



Jennett's Park Religious Education Curriculum

Intent

This document aims to track expectations and progression of Religious education at Jennett's Park CE primary school. At Jennett's Park Primary School we follow 'Discovery RE' and 'Understanding Christianity' with some elements from the Diocese of Oxford work units to ensure we have a full and rich coverage of all religions.

At Jennett's Park, RE provides a broad, balanced and coherent curriculum. It has been designed to offer breadth of content, depth of learning and coherence between concepts, knowledge, skills and content in a safe, open, respectful and inclusive environment. Our RE curriculum allows all learners to explore their own beliefs and explore other world religions to encourage our children the flourish in becoming inclusive and understanding of all faiths and cultures, equipped to life beyond school.

RE at Jennett's Park offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of themselves, others, communally, world-wide and cross-culturally.

Educating for Wisdom, Knowledge and Skills	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.	
Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds	
Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.	
Educating for Dignity and Respect	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.	

It is important to note the importance of ensuring the correct use of terminology and understanding, such as, "not all Christians/ Muslims/Hindus/Sikhs/ Buddhists believe that.../ **Some/most** Christians/ Muslims/Hindus/Sikhs/ Buddhists believe that..."

Implementation

Early Years: Early Years Development Matters Curriculum

♣ To introduce children to a range of cultures, religions and festivals.

Recognise similarities and differences in relations to places, objects, materials, religions, cultures, festivals and celebrations.

Exposure to stories, music, dance and foods from a range of cultures.

Use resources in role play that reflect a variety of cultures e.g. clothing, symbols, candles and toys etc.





The information below details how 'Discovery RE' and 'Understanding Christianity are used alongside each other.



Discovery RE and Understanding Christianity: can they be used together?

What do they share in common?

- Both resources seek to provide teachers with practical tools to use in the classroom to improve the quality of RE.
- Both resources use an enquiry method and key questions.
- Both resources can be used in all school sectors

How do they differ?

- Discovery RE covers the 6 principal world religions while Understanding Christianity seeks to cover only Christianity
- Discovery RE is based on a 4 step enquiry model: Understanding Christianity on a 3 step enquiry model that flows between Text: Impact: Connections
- Understanding Christianity delivers progression through exploring core Christian concepts while Discovery RE explores core concepts and beliefs through key questions.

So how do their approaches match up?

Discovery RE	UNDERSTANDING CHRISTIANITY TEXT REPART CHARGETERS
Engagement Explore the core concept/underpinning experience within the child's own world	'You might like to start with' A bridge between pupils' experience and wider concepts and questions explore in biblical texts.
Investigation Step into the world of religion and learn about it and the application of beliefs	Making sense of text/Understanding the impact; An exploration of the ways in which Christian engage with religious text and how they live in the light of these texts
Evaluation (impersonal) Apply critical and evaluative thinking skills to the key question and weigh up evidence	Outcomes and Building blocks Assessment is organised around core knowledge and building toward end of phase outcomes
Expression (Personal) Express personal impact and opinions	Making connections to make connections beyond the concepts with other learning, including pupils' own responses. To challenge the ideas studied and pupils' own thinking









The two resources are complementary but they are distinct. Understanding Christianity cannot be used to replace Discovery RE and Discovery RE cannot be used to deliver Understanding Christianity. They can, however, be used together to deliver an holistic and balanced RE programme. This can be achieved by:

Replacing the Discovery RE Christianity enquiries with Understanding Christianity units, thus ensuring clear progression of learning of the core concepts, one of the main aims of the Understanding Christianity approach.

Over KS1 and KS2, Discovery RE gives 18 blocks of teaching time to Christianity enquiries (teachers choosing which enquiries to deliver from 18 which focus on core Christian concepts and a further 4 focusing on broader aspects of Christian belief and practice); while Understanding Christianity has 19 units of work all with specific focus on core Christian concepts. There is therefore sufficient curriculum space to deliver Understanding Christianity within a Discovery RE programme without affecting the teaching of other faiths.

A suggested model of how this can be done is available at

Derek Holloway www.churchofengland.org Jan Lever www.discoveryschemeofwork.com

www.churchofengland.org/education

The National Society (Church of England and Church in Wales) for Promoting Education – operating as The Church of England Education Office

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Overview of 'Discovery RE'.

How could UC units work within the Discovery RE programme: an example overview



Overview Years F1/2 to Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme: Special People	UC Concept Incarnation	Theme: Celebrations	UC Concept: Salvation	Theme: Stories	Theme: Special Places
F1/2	Key Question: What makes people special?	Key Guestion: Why do Christians perform Nativity plays at Christmas?	Key Question: How do people celebrate?	Key Question: Why do Christians put a crose in an Easter garden?	Key Question: What can we learn from stories?	Key Question: What makes places special?
	Religion: Christianity, Judaism	Religion: Christianity UC	Religione: Islam, Judaism	Religion: Christianity UC	Religione: Buddhism, Christianity, Islam, Hinduism, Sikhism	Religions: Christianity, Islan Judalism
				11		
	UC Concept: Creation	UC Concept: Incarnation	Theme: Jesus as a friend	UC Concept: Servation	Theme: Snabbat	Theme: Rosh Hashanah and Yom Kippur
1	Key Question: Who made the world?	Key Guestion: Why does Christmas matter to Christians?	Key Question: Was it always easy for Jesus to show friendship?	Key Question: Why does Easter matter to Christians?	Key Question: is Shabbat important to Jewish children?	Key Question: Are Rosh Hashanah and Yo Kippur important to Jewish children?
	Religion: Christianity UC	Religion: Christianity UC	Religion: Christanity	Religion: Christianity UC	Religion: Judaism	Religion: Judaism
	Theme:	UC Concept Gospel	Theme:	UC Concept: God	Theme:	Theme:
	What did Jesus leach?	oc consupt douper	Passover	oc concept. God	The Covenant	Riles of Passage and good works
	Van Ousetter	No. of the state o	Van Constitution			Nov Constitution
	Key Question: Is it possible to be kind to everyone all of the time?	Key Question: What is the good news that Jesus brings?	Key Question: How important is it for Jewish people to do what God asks them to do?	Key Question: What do Christians believe God is like?	Key Question: How special is the relationship Jews have with God?	Key Question: What is the best way for a do to show commitment to Goo
2	Religion: Christianity	Religion: Christianity	Religion: Judaism	Religion: Christianity	Religion: Judaism	Religion: Judaism
•	**************************************		Theme: Prayer at home		Theme: Community and Belonging	Theme: Hajj
			Key Question: Does praying at regular intervals every day help a Muslim in his/her everyday life?		Key Question: Does going to the Mosque give Muslims a sense of belonging?	Key Question: Does completing Hajj make person a better Muslim?
		UC	Religion: Islam	uc	Religion: Islam	Religion: Islam











	Thems: Divali	UC Concept: Incarnation	UC Concept: Creation/Fall	UC Concept: Salvation	"Theme: Hindu Bellefs	*Theme: Pilgrimage to the River Ganges
	Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	Key Question: What is Trinity?	Key Question: What do Christians learn from the creation story?	Key Question: Why do Christians call the day Jesus died 'Good Friday'?	Key Question: How can Brahman be everywhere and in everything?	Key Question; Would visiting the River Ganges feel special to a non-Hindu?
	Religion: Hinduism	Religion: Christianity	Religion: Christianity	Religion: Christianity	Religion: Hinduism	Religion: Hinduism
3	*Theme: The Amrit Ceremony and the Khalsa				*Theme: Sharing and Community	*Theme: Prayer and Worship
	Key Question: Does joining the Khaisa make a person a better Sikh?				Key Question: Do Sikhs think it is important to share?	Key Question: What is the best way for a Sikh to show commitment to God?
	Religion: Sikhism	UC	UC	UC	Religion: Sikhism	Religion: Sikhism
			Manufacture A. C.		Management	
	Theme: Beliefs and Practices	UC Concept: People of God	Theme: Passover	UC Concept: Easter	Theme: Rites of Passage and good works	UC Concept: Kingdom of God
	Key Question: How special is the relationship Jews have with God?	Key Question: What is it like (for Christians) to follow God?	Key Question: How important is it for Jewish people to do what God asks them to do?	Key Question: is forgiveness always possible for Christians?	Key Question: What is the best way for a Jew to show commitment to God?	Key Question: When Jesus left, what was the impact of Pentecost?
4	Religion: Judaism	Religion: Christianity	Religion: Judaism	Religion: Christianity	Religion: Judaism	Religion: Christianity
-	Theme: Buddha's teachings		Theme: The 6-fold path		Theme: The 8-fold path	
	Key Question:		Key Question:		Key Question:	
	is it possible for everyone to be happy?		Can the Buddha's teachings make the world a better place?		What is the best way for a Buddhist to lead a good life?	
	Religion: Buddhism	UC	Religion: Buddhism	UC	Religion: Buddhism	uc







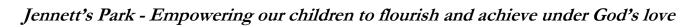




	"Theme: Bellef into action	UC Concept: Incarnation	"Theme: Beliefs and moral values	UC Concept: Salvation	*Theme: Prayer and Worship	UC Concept God
	Key Question: How far would a Sikh go for his/ her religion?	Key Guestion: Was Jesus the Messiah?	Key Guestion: Are Sikh stories important today?	Key Question: What do Christians believe (What did) Jesus do to save Human Beings?	Key Question: What is the best way for a Sikh to show commitment to God?	Key Question: What does it mean (for Christians) if God is holy and loving?
5	Religion: Sikhism	Religion: Christianity	Religion: Sikhism	Religion: Christianity	Religion: Sikhism	Religion: Christianity
	*Theme:		*Theme:		*Theme:	
	Prayer and Worship		Hindu Bellefs		Bellefs and moral values	
	Key Question: What is the best way for a Hindu to show commitment to God?		Key Question: How can Brahman be everywhere and in everything?		Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	100
	Religion; Hinduism	UC	Religion: Hinduism	UC	Religion: Hinduism	UC
				20		12.7
	Theme: Beliefs and Practices	Theme: Christmas	UC Concept: Creation	UC Concept: Salvation	Theme: Beliefs and moral values	
		Concept: incarnation	A CONTRACTOR OF THE PARTY OF TH		Manager and the Control of the Contr	
	Key Question: What is the best way for a Muslim to show commitment to God?	Key Question: How significant is it that Mary was Jesus' mother?	Key Question: Creation and science: conflicting or complementary?	Key Question: What difference does the resurrection make for Christians?	Key Question: Does belief in Akhirah (life after lives?	death) help Muslims lead good
e	Religion: Islam	Religion: Christianity UC Concept: Gospel	Religion: Christianity	Religion: Christianity	Religion: Islam NB: This enquiry is taught in 2 s	ections over the term
		Key Question: What would Jesus do?				
		Religion: Christianity UC	UC	UC		

www.churchofengland.org www.discoveryschemeofwork.com

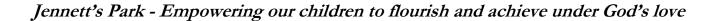






♣ Teaching & Learning	End of KS1	End of LKS2	End of UKS2
approach	Pupils will be able to:	Pupils will be able to:	Pupils will be able to:
Element 1	Recognise that God, Creation,	Order at least five key concepts within a	Outline the timeline of the 'big story'
Making sense of the text	Incarnation and Salvation are part of	timeline of the Bible's 'big story'.	of the Bible, explaining the place
	a 'big story' of the Bible.		within it of the core concepts studied.
Developing skills of reading		List two distinguishing features of at	
and interpretation;	Identify at least two different types	least three different types of biblical text;	Identify at least five different types of
understanding how	of texts from the Bible; for example,	for example, Gospel, parable, letter.	biblical texts, using technical terms
Christians interpret, handle	a story, a parable, a gospel account		accurately.
and use biblical texts; making	of Jesus' life, and instructions about	Make clear links between biblical texts	
sense of meanings of texts for	how to behave.	and the key concepts studied.	Explain connections between biblical
Christians.		0.5	texts and the key concepts studied,
	Tell stories from the Bible and	Offer suggestions about what texts	using theological terms.
	recognise a link with a concept; for	might mean and give examples of what the texts studied mean to some	T-1:
	example, Creation,		Taking account of the context(s),
	Incarnation, Gospel and Salvation.	Christians.	suggest meanings for biblical texts
	Circo along simple apparents of what		studied, and compare their ideas with
	Give clear, simple accounts of what the texts mean to Christians.		ways in which Christians interpret biblical texts, showing awareness of
	the texts mean to Christians.		different interpretations.
Element 2	Give at least three examples of	Make simple links between Bible texts	Make clear connections between
	ways in which Christians use	and concepts studied and how Christians	Bible texts
Understanding the impact	Bible concepts, stories and texts to	live in their whole lives and in their	and concepts studied with what
the impact	guide their beliefs, in their	church communities.	Christians believe, how Christians
Examining ways in which	individual lives and in their church	citateir communices.	worship and how
Christians respond to biblical	communities.	Describe how Christians show their	Christians behave in their whole lives,
texts and teachings, and how		beliefs in worship and in the way they	their church communities, and in the
they put their beliefs into	Give at least three examples of how	live.	wider world.
action in diverse ways within	Christians put their beliefs into		
the Christian community and	practice in church worship.		Show how Christians put their beliefs
in the world.	•		into practice in different ways; for
			example, in different denominations.







Element 3:
Making connections



Evaluating, 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.

Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.

End of LKS2
Pupils will be able to:

Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live.

Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly. Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses.

Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.

Teaching & Learning approach



Element 1
Making sense of the text

Order at least five key concepts within a timeline of the Bible's 'big story'.

Developing skills of reading and interpretation; understanding how

Christians interpret, handle and use biblical texts; making sense of meanings of texts for Christians.

List two distinguishing features of at least three different types of biblical text; for example, Gospel, parable, letter.

Make clear links between biblical texts and the key concepts studied.

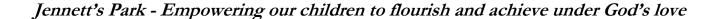
Offer suggestions about what texts might mean and give examples of what the texts studied mean to some Christians.

Element 2 Understanding the impact



Make simple links between Bible texts and concepts studied and how Christians live in







Examining ways 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. their whole lives and in their church communities.

Describe how Christians show their beliefs in worship and in the way they live.

Element 3: Making connections



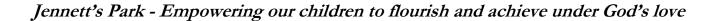
Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.

Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live.

Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.

Teaching & Learning		End of UKS2
approach		Pupils will be able to:
Element 1		Outline the timeline of the 'big story'
Making sense of the text	(G)	of the Bible, explaining the place
		within it of the core concepts studied.
Developing skills of readir	ıg	
and interpretation;		Identify at least five different types of
understanding how		biblical texts, using technical terms
Christians interpret, handl	le	accurately.
and use biblical texts; make	king	







sense of meanings of texts for Christians.

Explain connections between biblical texts and the key concepts studied, using theological terms.

Taking account of the context(s), suggest meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.

Element 2 Understanding the impact



Examining ways 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.

Element 3: Making connections



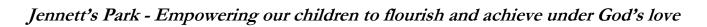
Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.

Make clear connections between Bible texts and concepts studied with what Christians believe, how Christians worship and how Christians behave in their whole lives, their church communities, and in the wider world.

Show how Christians put their beliefs into practice in different ways; for example, in different denominations. Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses.

Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.







Teaching & Learning approach	End of KS1
8.11	Pupils will be able to:
Element 1 Making sense of the text	Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.
Developing skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of meanings of texts for Christians.	Identify at least two different types of texts from the Bible; for example, a story, a parable, a gospel account of Jesus' life, and instructions about how to behave.
	Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation.
	Give clear, simple accounts of what the texts mean to Christians.
Element 2 Understanding the impact	Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and
Examining ways in which	in their church communities.
Christians respond to biblical texts	
and teachings, and how they put	Give at least three examples of how
their beliefs into action in diverse	Christians put their beliefs into practice in
ways within the Christian	church worship.
community and in the world. Element 3:	Think talk and ask assessions about
Making connections	Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.
Evaluating, reflecting on and	
connecting the texts and concepts	
studied, and discerning possible	





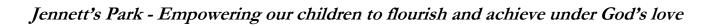


connections between these and pupils' own lives and ways of understanding the world.	

The table below demonstrates the AT1 and AT2 aspect of Religious Education

Year	AT1 – learning about religion	AT2 – learning from
Group		religion
Y1	Begin to name the different beliefs and practices of Christianity and at least one other religion.	Begin to talk about and find meanings behind different beliefs and practices.
	To respond and order some of the religious and moral stories from the bible and at least one other religious text, special book or religion other than Christianity.	Begin to suggest meanings of some religious and moral stories.
	Show how different people celebrate aspects of religion.	Either ask or respond to questions about what individuals and faith communities do.
	Pupils are familiar with key words and vocabulary related to Christianity and maybe at least one other religion.	Express their own ideas creatively.
Y2	Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions.	Talk about and find meanings behind different beliefs and practices.







Retell some of the religious and moral stories from the bible and at least one other religious text or special book.	Suggest meanings of some religious and moral stories.
Begin to understand what it looks like to be a person of faith.	Ask and respond to questions about what individuals and faith communities do.
Pupils begin to use key words and vocabulary related to Christianity and at least one other religion.	Express their own ideas, opinions and talk about their work creatively using a range of different medium.

Year	AT1 – learning about	AT2 – learning from religion		
Group	religion			
Y3	Recall the different beliefs	Suggest and find meanings		
	and practices of Christianity	behind different beliefs and		
	and at least one other	practices.		
	religion.			
	Retell some of the religious	Suggest meanings of some		
	and moral stories from at	religious and moral stories and		
	least three different religious	suggest how these relate to right		
	texts and books.	and wrong.		
	Understand what it looks like	Ask and respond to questions		
	to be a person of faith.	about what individuals and faith		
		communities do and why.		
	Use key words and	Use a range of different medium		
	vocabulary related to	to creatively express their own		
	Christianity and at least one	ideas, thoughts and opinions.		
	other religion.	Begin to explain their ideas.		
		Express their own ideas and		
		opinions, and begin to give good		



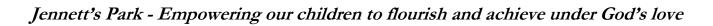




		_
		reasons for those ideas. Use a
		range of different medium to
		express their thoughts.
Y 4	Recall in detail and use the	Respond to meanings behind
	correct vocabulary in regard	different beliefs and practices.
	to the different beliefs and	
	practices of different	
	religions.	
	Begin to compare the	Respond to the meanings of
	similarities of at least three	some religious and moral stories
	different religious texts or	and expresses how these relate
	stories.	(directly) to right and wrong.
	To begin to understand the	Express views about why
	diversity of belief in different	belonging to a faith community is
	religions, nationally and	valuable in their own lives.
	globally.	
	Begin to compare directly	Begin to make connections
	different responses to ethical	between their own ideas and
	questions looking at a range	others.
	of different religions.	

Year Group	AT1 – learning about religion	AT2 – learning from religion
Y5	Begin to make connections between different belief and practices of all religions.	Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices.
	Begin to compare stores, beliefs and practices from different religions including differences and similarities.	Begin to respond thoughtfully to a range of sacred writings/stories. Provide good reasons for what they mean to different faith communities.

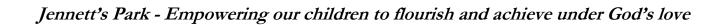






	To understand and begin to evaluate the diversity of belief in different religions, nationally and globally.	Creatively begin to express their views about why belonging to a faith community may be valuable. Relate this to their own lives. Begin to recognise this to their own lives. Begin to recognise those with no faith also have a belief system.
	Articulate and begin to apply the different responses to ethical questions from a range of religions.	Discuss and begin to apply their own and others' ideas about ethical questions and to express their own ideas clearly in response.
Y6	Make connections between different belief and practices of all religions. Make links and compare stories, beliefs and practices from different religions including differences and similarities. To understand and evaluate the diversity of belief in different religions, nationally and globally.	To reflect and respond to the significance of meaning behind beliefs and practices. Respond thoughtfully to a range of sacred writings, stories and provide a good reason for differences and similarities in different texts. Express views creatively as to why belonging to a faith community may be valuable both to different faith members and to their own lives. Recognise those with o faith also have a belief system.
	Articulate and apply the different responses to ethical questions form a range of different religions.	Discuss and apply their own and others ideas about ethical questions and to express their own ideas clearly in response.







Overview of 'Understanding Christianity'

	Understanding Christianity Understanding Christianity										
Core concept 'God'	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6					
1 1	Pupils will know that: Christians believe in God and that they find out about God in the Bible Christians believe God is loving, kind, fair and also Lord and King; and that there are some stories that show this Christians worship \God and try to live in ways that please him.	Pupils will know that: Christians believe in God and that they find out about God in the Bible Christians believe God is loving, kind, fair and also Lord and King; and that there are some stories that show this Christians worship God and try to live in ways that please him.	Pupils will know that: Christians believe God is trinity: Father, Son and Holy Spirit Jesus the Son is seen by Christians as revealing what God is like. They believe he promises to stay with them and Bible stories show how God keeps his promises. 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	Pupils will know that: Christians believe God is trinity: Father, Son and Holy Spirit Jesus the Son is seen by Christians as revealing what God is like. They believe he promises to stay with them and Bible stories show how God keeps his promises. 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.	Pupils will know that: Christians believe God is omnipotent, omniscient and eternal and that this means God is worth worshipping. Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice but also being loving, forgiving and full of grace. Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love. 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. Christians believe getting to know God is like getting to know God is like getting to know a person rather than learning information.	Pupils will know that: Christians believe God is omnipotent, omniscient and eternal and that this means God is worth worshipping. Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice but also being loving, forgiving and full of grace. Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love. Christians do not all agree about what God is like, but try to follow his path, as they					





Core concept	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
'Creation and Fall'						
The universe and human life are God's good creation. Humans are made in the image of God. Humans tend to go their own way rather than keep their place in relation to	Pupils will know that Christians believe that: > God created the universe > The earth and everything in it are important to God. > God has a unique relationship with human beings as their Creator and Sustainer. > Humans should care for the world because it belongs to God.	Pupils will know that Christians believe that: > God created the universe > The earth and everything in it are important to God. > God has a unique relationship with human beings as their Creator and Sustainer. > Humans should care for the world because it belongs to God.	Pupils will know that Christians believe that: > God the Creator cares for creation, including human beings. > As human beings. > As human beings are part of God's good creation, they do best when they listen to God. > The Bible tells a story about how humans spoiled their friendship with God > This means Humans cannot get close to God without God's help.	cares for creation, including human beings. As human beings are part of God's good creation, they do best when they listen to God. The Bible tells a story about how humans spoiled their friendship with God This means Humans cannot get close to God without God's help.	Pupils will know that: There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. 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? There are many scientists throughout history and now who are Christians. The discoveries of science make Christians wonder	Pupils will know that: There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a

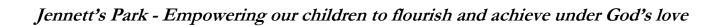




called 'the fall'. This describes a catastrophic separation between God and humans, between humans and each other and between humans and the environment. This idea that humans are fallen and in need of rescue sets out the root cause of many problems for humanity.		A	The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidance on good ways to live and offers forgiveness even when they keep falling short. Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.	A	keeps his relationship with them, gives them guidance on good ways to live and offers forgiveness even when they keep falling short. Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.		even more about the power and majesty of the Creator.	>	poetic account conflict with scientific accounts? There are many scientists throughout history and now who are Christians. The discoveries of science make Christians wonder even more about the power and majesty of the Creator.
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Core concept 'People of God'	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The Old Testament tells the story of God's plan to reverse the impact of the Fall, to save humanity. It involves choosing	Not taught	Not taught	Pupils will know that: The Old Testament tells the story of a particular group of people, the children of Israel – Known as the People of	Pupils will know that: The Old Testament tells the story of a particular group of people, the children of Israel – Known as the People	Pupils will know that: The Old Testament pieces together the story of the People of God. As their circumstances change from being nomads to being city dwellers, they have to learn new ways of following God.	Pupils will know that: The Old Testament pieces together the story of the People of God. As their circumstances change from being nomads to being city dwellers, they have to learn new ways of following God.







people who			God – and		of God – and	>	The story of Moses	>	The story of Moses
will model a restored			their relationship		their relationship		and the Exodus shows how God		and the Exodus shows how God rescued his
relationship			with God.		with God.		rescued his people		
with God,		×	The People of		with God.		from slavery in Egypt;		people from slavery in
who will			God try to live	>	The People of		Christians see this		Egypt; Christians see
attract all			in the way		God try to live		story as looking		this story as looking
other			God wants,		in the way God		forward to how Jesus;		forward to how Jesus;
people back			following his	l	wants,		death and		death and resurrection
to God. The			commands	l	following his		resurrection also		also rescue people
Bible			and		commands		rescue people from		from slavery to sin.
narrative			worshipping	l	and		slavery to sin.	>	Christians apply this
includes the			him.		worshipping	>	Christians apply this		living today by trying to
ups and		>	They believe	l	him.		living today by trying		serve God and to
downs of			he promises				to serve God and to		bring freedom to
this plan, including			to stay with them and	>	They believe		bring freedom to others: for example,		others: for example,
the			Bible stories	l	he promises to		loving others, caring		loving others, caring
message of			show how		stay with them		for them, bringing		for them, bringing
the			God keeps		and Bible		health, food, justice		health, food, justice
prophets,			his promises.		stories show		and telling the story of		and telling the story of
who tried to		>	The Old	l	how God		Jesus.		Jesus.
persuade			Testament	l	keeps his	>	Christians see the	>	Christians see the
people to			narrative	l	promises.		Christian Church as	-	Christian Church as
stick with			explains that	>	The Old		part of the ongoing		part of the ongoing
God. The			the People of	_	Testament		story of the People of		story of the People of
plan			God are		narrative		God and try to live in		God and try to live in a
appears to			meant to		explains that		a way that attracts		way that attracts
end in			show the		the People of		others to God, and try		others to God, and try
failure with the people			benefits of having a		God are		to live in a way that attracts others to		to live in a way that
of God			relationship		meant to show		God; for example, as		attracts others to God;
exiled and			with God and		the benefits of		salt and light in the		for example, as salt
then			to attract all		having a		world.		and light in the world.
returning,			other nations		relationship				
awaiting a			to		with God and				
'messiah -			worshipping		to attract all				
a rescuer>			God.		other nations				
		>	Christians		to worshipping				
			believe that,		God.				
			through		God.				
			Jesus, all	>	Christians				
			people can		believe that,				

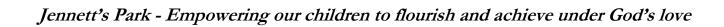




	become the People of God.	through Jesus, all people can become the	
		People of God	

Core Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
'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. Pupils will know that: Christians be that Jesus is and that he was extraord a	that: Christians believe that Jesus is God and that he was born as a baby in Bethlehem The Bible points out that his birth showed that he was extraordinary and that he came to bring good news. Christians celebrate Jesus' birth and Advent for Christians is a time for getting	believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and	Pupils will know that: Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit Christians believe the Father creates; he sends the Son who saves his people; the son sends the Holy Spirit to his followers Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief Christians belief Christians belief Christians believe the Holy Spirit is God's power at work in the world and	Pupils will know that: > Jesus was Jewish > Christians believe Jesus is God in the flesh > They believe that his birth, life death and resurrection were a part of a longer plan by God to restore the relationship between humans and God. > The Old Testament talks about a 'rescuer' or 'anointed one' – a messiah. Some texts talk about what this 'messiah' would be like. > Christians believe that Jesus fulfilled these expectations, and that he is the Messiah > Christians see Jesus as their Saviour.	Pupils will know that: > Jesus was Jewish > Christians believe Jesus is God in the flesh > They believe that his birth, life death and resurrection were a part of a longer plan by God to restore the relationship between humans and God. > The Old Testament talks about a 'rescuer' or 'anointed one' – a messiah. Some texts talk about what this 'messiah' would be like. > Christians believe that Jesus fulfilled these expectations, and that he is the Messiah > Christians see Jesus as their Saviour.



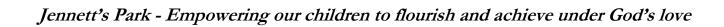




	Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.	in their lives today, enabling them to follow Jesus.		
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Core	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
concept 'Gospel'	Teal 1	Teal 2	Teal 3	16414	real 5	rear o
Jesus; incarnation is 'good news' for all people. His life, teaching and ministry embody what it is like to be one of the people of God, what it means to live in a relationship with God. Jesus' example and teaching emphasise loving one's neighbour – particularly the weak and vulnerable –	Pupils will know that: Christians believe Jesus brings good news for all people. For Christians, this is good news includes being loved by God and being forgiven for bad things Christians believe Jesus is a friend to the poor and friendless Christians believe Jesus' teachings make people think hard about how to live and show	Pupils will know that: Christians believe Jesus brings good news for all people. For Christians, this is good news includes being loved by God and being forgiven for bad things Christians believe Jesus is a friend to the poor and friendless Christians believe Jesus' teachings make people think hard about how to live and show them the right away.	Pupils will know that: Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first Christians believe Jesus challenges people who pretend to be good and shows love and forgiveness to unlikely people. Christians believe Jesus challenges people who pretend to be good and shows love and forgiveness to unlikely people. Christians believe Jesus' life shows what	Pupils will know that: Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first Christians believe Jesus challenges people who pretend to be good and shows love and forgiveness to unlikely people.	Pupils will know that: 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. 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	Pupils will know that: 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. 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



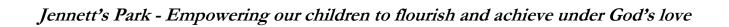




as part of loving God.	them the right away.	>	it means to love God and love your neighbour Christians try to be like Jesus – they want to know him better and better. Christians try to put his teaching and example into practice in lots of ways, from church to social justice	A A A	Christians believe Jesus' life shows what it means to love God and love your neighbour Christians try to be like Jesus – they want to know him better and better. Christians try to put his teaching and example into practice in lots of ways, from church	Δ Δ	making people comfortable Christians believe that Jesus' good news not only transforms lives now, but also points toward a restored, transformed life in the future. 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 neighbours, in the	A	Christians believe that Jesus' good news not only transforms lives now, but also points toward a restored, transformed life in the future. 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 neighbours, in the local. National and global community.

Core	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
concept						
'Salvation'						
Jesus' death	Pupils will know	Pupils will know	Pupils will know	Pupils will know	Pupils will know that:	Pupils will know that:
and	that:	that:	that:	that:	 Christians read the 	 Christians read the
resurrection	 Easter is very 	Easter is very	 Christians see 	 Christians see 	'big story' of the	'big story' of the
effect the	important in the	important in the	Holy Week as	Holy Week as	Bible as pointing	Bible as pointing
rescue or	'big story' of the	'big story' of the	the culmination	the culmination	out the need for	out the need for
salvation of	Bible. Jesus	Bible. Jesus	of Jesus' earthly	of Jesus'	God to save	God to save
humans. He	showed he was	showed he was	life, leading to	earthly life,	people. This	people. This
opens the	willing to forgive	willing to forgive	his death and	leading to his	salvation included	salvation included
way back to	all people, even	all people, even	resurrection.	death and	the ongoing	the ongoing
God.				resurrection.	restoration of	restoration of







Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.	believe Jesus builds a bridge between God and humans ians Christians believe Jesus rom the giving believe Jesus rom the governments builds a bridge between God and humans believe Jesus rose from the dead, giving people hope of	➤ The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do ➤ Christians today trust that Jesus really did rise from the dead, and so is still alive today	➤ The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do ➤ Christians today trust that Jesus really did rise from the dead, and	humans;' relationship with God. The Gospels give accounts of Jesus' death and resurrection. The New testament says that Jesus; death was somehow for us'. Christians interpret this in a variety of ways; for example	humans;' relationship with God. The Gospels give accounts of Jesus' death and resurrection. The New testament says that Jesus; death was somehow 'for us'. Christians interpret this in a variety of ways: for example, as a sacrifice for
		and so is still alive today Christians remember and celebrate Jesus' last week, death and resurrection.	the dead, and so is still alive today Christians remember and celebrate Jesus' last week, death and resurrection.	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. Christians remember Jesus' sacrifice through the service of Holy Communion Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that	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. > Christians remember Jesus' sacrifice through the service of Holy Communion > Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the
				death is not the end.	end. > This belief gives Christians hope

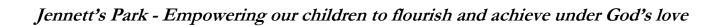




	➤ This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven). ➤ Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith. This belief gives Christians hope for starting now and continuing in a new life (heaven). 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.
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Coro	Vaar 4	Voor 2	_	Voor 2		Voor 4		Voor F	_	Voor C
Core	Year 1	Year 2		Year 3		Year 4		Year 5		Year 6
concept 'Kingdom of										
God'										
This does not	Not taught	Not taught	Puni	Is will know that:	Pu	pils will know that:	Pur	oils will know that:	Pı	pils will know that:
mean no one	riot taugin	rioi taugin		hristians believe	>	Christians believe	>	Jesus told many	>	Jesus told many
sins			_	at Jesus	_	that Jesus	_	parables about		parables about
anymore.				augurated the		inaugurated the		the Kingdom of		the Kingdom of
The Bible				ingdom of God'		'Kingdom of God'		God. These		God. These
talks in terms				i.e. Jesus' whole		– i.e. Jesus'		suggest that		suggest that
of Gods'				e was a		whole life was a		God's rule has		God's rule has
Kingdom			de	emonstration of		demonstration of		begun, through		begun, through
having begun			hi	s belief that God		his belief that		the life, teaching		the life, teaching
in human			th	e King, not just		God the King, not		and example of		and example of
hearts			in	heaven but here		just in heaven but		Jesus, and		Jesus, and
through				nd now.		here and now.		subsequently		subsequently
Jesus. The				hristians believe	>	Christians believe		through the lives		through the lives
idea of the				esus is still alive,		Jesus is still alive,		of Christians who		of Christians who
Kingdom of				iles in their		rules in their		live in obedience		live in obedience
God reflects				earts and lives		hearts and lives		to God.		to God.
God's ideal				rough the Holy		through the Holy	>	The parables	>	The parables
for human				pirit, if they let		Spirit, if they let		suggest that		suggest that there
life in the				m. brietiana baliawa		him.		there will be a		will be a future
world – a vision of life			-	hristians believe at after Jesus	_	Christians believe that after Jesus		future Kingdom, where God's		Kingdom, where
				turned to be with		returned to be		where God's		God's reign will be
lived in the			re	turned to be with		returned to be			\perp	complete.

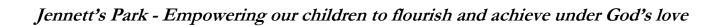






way God intended for human beings. Christians look forward to a time when Gods; rule is restored, transformed point, in a restored, transformed earth. Meanwhile, they seek to live this attractive life as in God's Kingdom, following Jesus' example, inspired and empowered by God's God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' and the Jesus means that the fruit of the Spirit can grow in the lives of Christians God's Kingdom, following Jesus' example, inspired and empowered by God's God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' to help the Church to make Jesus' and the Holy Spirit at Pentecost to help the Church to make Jesus' and the Meany Jesus' and the Spirit can grow in the lives of Christians The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world. Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians Christians The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world. Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.										
human beings. Christians look forward to a time when Gods; rule is routifilled 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 Spirit at Pentecost to help the Church be help the Church to help the Church benecost to help the Church omake Jesus' invisible Kingdom visible by living lives that reflect the love of God Christians celebrate Pentecost, as the beginning of the Church Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians Christians Spirit at Pentecost to help the Church omake Jesus' invisible Kingdom visible by living lives that reflect the love of God Christians celebrate Pentecost, as the beginning of the Church Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians Staying Connected to Jesus means that the fruit of the Spirit an Pentecost to help the Church omake Jesus' invisible Kingdom visible by living lives that reflect the love of God Christians Chiristians The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world. Staying Connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians Christians The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.	,			God the Father,		with God the			>	_
beings. Christians look forward look forward when Gods; 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 size of the love of God soloke forward to a tinvisible Kingdom visible by living lives that reflect the love of God wisible by living lives that reflect the love of God by challenging unjust social structures in their locality and in the world. Pentecost to help the Church to make Jesus' make Jesus' and the flow of God in Not everyone chooses to do so. Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world. Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians Christians Christians The Church to make Jesus' make Jesus' are invited to join in. Not everyone chooses to do so. Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world. Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians Christians The Church to make Jesus' make Jesus' are invited to join in. Not everyone chooses to do so. Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.	intended for			he sent the Holy	l	Father, he sent		complete.		
Christians look forward to a time when Gods; 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 is invisible susting the forward invisible Kingdom visible by living lives that reflect the love of God visible by living lives that reflect the love of God by challenging unjust social structures in their locality and in the world. The Church to make Jesus' are the Church to make Jesus' are invited to join in. Not everyone chooses to do so. Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world. The Church by living lives that reflect the love of God Christians celebrate Pentecost, as the beginning of the Church by challenging unjust social structures in their locality and in the world. The Church by living lives that reflect the love of God Christians celebrate Pentecost, as the beginning of the Church by challenging unjust social structures in their locality and in the world. The Church by living lives that reflect the love of God Christians celebrate Pentecost, as the beginning of the Church by challenging unjust social structures in their locality and in the world. The Church by living lives that reflect the love of God Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world. The Church by living lives that reflect the love of God Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.	human			Spirit at Pentecost	l	the Holy Spirit at	A	The Kingdom is		feast where all are
look forward to a time when Gods; rule is 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 is invisible Kingdom visible by living lives that reflect the love of God visible by living lives that reflect the love of God visible by living lives that reflect the love of God Christians celebrate Pentecost, as the beginning of the Church Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians Invisible Kingdom visible by living lives that reflect the love of God Christians celebrate Pentecost, as the beginning of the Church Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians Invisible Kingdom visible by living lives that reflect the love of God Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.	beings.			to help the Church	l	Pentecost to help		compared to a		invited to join in.
to a time when Gods; 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 is incompleted.	Christians			to make Jesus'	l	the Church to		feast where all		Not everyone
to a time when Gods; 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 is in the lives of God lives that reflect the love of God lives that reflect the love of God Christians celebrate Pentecost, as the beginning of the Church Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians Visible by living lives that reflect the love of God Christians celebrate Pentecost, as the beginning of the Church Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians Visible by living lives that reflect the love of God Christians celebrate Pentecost, as the beginning of the Church Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians Visible by living lives that reflect the love of God Christians celebrate Pentecost, as the beginning of the Church Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians	look forward			invisible Kingdom	l	make Jesus'		are invited to join		chooses to do so.
when Gods; 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 in the love of God Ives that reflect the love of God the love of God Christians celebrate pentecost, as the beginning of the Church Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians Ives that reflect the love of God Christians celebrate Pentecost, as the beginning of the Church Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians Ives that reflect the love of God Christians (lives that reflect the love of God	to a time			_	l	invisible Kingdom			>	Many Christians
rule is fulfilled at some future point, in a restored, transformed heaven and earth. Meanwhile, they seek to live this attractive life ats in God's Kingdom, following Jesus' example, inspired and empowered the love of God Christians celebrate Pentecost, as the beginning of the Church Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians lives that reflect the love of God Christians Christians celebrate Pentecost, as the beginning of the Church Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians Kingdom of God by challenging unjust social structures in their locality and in the world. Kingdom of God by challenging unjust social structures in their locality and in the world. Kingdom of God by challenging unjust social structures in their locality and in the world. Kingdom of God by challenging unjust social structures in their locality and in the world. Kingdom of God by challenging unjust social structures in their locality and in the world. Kingdom of God by challenging unjust social structures in their locality and in the Church Spirit can grow in the lives of Christians	when Gods:							_		-
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 Christians celebrate Pentecost, as the beginning of the Church Pentecost, as the beginning of the Church Pentecost, as the beginning of the Church Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians Christians celebrate Pentecost, as the beginning of the Church Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians Christians celebrate Pentecost, as the beginning of the Church Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians Christians celebrate Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians Christians celebrate Structures in their locality and in the world. Volume of Cod by challenging unjust social structures in their locality and in the world. Volume of Christians Church Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians Volume of Christians Church Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians Volume of Christians Structures in their locality and in the world.				the love of God	l		>	Many Christians		
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example, inspired and empowered										
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Spirit.										

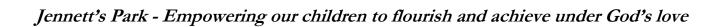






			Diocese of Ox	ford		
Key questions & learning objective	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Is everybody special? Learning Objective: to explore how and why people choose to belong to groups and religions and the difference that makes to their lives.	Pupils will be able to retell simply the parables of the Lost Coin and the Lost Sheep; they will recognise that parables are stories with meaning; they will recognise the sacrament of baptism as a ceremony of belonging; they will be able to describe the key events of the ceremony; they will know the basic meaning of the baptism symbols; they will know that these stories and the ceremony are Christian and be able to identify that other religions may have different ways of expressing belonging; they will know the Golden Rule and be able to identify some ways in	Not taught	Not taught	Not taught	Not taught	Not taught

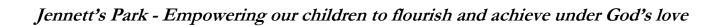






	which these ideas					
	are connected;					
	they will have an					
	understanding of					
	the concept of					
	community and					
	belonging.					
Are some	Pupils will	Nesservels	Nesservels	Nesservels	Netterrebe	Nesservelie
		Not taught				
stories more	recognise which					
important than	of the stories they					
others?	have heard have					
	a religious					
Learning	significance and					
Objective: to	will be able to say					
explore some	one thing that					
Old Testament	they or others					
stories and find	learn from the					
what can be	story. They will be					
learned from	able to identify					
them	and order key					
uiciii	events from one					
	of the stories and					
	talk about what					
	they like or dislike					
	about the story or					
	the characters in					
	the story.					
Do we need	Pupils will	Not taught				
shared special	recognise a		_	_	_	_
places?	synagogue and					
	be able to identify					
Learning	the key features					
objective:	and how they are					
to explore the	used. They will be					
significance and	able to talk about					
role of the	how the					
synagogue for	synagogue is					
Jews; become	important to					
aware of the	Jewish people					
role of the	and compare it to					
home for Jews	a place that is					
	special to them or					
	others. If they are					

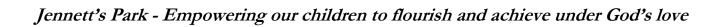






	familiar with					
	another place of					
	worship (church,					
	synagogue,					
	mandir or					
	Gurdwara e.g.)					
	they may be able					
	to say what is					
	similar.					
Who should	Not taught	Pupils will know	Not taught	Not taught	Not taught	Not taught
you follow?		the key leaders				
you ronow.		for Jews and				
Learning		Christians; they				
Objective: to		will be able to say				
find out about		what makes				
religious		Moses and/or				
leaders and		Joshua a good				
how and why		leader and				
		recount some of				
they are						
followed To learn some		the key events				
		that demonstrate				
stories about		their leadership				
religious		skills. They will				
leaders and		refer back to what				
their		they have learned				
significance for		of Jesus as a				
believers.		leader. They will				
		know that many				
		religious leaders				
		believe that they				
		in turn are led by				
		God; they will talk				
		about the pillar of				
		fire by night and				
		the cloud by day				
		as the people				
		were led through				
		the dessert. They				
		will know about				
		the need for				
		leaders to have				
		followers and they				
		will know the				

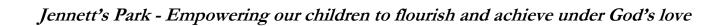






difference between leaders and followers. They will know the key events of the Exodus. They will know the key events of the Exodus. They will identify some of the features that characterise a good leader; they will know some current leaders and can compare their leadership to that of the historical leaders of the features of the teatures to celebrate to celebrate the New Year? Learning Objective: to explore the ways that difference and similarities. They will know the story of the creation of Adam and Eve and the sacrifice of Isaac. Pupils will know the foods eaten by Jews at Roah Hashanah and their significance. They will know the significance of the Shofar. They will know that the Now Year one the significance of the Shofar. They will know that the Now Year one to the leaf of the Shofar. They will know that the Now Year one to the significance of the Shofar. They will know that the Now Year one to the leaf of the Shofar. They will know that the Now Year one to the leaf of the Shofar. They will know that the Now Year one to the significance of the Shofar. They will know that the Now Year one to the leaf of the Shofar. They will know that the Now Year one to the leaf of the Shofar. They will know that the Now Year one to the leaf of the Shofar. They will know that the Now Year one to the leaf of the Shofar. They will know that the Now Year one to the leaf of the Shofar. They will know that the Now Year one to the leaf of the Shofar. They will know that the Now Year one to the leaf of the Shofar they will know that the Now Year one to the leaf of the Shofar they will know that the Now Year one to the leaf of the Shofar they will know that the Now Year one to the leaf of the Shofar they will know the Shofar							
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New Year celebrated in the UK is not a							
celebrated in the UK is not a							
UK is not a							
			religious festival				
			UK is not a				

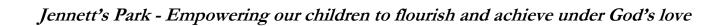






		and they will be				
		able to talk about				
		how it is				
		celebrated. They				
		will be able to talk				
		about why the				
		New year is				
		celebrated				
Can stories change	Not taught	Pupils can retell simply the stories	Not taught	Not taught	Not taught	Not taught
people?		of Zacchaeus and				
		Joseph,				
Learning		highlighting the				
Objective: to		parts of the story				
explore the way		that show change				
that Old		in the characters				
Testament and		and meant to				
New Testament		inspire change in				
stories		the listener or				
influence		reader. They will				
readers and		suggest reasons				
listeners and		why Christians				
the reasons for		and Jews still				
the inclusion of		read these stories				
stories.		and what they				
		might learn from				
		them. They will				
		make suggestions				
		as to why stories				
		change people				
		and whether all				
		stories should				
		have that aim.				
How should	Not taught	Pupils will know	Not taught	Not taught	Not taught	Not taught
you spend the	•	the key rules,		•		
weekend?		rituals and				
		practices				
Learning		associated with				
Objective: to		the Jewish				
explore the		Shabbat, They				
practice of		will know that				
observing		there are many				
Shabbat and		more rules than	I	i .	ı	i .

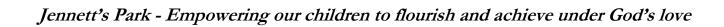






the implications		they know. They				
for Jewish		will be able to				
believers and		describe the key				
children.		features of the				
		Shabbat meal				
		and the main				
		artefacts				
		associated with it.				
		They will be able				
		to make the link				
		between Shabbat,				
		the creation story				
		and the Christian				
		Sabbath, referring				
		to the				
		commandments				
		and the creation				
		story. They will be				
		able to talk about				
		why Shabbat is				
		important for				
		Jews.				
Is light a good	Neteriole		Pupils will correctly	Netternets	Neteriole	Nesservels
symbol for	Not taught	Not taught	identify the three	Not taught	Not taught	Not taught
celebration?			festivals and the			
celebration						
Lagraina			appropriate faith;			
Learning			they will know the			
Objective: to			story behind each			
understand the			festival and be able			
significance of			to explain why light			
light as a			is a feature. They will			
symbol of belief			understand the			
			significance of light			
			for life and its			
			symbolic meaning as			
			guide, revelation and			
			understanding. They			
			will be able to			
			describe the beliefs			
			that each festival			
			expresses and			
			compare and			
1	I	I	contrast beliefs and			l l







			practice. They will			
			know the artefacts			
			that link to the			
			festivals and their			
			significance.			
Is a Hindu	Not taught	Not taught	Pupils will recognise	Not taught	Not taught	Not taught
child free to			the concepts of			
choose how			Dharma, Karma,			
to live?			Moksha, and			
Learning			Samsara and can			
Objective: to			give simple			
explore the			definitions of them.			
impact Hindu			They can identify the			
beliefs have on			impact that these			
the life of a			concepts have on			
child, especially			the life of many			
the 5 daily			Hindus; they have			
duties; Hindu			encountered some			
family life and			Hindu stories that			
worship in the			explore these issues			
home; to			e.g. the story of			
explore the			Shravan; King Shibi			
consequences			and the Birds. Pupils			
of actions and			have explored the 5			
choices.			daily duties of			
			Hindus (pancha			
			maha yagnas) and			
			the 4 purposes of life			
			and discussed the			
			effect that these			
			duties have on family			
			life. They can			
			compare these			
			duties to the			
			behaviour that is			
			expected of them			
			and others and			
			recognise examples			
			of appropriate and			
			inappropriate			
			behaviour for Hindus			
			and themselves.			

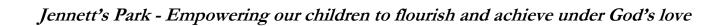






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Does Jesus have authority for everyone? Learning Objective: to explore the life and teachings of Jesus from the perspective of his authority; to examine the authority that Jesus has for Christians today	Not taught	Not taught	Pupils will know the chosen stories that show Jesus exerting authority. They will be able to name a range of people who have authority in their lives and know the concepts of trust and obedience that accompany a recognition of authority. They will know that Christians have other sources of authority and they will recognise that different people accept different sources of authority. They will be able to evaluate the authority of Jesus for Christians, themselves and others, and identify the sources of authority in their own lives	Not taught	Not taught	Not taught
Does the Christmas narrative need Mary? Learning Objective: to explore the role of Mary in Christian life and in the Christmas story in particular	Not taught	Not taught	Not taught	Pupils will know that Mary is considered to be the mother of Jesus and that God was his father, although Mary was married to Joseph; they will know the key events from Luke's gospel that involve Mary; they will have thought about their significance to the	Not taught	Not taught

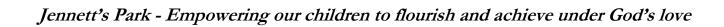






				Christman paratica	1	1
				Christmas narrative;		
				they will be able to		
				interpret some of the		
				symbols usually		
				connected with		
				Mary; they will know		
				that different		
				denominations vary		
				in their treatment of		
				Mary and they will		
				have considered		
				their own response.		
Is a holy	Not taught	Not taught	Not taught	Pupils will be able to	Not taught	Not taught
journey		_	_	describe some of the		_ /
necessary for				differences between		
believers?				a pilgrimage and a		
				holiday. They will		
Learning				know about a range		
Objective: to				of places of		
explore the holy				pilgrimage for		
journeys made				Christianity and		
by believers;				Hinduism and be		
the reasons and				able to say why		
impact for such				those particular		
journeys				places are focused		
,				upon. They will know		
				a range of reasons		
				why people may		
				choose to participate		
				in a pilgrimage and		
				describe the impact		
				that the journey		
				might have on a		
				participant. They will		
				be able to describe a		
				typical pilgrimage,		
				giving details of		
				activities undertaken.		
				They will have		
				encountered a story		
				about a pilgrimage or		
				interviewed		
				interviewed		

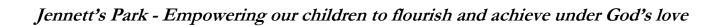






				someone who has		
				made a journey.		
Do Muslims need the Qur'an? Learning Objective: to explore different ways of showing belief with special reference to Islam	Not taught	Not taught	Not taught	Not taught	Pupils will know that people who learn the Qur'an by heart are called Hafiz; the will know that the Hadith is a different text, with different intentions and treated differently. They will know how the Qur'an is treated and some of the key teachings. They will evaluate the impact of the Qur'an on Muslim life and be able to link some Qur'anic teaching to Muslim practice; they will make links between the revelation of the Qur'an and the respect with which it is treated. They will make comparisons with other sacred text they have encountered	Not taught
Does the community of the Gurdwara help Sikhs lead better lives? Learning Objective: to explore how the Gurdwara influences the	Not taught	Not taught	Not taught	Not taught	Pupils will know the features that are common to Gurdwaras, particularly those in the UK and be able to identify similarities and differences between them and the Golden Temple in Amritsar. They will know how the	Not taught

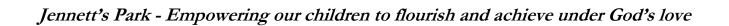






life and belief of					Gurdwara is used	
Sikhs					and how this links to	
					some of the key	
					beliefs of the Sikh	
					faith. They will	
					understand how the	
					community offers	
					support and welcome	
					and how Sikh	
					traditions are kept	
					alive by the	
					Gurdwara. They will	
					be able to compare	
					the Gurdwara to	
					other places of	
					worship and evaluate	
					the contribution of	
					each to the lives of	
					believers.	
Are the saints	Not taught	Pupils will know the				
encouraging						story of Stephen, the
role models?						first Christian martyr
						and know a range of
Learning						other saints; they will
Objective: to						know some reasons
explore reasons						why people may be
behind the						called saints and
persecution of						evaluate their
saints/believers;						contribution; they will
to compare the						know about any local
saints to the						saints; they will know
person and						that people are still
persecution of						beatified today and
Jesus						be able to name
						some modern day
						saints; they will know
						that Jesus is not
						considered to be a
						saint, but the Son of
						God and discuss the
						difference; they will
						know that some
						other religions talk

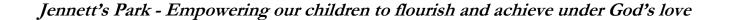






						about saints and describe what that means for them.
Do clothes express beliefs? Learning Objective: to explore how clothing rules can express belief and give people a sense of identity	Not taught	Pupils should know the names of the 5Ks, their significance in terms of symbolic and practical application. They should have investigated how the wearing of the 5Ks make young Sikh people feel and whether there are other ways that they could express their beliefs. They will know whether there are Sikh beliefs that cannot be expressed in clothing and they will know some of the ways in which other faiths express their beliefs, both with regards to clothing and behaviour. They will have some idea about the historical connections between clothing and identity, religious or otherwise. They will be able to comment on the impact of clothing choices on the local community				







Impact

At Jennett's Park, we want the children to recognise the impact of RE on their lives. We will monitor the pupils' developing knowledge and understanding of Christianity, of other principal religions, beliefs and traditions and worldviews. We actively encourage discussion, reflection and an openness in order for our learners to make informed views embed these skills. This contributes to not only to pupils' personal development and wellbeing but also formulates community cohesion by promoting mutual respect and tolerance in a diverse society equipping children with lifelong skills. To demonstrate the impact of our curriculum, pupils can demonstrate their understanding through sharing, showcasing and celebrating their work. Progress of our RE curriculum is showcased through outcomes and records of coverage.