through commitment to generous hospitality, being true to our underpinning faith, but with deep respect for the integrity of other religious traditions (and world views) and for the religious freedom of each person."**

## Aims and objectives

- **To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.**
- **To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.**
- **To engage with challenging questions of meaning and purpose raised by human existence and experience.**
- **To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.**
- **To explore their own religious, spiritual and philosophical ways living, believing and thinking.**

# Religious Education

## Intent

**A high-quality sequential religious education (RE) programme is essential to meet the statutory requirement for all state funded schools to teach a full curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain. The study of Christianity is central to our Religious Education in the Federation. We study Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. We offer an RE curriculum that enables pupils to acquire a rich, deep understanding of Christian belief and practice, this includes ways in which it is unique and diverse. We have chosen to deliver a large part of our RE curriculum through 'Understanding Christianity'.**

**We offer our pupils an RE curriculum that will engage and challenge them through the exploration of core concepts and questions, as well as meaningful and informed dialogue about a range of religions and world views. We also provide opportunities for them to understand the role of foundation texts, beliefs, rituals and practices and how they help form identity in a range of religions and world views. We also explore how these may change in different times, places and culture. Our pupils will develop confident religious literacy.**

**Our RE curriculum is designed to be fully inclusive, meeting the needs of all pupils. The curriculum is firmly rooted in the sequential acquisition of knowledge alongside the development of skills such as enquiry, interpretation, evaluation and reflection. We will provide a safe space for pupils to explore their own religious, spiritual and philosophical ways of seeing, living and thinking, believing and belonging. We provide opportunities to engage in meaningful dialogue about all religious and world views.**

# Religious Education

## Intent

Although a variety of religions and world views are explored, Christianity is the main religion studied in each year group. The content of our curriculum is taken from two sources:

- NYCC Agreed Syllabus for RE
- Understanding Christianity.

Our fidelity to these documents ensures that our curriculum is coherent and enables pupils to progress through ordered and sequential learning, developing both knowledge and skills. We have established clear end points for each year group, and the new knowledge and skills being taught build towards these points.

**“Religious education (RE) should make a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world.”**

**Ofsted**

# Religious Education

**The intent of our curriculum for RE aims to ensure that all pupils;**

**1) Know about and understand a range of religions and worldviews so they can;**

- Describe, explain and analyse beliefs and practices, recognizing the diversity which exists within and between communities, and amongst individuals.
- Identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and world views.
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

**2) Express ideas and insights into the nature, significance and impact of religions and worldviews so they can;**

- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.
- Appreciate and appraise varied dimensions of religion.

**3) Gain and deploy the skills needed to engage seriously with religions and world views, so they can;**

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.
- Enquire into what enables different individuals and communities to live together respectfully for the well-being of all.
- Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

# Religious Education

## **Implementation:**

Teachers are provided with an additional three planning days per year in addition to their PPA, to plan their curriculum. As part of this planning process, teachers need to plan the following:

- A knowledge organiser which outlines knowledge (including vocabulary) all children must master;
- A cycle of lessons for each subject, which carefully plans for progression and depth;
- A low stakes quiz which is tested regularly to support learners' ability to block learning and increase space in the working memory;
- Challenge questions for pupils to apply their learning in a philosophical/open manner;
- Trips and visiting experts who will enhance the learning experience;

Children draw from their own beliefs and experiences as well as developing a deeper understanding of other religious and non-religious belief structures.

It is important that R.E. 'starts with encounters with living faiths rather than the history and belief structures of traditions.'

## **Impact:**

Our Religious Education Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- A celebration of learning for each term which demonstrates progression across the school;

Tracking of gains in each quiz;

- Pupil discussions about their learning;

# Understanding Christianity

## Implementation:

Teachers will refer to the 'Understanding Christianity Teachers Handbook', referring to the 'Essential Information' for each unit before planning. Through the use of this resources, we re teaching what Christians believe, we will not use the term 'this is what we believe.'

Understanding Christianity's approach to teaching about Christianity builds up pupil's knowledge through encounters with biblical concepts through texts and concepts within the wider Bible story. Each unit addresses a concept, through key questions, exploring core Bible texts, their impact for Christians and possible implications for pupils.

Each unit incorporates three key element;

<b>Making sense of the text</b>	<b>Making connections</b>	<b>Understanding the impact</b>
Developing skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of the meanings of texts for Christians.	Evaluating and reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.	Examining the way in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world.



# SEND Adaptions for RE

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	SEND Provision	Subject Challenges for SEND	SEND Provision
Physical difficulties accessing specific environments during RE trips to places of worship.	Ensure that any environments visited during school trips are fully accessible for children with physical disabilities e.g. wheelchair accessible. Ensure that alternative transport arrangements are made for any children who have a physical disability which makes walking difficult. Above information should be identified on risk assessment prior to visit.	The acceptance that others have different religious views and that they have a right to hold and express them. This can be particularly difficult for pupils with ASD.	Use a multi-sensory approach to teaching religious concepts e.g. through drama and role play. This will make concepts unfamiliar to themselves less abstract. Trips to different places of worship/visitors from different faiths will similarly make unfamiliar concepts less abstract.
Children with a visual impairment may find it difficult to view text/images/religious artefacts.	Ensure that font size used in resources matches the specific font size specified in the child's report provided by the Visual Impairment Team (saved in SEND files on T Share). Enlarge images to appropriate sizes to aid access. Use a visualiser to enlarge an artefact to ensure that children with visual impairments can observe religious artefacts.	Difficulties with social skills may result in children finding group work challenging.	Carefully consider seating arrangements during group work to ensure that children are placed next to patient, non-dominant children. Additional adult support can be deployed as necessary. Ensure children have access to usual aides such as ear defenders to reduce noise. Provide talking tins for children who struggle with impulsivity so that they can record their contributions as they think of them but can play them back to other children at the appropriate time.
		Distress caused by exposure to unfamiliar environments during trips/fieldwork.	Children to be prepared for change of environment via Social Stories, identification of change on visual timetable and photos/videos of environment to reduce anxiety caused by lack of familiarity.

# SEND Adaptions for RE

Sensory and Physical		SEMH	
Subject Challenges for SEND	SEND Provision	Subject Challenges for SEND	SEND Provision
<p>The ability to explain a religious concept/provide reasoning to explain a thought or opinion.</p> <p>The ability to recall basic information about each religion e.g. the name of the key religious text in Christianity</p> <p>Reading/studying of case studies/religious artefacts.</p> <p>Understanding of subject specific vocabulary.</p>	<p>Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions. Provide visuals to aide understanding of religious practices such as wudu.</p> <p>Pre-teach can be used to revisit key information as well as planned retrieval questions. The use of 'hooks' at the beginning of lessons informed by previous gap analysis should revisit objectives children are not secure with.</p> <p>Use shorter texts which are comprised of less complex, phonetically decodable sentences. Texts can be supported by visuals – all teachers have access to Widgeit Online. Share information in different ways e.g. via a BBC Bitesize video/Saddleback Kids on YouTube rather than a written text. Allow children to explore physical religious artefacts (loan boxes are available from the Library Service).</p> <p>Pre-teach subject specific vocabulary. Draw particular attention to subject specific vocabulary which could be viewed as ambiguous. E.g. 'belief/confirmation.' Create word banks accompanied by visuals to demonstrate the meaning of a word in a religious context.</p>	<p>Expressing themselves and sharing their thoughts and opinions orally.</p> <p>EAL pupils may find it difficult to access resources/learning.</p>	<p>Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions.</p> <p>Use alternative recording devices e.g. whiteboards/iPads/talking tins to allow children the option of sharing their thoughts and opinions in an alternative way.</p> <p>Allow children processing time when asking them a direct question. Some children need upwards of 10 seconds to process a question before they can answer.</p> <p>Use a reduced number of simple instructions which are supported by visuals.</p> <p>Appropriate modelling to aid understanding.</p> <p>Differentiated written resources can be supported by visuals and could be translated using Word. (Teachers click Review – Translate – Translate Document). This will fully translate the document and open in a new window.</p>

# Understanding Christianity

## Implementation:

Core Knowledge from Understanding Christianity.

**EYFS – Creation (God) Incarnation Salvation**

**KS1 – God Creation Incarnation Gospel Salvation**

**Y3/4 – Creation/Fall People of God Incarnation/God Gospel Salvation Kingdom of God**

**Y5/6 – God Creation/Fall People of God Incarnation Gospel Salvation Kingdom of God**

## Understanding Christianity

The Core Concepts of Understanding Christianity are;

- 1) **God** - Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit.
- 2) **Creation** - The universe and human life are God's good creation. Humans are made in the image of God.
- 3) **Fall** - Humans have a tendency to go their own way rather than keep their place in relation to their Creator. This attitude is called sin, and Genesis 3 gives an account of this rebellion, popularly called 'the Fall'. This describes a catastrophic separation between God and humans, between humans and each other, and between humans and the environment. This idea that humans are 'fallen' and in need of rescue (or salvation) sets out the root cause of many problems for humanity.
- 4) **People of God** - The Old Testament tells the story of God's plan to reverse the impact of the Fall, to save humanity. It involves choosing a people who will model a restored relationship with God, who will attract all other people back to God. The Bible narrative includes the ups and downs of this plan, including the message of the prophets, who tried to persuade people to stick with God. The plan appears to end in failure with the people of God exiled, and then returning, awaiting a 'messiah' — a rescuer.
- 5) **Incarnation** - The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans.
- 6) **Gospel** - Jesus' incarnation is 'good news' for all people. ('Gospel' means 'good news'.) His life, teaching and ministry embody what it is like to be one of the people of God, what it means to live in relationship with God. Jesus' example and teaching emphasise loving one's neighbour — particularly the weak and vulnerable — as part of loving God.
- 7) **Salvation** - Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.
- 8) **Kingdom of God** - this does not mean that no one sins any more! The Bible talks in terms of God's 'Kingdom' having begun in human hearts through Jesus. The idea of the 'Kingdom of God' reflects God's ideal for human life in the world — a vision of life lived in the way God intended for human beings. Christians look forward to a time when God's rule is fulfilled at some future point, in a restored, transformed heaven and earth. Meanwhile, they seek to live this attractive life as in God's Kingdom, following Jesus' example, inspired and empowered by God's Spirit.

RE contributes to children's spiritual development by:-

- Discussing and reflecting on questions of meaning and truth such as the origins of the universe, good and evil, life after death, beliefs about God and humanity and values such as justice, honesty and truth.
- Learning about and reflecting on important concepts and experiences such as love, trust, forgiveness, obedience and sacrifice.
- Valuing relationships and developing a sense of belonging.
- Considering how religions and beliefs regard the value and purpose of human beings, the importance of the environment and the significance of emotions such as love, anger, joy, jealousy, happiness and pain.

## Marking and Feedback in Religious Education – Developing Spirituality

Marking and feedback in Religious Education should be used to enable pupils to further develop their spirituality. We believe that this offers further opportunities to pose challenging questions about the meaning and purpose of life, beliefs about God, issues of right and wrong and what it means to be human. The flowing sentence stems will be used to allow children to reflect on the content of their RE , as well as to demonstrate curiosity and open mindedness when exploring life's big questions.

**Today's lesson  
helped me to  
reflect on ...**

**Something that  
really opened  
my mind today  
was...**

**Something that  
made me  
curious today ...**

**The most  
important thing  
that I learned  
was ...**

**Today the lesson  
helped us to  
learn and grow  
together by .....**

**Something  
that intrigued  
me today ...**

## RE → SMSC Links

### Spiritual

- Experience wonder and joy through learning about and from stories, celebrations, rituals and difference world views.
- Ask and respond to questions about meaning and purpose.
- Explore spiritual practices such as worship and prayer, and consider the impact of these on believers and any relevance to their own life.
- Reflection on their own values and views, as well as those of others.

### Social

- Explore the qualities which are valued by our school (CHAMPS) as well as the values of a civilised society.
- Ask questions about the social impact of religion.
- Take part in a number of religious festivals and worships practices.
- Experiential learning – pupils should have opportunities to embody for themselves expected behavioral norms, whether through class discussions, group work and ongoing behavior expectations through special events such as school visits and workshops.

### Moral

- Explore morality including rules, teachings and commands. Link this to the school Behaviour Policy and to CHAMPS.
- Investigate and explore religious perspectives and responses to evil and suffering in the world.
- Ask questions 'big questions' about religion
- Show tolerance and respect for other religions and other points of view.
- Valuing others

### Cultural

- Provide opportunities for children to explore their own culture as well as to explore Britain's rich diversity of religious, ethnic and geographical cultures.
- Learn about the UK saints, especially through theme days and celebrations.
- Engage with texts, artefacts and other sources from different cultures and religions.
- Show tolerance and respect for all religions, including those of no faith.

# RE → Fundamental British Values

## **The Rule of Law**

In RE pupils examine different examples of codes for human life, including commandments, rules or precepts offered by different religious communities. They learn to appreciate how individuals choose between good and evil, right and wrong, and they learn to apply these ideas to their own communities. They learn that fairness requires that the law apply equally to all, irrespective – for example – of a person's status or wealth. They have the opportunity to examine the idea that the 'rule of law' focuses specifically on the relationship between citizens (or subjects) and the state, and to how far this reflects or runs counter to wider moral codes and precepts.

## **Individual Liberty**

In RE, pupils consider questions about identity, belonging and diversity, learning what it means to live a life free from constraints. They study examples of pioneers of human freedom, including those from within different religions, so that they can examine tensions between the values of a stable society and the value of change for human development.



## Long Term RE Planning EYFS

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p><b>UC – Why is the word God so special to Christians?</b></p> <p><b>NYCC – Which stories are special and why?</b></p>	<p><b>UC – Why do Christians perform nativity plays at Christmas?</b></p> <p><b>NYCC – Which people are special and why?</b></p>	<p><b>UC – What makes every single person unique and precious?</b></p> <p><b>NYCC – What places are special and why?</b></p>	<p><b>UC – Why do Christians put a cross in an Easter garden?</b></p> <p><b>NYCC – What times are special and why?</b></p>	<p><b>UC – How can we help others when they need it?</b></p> <p><b>NYCC – Being special: Where do we belong?</b></p>	<p><b>UC – How can we care for our wonderful world?</b></p> <p><b>NYCC – What is special about our world/</b></p>

**Long Term RE Planning**  
**Key Stage One**  
**Christianity and Judaism**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
2023- 2024	<b>NYCC -Who is a Christian and what do they believe?</b>	<b>UC – Why does Christmas matter to Christians?</b>	<b>NYCC – What can we learn from sacred books?</b>	<b>UC – Who Made the World?</b>	<b>UC – What do Christians believe God is like?</b>	<b>NYCC - How should we care for others and the world, and why does it matter?</b>
2024 - 2025	<b>NYCC –Who is Jewish and what do they believe?</b>	<b>UC – What is the good news Jesus brings?</b>	<b>NYCC - What makes some places sacred?</b>	<b>UC – Why does Easter matter to Christians?</b>	<b>NYCC - What does it mean to belong to a faith community?</b>	<b>NYCC - How and why do we celebrate special and sacred times?</b>

**Long Term RE Planning**  
**Lower Key Stage Two**  
**Christianity and Hinduism**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
2023- 2024	<p><b>UC – What do Christians learn from the Creation story?</b></p> <p><b>NYCC –What do different people believe about God?</b></p>	<p><b>UC – What is the Trinity?</b></p>	<p><b>NYCC – Why is the bible so important for Christians today?</b></p>	<p><b>NYCC – Why is Jesus inspiring to some people?</b></p>	<p><b>UC – When Jesus left what was the impact of Pentecost?</b></p> <p><b>What can we learn from religion about deciding what is right and wrong?</b></p>	<p><b>NYCC – Why do some people think that life is a journey and what significant experiences mark this?</b></p>
2024 - 2025	<p><b>UC – What kind of world did Jesus want?</b></p> <p><b>NYCC –What des it mean to be a Christian today?</b></p>	<p><b>UC – What is it like to follow God?</b></p>	<p><b>NYCC – What does it mean to be a Hindu today?</b></p>	<p><b>UC – Why do Christians call the day Jesus dies 'Good Friday'?</b></p>	<p><b>NYCC – Why do people pray?</b></p>	<p><b>NYCC – why are festivals important to religious communities?</b></p>

**Long Term RE Planning**  
**Upper Key Stage Two**  
**Christianity and Islam**  
**Christianity and Humanism**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
2023- 2024	<b>NYCC –Why do some people believe God exists?</b>	<b>UC – Was Jesus the Messiah?</b>  <b>NYCC - What does it mean to be a Muslim in Britain today?</b>	<b>NYCC – What do religions say to us when life gets hard?</b>	<b>UC – What difference does the resurrection make to Christians?</b>	<b>UC – What would Jesus do?</b>  <b>NYCC – What would Jesus do? Can we live by the values of Jesus in the 21<sup>st</sup> century?</b>	<b>NYCC – If God is everywhere, why go to a place of worship?</b>  <b>UC – How can following God bring freedom and justice?</b>
2024 - 2025	<b>NYCC – What matters most to Christians and Humanists?</b>	<b>UC – What kind of king is Jesus?</b>	<b>UC – Creation &amp; Science: Conflicting or Complemen tary?</b>	<b>UC – What did Jesus do to save human beings?</b>	<b>UC – What does it mean if God is holy and loving?</b>	<b>NYCC – Is it better to express your beliefs in arts and architecture or in charity and generosity?</b>

## Religious Education Knowledge

### **Substantive Knowledge**

#### **Believing**

- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- Identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning

#### **Expressing**

- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- Appreciate and appraise varied dimensions of religion

#### **Living**

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives .

### **Disciplinary Knowledge**

**Disciplinary Knowledge** in R.E. is the connections that the children make between religious teachings and how followers live their lives; explaining similarities and differences and offering their own suggestions about what they have been taught.

NYCC –  
End of Unit Outcomes

EYFS	ELGs in Purple
<p data-bbox="183 307 260 1092">Understanding The World</p> <p data-bbox="338 235 415 1163">People, Culture &amp; Communities</p>	<ul data-bbox="511 185 1709 421" style="list-style-type: none"><li>• <b>To know</b> now some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li></ul>

RE	Year One	Year Two
<b>Thinking about religion and belief</b>	<ul style="list-style-type: none"> <li>Recall features of religious, spiritual and moral stories and other forms of religious expression</li> <li>recognise and name features of religions and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>Retell religious, spiritual and moral stories</li> <li>Identify how religion and belief is expressed in different ways</li> <li>Identify similarities and differences in features of religions and beliefs</li> </ul>
<b>Enquiring, investigating and interpreting</b>	<ul style="list-style-type: none"> <li>Identify what they find interesting and puzzling in life</li> <li>Recognise symbols and other forms of religious expression</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that some questions about life are difficult to answer</li> <li>Ask questions about their own and others' feelings and experiences</li> <li>Identify possible meanings for symbols and other forms of religious expression</li> </ul>
<b>Beliefs and Teachings (What people believe)</b>	<ul style="list-style-type: none"> <li>Recount outlines of some religious stories</li> </ul>	<ul style="list-style-type: none"> <li>Retell religious stories and identify some religious beliefs and teachings</li> </ul>
<b>Practices and lifestyles (what people do)</b>	<ul style="list-style-type: none"> <li>Recognise features of religious life and practice</li> </ul>	<ul style="list-style-type: none"> <li>Identify some religious practices, and know that some are characteristic of more than one religion</li> </ul>
<b>Expression and language (how people express themselves)</b>	<ul style="list-style-type: none"> <li>Recognise some religious symbols and words</li> </ul>	<ul style="list-style-type: none"> <li>Suggest meanings in religious symbols, language and stories</li> </ul>



RE	Year One	Year Two
<b>Identity and experience (making sense of who we are)</b>	<ul style="list-style-type: none"> <li>Identify aspects of own experience and feelings, in religious material studied</li> </ul>	<ul style="list-style-type: none"> <li>Respond sensitively to the experiences and feelings of others, including those with a faith</li> </ul>
<b>Meaning and purpose (making sense of life)</b>	<ul style="list-style-type: none"> <li>Identify things they find interesting or puzzling, in religious materials studied</li> </ul>	<ul style="list-style-type: none"> <li>Realise that some questions that cause people to wonder are difficult to answer</li> </ul>
<b>Values and commitments (making sense of right and wrong)</b>	<ul style="list-style-type: none"> <li>Identify what is of value and concern to themselves, in religious material studied</li> </ul>	<ul style="list-style-type: none"> <li>Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong</li> </ul>

RE	Year Three	Year Four
<b>Thinking about religion and belief</b>	<ul style="list-style-type: none"> <li>• Make links between beliefs, stories and practices</li> <li>• Identify the impacts of beliefs and practices on people's lives</li> <li>• Identify similarities and differences between religions and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on connections between questions, beliefs, values and practices</li> <li>• Describe the impact of beliefs and practices on individuals, groups and communities</li> <li>• Describe similarities and differences within and between religions and beliefs</li> </ul>
<b>Enquiring, investigating and interpreting</b>	<ul style="list-style-type: none"> <li>• Investigate and connect features of religions and beliefs</li> <li>• Ask significant questions about religions and beliefs</li> <li>• Describe and suggest meanings for symbols and other forms of religious expression</li> </ul>	<ul style="list-style-type: none"> <li>• Gather, select, and organise ideas about religion and belief</li> <li>• suggest answers to some questions raised by the study of religions and beliefs</li> <li>• suggest meanings for a range of forms of religious expression, using appropriate vocabulary</li> </ul>
<b>Beliefs and Teachings (What people believe)</b>	<ul style="list-style-type: none"> <li>• Describe some religious beliefs and teachings of religions studied, and their importance</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions</li> </ul>
<b>Practices and lifestyles (what people do)</b>	<ul style="list-style-type: none"> <li>• Describe how some features of religions studied are used or exemplified in festivals and practices</li> </ul>	<ul style="list-style-type: none"> <li>• Show understanding of the ways of belonging to religions and what these involve</li> </ul>
<b>Expression and language (how people express themselves)</b>	<ul style="list-style-type: none"> <li>• Make links between religious symbols, language and stories and the beliefs or ideas that underlie them</li> </ul>	<ul style="list-style-type: none"> <li>• Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language</li> </ul>

RE	Year Three	Year Four
<b>Identity and experience (making sense of who we are)</b>	<ul style="list-style-type: none"> <li>Compare aspects of their own experiences and those of others, identifying what influences their lives</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers</li> </ul>
<b>Meaning and purpose (making sense of life)</b>	<ul style="list-style-type: none"> <li>Compare their own and other people's ideas about questions that are difficult to answer</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied</li> </ul>
<b>Values and commitments (making sense of right and wrong)</b>	<ul style="list-style-type: none"> <li>Make links between values and commitments, including religious ones, and their own attitudes or behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues</li> </ul>

RE	Year Five	Year Six
<b>Thinking about religion and belief</b>	<ul style="list-style-type: none"> <li>• Explain connections between questions, beliefs, values and practices in different belief systems</li> <li>• Recognise and explain the impact of beliefs and ultimate questions on individuals and communities</li> <li>• Explain how and why differences in belief are expressed.</li> </ul>	<ul style="list-style-type: none"> <li>• Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems</li> <li>• Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world</li> <li>• Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.</li> </ul>
<b>Enquiring, investigating and interpreting</b>	<ul style="list-style-type: none"> <li>• Suggest lines of enquiry to address questions raised by the study of religions and beliefs</li> <li>• Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence</li> <li>• Recognise and explain diversity within religious expression, using appropriate concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the influences on, and distinguish between, different viewpoints within religions and beliefs</li> <li>• Interpret religions and beliefs from different perspectives</li> <li>• Interpret the significance and impact of different forms of religious and spiritual expression</li> </ul>
<b>Beliefs and Teachings (What people believe)</b>	<ul style="list-style-type: none"> <li>• Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities</li> </ul>	<ul style="list-style-type: none"> <li>• Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.</li> </ul>
<b>Practices and lifestyles (what people do)</b>	<ul style="list-style-type: none"> <li>• Explain how selected features of religious life and practice make a difference to the lives of individuals and communities</li> </ul>	<ul style="list-style-type: none"> <li>• Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.</li> </ul>
<b>Expression and language (how people express themselves)</b>	<ul style="list-style-type: none"> <li>• Explain how some forms of religious expression are used differently by individuals and communities</li> </ul>	<ul style="list-style-type: none"> <li>• Compare the different ways in which people of faith communities express their faith.</li> </ul>

<b>RE</b>	<b>Year Five</b>	<b>Year Six</b>
<b>Identity and experience (making sense of who we are)</b>	<ul style="list-style-type: none"> <li>• Make informed responses to questions of identity and experience in the light of their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</li> </ul>
<b>Meaning and purpose (making sense of life)</b>	<ul style="list-style-type: none"> <li>• Make informed responses to questions of meaning and purpose in the light of their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</li> </ul>
<b>Values and commitments (making sense of right and wrong)</b>	<ul style="list-style-type: none"> <li>• Make informed responses to people's values and commitments (including religious ones) in the light of their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply</li> </ul>

# Understanding Christianity – Conceptual Building Blocks

# God

<b>EYFS</b> <b>Pupils will know that:</b>	<b>End of KS1</b> <b>Pupils will know that:</b>	<b>End of Lower KS2</b> <b>Pupils will know that:</b>	<b>End of Upper KS2</b> <b>Pupils will know that:</b>
	<ul style="list-style-type: none"> <li>• Christians believe in God, and that they find out about God in the Bible.</li> <li>• Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this.</li> <li>• Christians worship God and try to live in ways that please him.</li> </ul>	<ul style="list-style-type: none"> <li>• Christians believe God is Trinity: Father, Son and Holy Spirit (see Incarnation).</li> <li>• Jesus the Son is seen by Christians as revealing what God the Father is like. They believe he promises to stay with them and Bible stories show how God keeps his promises.</li> <li>• Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. • 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</li> <li>• 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 being loving, forgiving, and full of grace.</li> <li>• Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love.</li> <li>• 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.</li> <li>• Christians believe getting to know God is like getting to know a person rather than learning information.</li> </ul>

# Creation and Fall

<b>EYFS</b> <b>Pupils will know that:</b>	<b>End of KS1</b> <b>Pupils will know that:</b>	<b>End of Lower KS2</b> <b>Pupils will know that:</b>	<b>End of Upper KS2</b> <b>Pupils will know that:</b>
<ul style="list-style-type: none"> <li>• The word God is a name.</li> <li>• Christians believe God is Creator of the universe.</li> <li>• Christians believe God made our wonderful world and so we should look after it.</li> </ul>	<ul style="list-style-type: none"> <li>• God created the universe.</li> <li>• The Earth and everything in it are important to God.</li> <li>• God has a unique relationship with human beings as their Creator and Sustainer.</li> <li>• Humans should care for the world because it belongs to God.</li> </ul>	<ul style="list-style-type: none"> <li>• God the Creator cares for the creation, including human beings.</li> <li>• As human beings are part of God's good creation, they do best when they listen to God.</li> <li>• The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall').</li> <li>• This means that humans cannot get close to God without God's help.</li> <li>• The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short.</li> <li>• Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.</li> </ul>	<ul style="list-style-type: none"> <li>• There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.</li> <li>• 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?</li> <li>• There are many scientists throughout history and now who are Christians.</li> <li>• The discoveries of science make Christians wonder even more about the power and majesty of the Creator.</li> </ul>



# People of God

<b>EYFS</b> <b>Pupils will know that:</b>	<b>End of KS1</b> <b>Pupils will know that:</b>	<b>End of Lower KS2</b> <b>Pupils will know that:</b>	<b>End of Upper KS2</b> <b>Pupils will know that:</b>
		<ul style="list-style-type: none"> <li>• 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.</li> <li>• The People of God try to live in the way God wants, following his commands and worshipping him.</li> <li>• They believe he promises to stay with them and Bible stories show how God keeps his promises.</li> <li>• 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.               <ul style="list-style-type: none"> <li>• Christians believe that, through Jesus, all people can become the People of God.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The Old Testament pieces together the story of the people of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God.</li> <li>• 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.</li> <li>• 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.</li> <li>• Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God: for example, as salt and light in the world.</li> </ul>

# Incarnation

<b>EYFS</b> <b>Pupils will know that:</b>	<b>End of KS1</b> <b>Pupils will know that:</b>	<b>End of Lower KS2</b> <b>Pupils will know that:</b>	<b>End of Upper KS2</b> <b>Pupils will know that:</b>
<ul style="list-style-type: none"> <li>• Christians believe God came to Earth in human form as Jesus.</li> <li>• Christians believe Jesus came to show that all people are precious and special to God</li> </ul>	<ul style="list-style-type: none"> <li>• Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</li> <li>• The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).</li> <li>• Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus' coming.</li> </ul>	<ul style="list-style-type: none"> <li>• Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit.</li> <li>• Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</li> <li>• Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help to express this belief.</li> <li>• Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</li> </ul>	<ul style="list-style-type: none"> <li>• Jesus was Jewish.</li> <li>• Christians believe Jesus is God in the flesh.</li> <li>• 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.</li> <li>• The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.</li> <li>• Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)</li> <li>• Christians see Jesus as their Saviour (see Salvation).</li> </ul>

# Gospel

<b>EYFS</b> <b>Pupils will know that:</b>	<b>End of KS1</b> <b>Pupils will know that:</b>	<b>End of Lower KS2</b> <b>Pupils will know that:</b>	<b>End of Upper KS2</b> <b>Pupils will know that:</b>
	<ul style="list-style-type: none"> <li>• Christians believe Jesus brings good news for all people.</li> <li>• For Christians, this good news includes being loved by God, and being forgiven for bad things.</li> <li>• Christians believe Jesus is a friend to the poor and friendless.</li> <li>• Christians believe Jesus' teachings make people think hard about how to live and show them the right way</li> </ul>	<ul style="list-style-type: none"> <li>• Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.</li> <li>• Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people.</li> <li>• Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour.</li> <li>• Christians try to be like Jesus — they want to know him better and better.</li> <li>• Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice</li> </ul>	<ul style="list-style-type: none"> <li>• Christians believe 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.</li> <li>• 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.</li> <li>• Christians believe that Jesus' good news not only transforms lives now, but also points toward a restored, transformed life in the future. (See Salvation and Kingdom of God).</li> <li>• 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.</li> </ul>

# Salvation

<b>EYFS</b> <b>Pupils will know that:</b>	<b>End of KS1</b> <b>Pupils will know that:</b>	<b>End of Lower KS2</b> <b>Pupils will know that:</b>	<b>End of Upper KS2</b> <b>Pupils will know that:</b>
<ul style="list-style-type: none"> <li>• Christians remember Jesus' last week at Easter.</li> <li>• Jesus' name means 'He saves'.</li> <li>• Christians believe Jesus came to show God's love.</li> <li>• Christians try to show love to others.</li> </ul>	<ul style="list-style-type: none"> <li>• Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross.</li> <li>• Christians believe Jesus builds a bridge between God and humans.</li> <li>• Christians believe Jesus rose from the dead, giving people hope of a new life.</li> </ul>	<ul style="list-style-type: none"> <li>• Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</li> <li>• The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.</li> <li>• Christians today trust that Jesus really did rise from the dead, and so is still alive today.</li> <li>• Christians remember and celebrate Jesus' last week, death and resurrection.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The Gospels give accounts of Jesus' death and resurrection.</li> <li>• The New Testament says that Jesus' death was somehow 'for us'.</li> <li>• 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, from slavery to freedom.</li> <li>• Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).</li> <li>• Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.</li> <li>• This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).</li> <li>• 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.</li> </ul>

# Kingdom of God

<b>EYFS</b> <b>Pupils will know that:</b>	<b>End of KS1</b> <b>Pupils will know that:</b>	<b>End of Lower KS2</b> <b>Pupils will know that:</b>	<b>End of Upper KS2</b> <b>Pupils will know that:</b>
		<ul style="list-style-type: none"> <li>• Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now. ('Your kingdom come, your will be done on earth as it is in heaven'.)</li> <li>• Christians believe Jesus is still alive, rules in their hearts and lives through the Holy Spirit, if they let him.</li> <li>• Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.</li> <li>• Christians celebrate Pentecost, as the beginning of the Church.</li> <li>• Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The parables suggest that there will be a future Kingdom, where God's reign will be complete.</li> <li>• The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.</li> <li>• Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world</li> </ul>