

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.

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.

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.

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?

	
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

Church House Great Smith Street London SW1P 3AZ

T: 020 7898 1000 Charity No: 313070

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
F1/2	Theme: Special People Key Question: What makes people special? Religion: Christianity, Judaism	UC Concept: Incarnation Key Question: Why do Christians perform Nativity plays at Christmas? Religion: Christianity UC	Theme: Celebrations Key Question: How do people celebrate? Religions: Islam, Judaism	UC Concept: Salvation Key Question: Why do Christians put a cross in an Easter garden? Religion: Christianity UC	Theme: Stories Key Question: What can we learn from stories? Religions: Buddhism, Christianity, Islam, Hinduism, Sikhism	Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism
1	UC Concept: Creation Key Question: Who made the world? Religion: Christianity UC	UC Concept: Incarnation Key Question: Why does Christmas matter to Christians? Religion: Christianity UC	Theme: Jesus as a friend Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity	UC Concept: Salvation Key Question: Why does Easter matter to Christians? Religion: Christianity UC	Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism	Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism
2	Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity	UC Concept: Gospel Key Question: What is the good news that Jesus brings? Religion: Christianity UC	Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism Theme: Prayer at home Key Question: Does praying at regular intervals every day help a Muslim in his/her everyday life? Religion: Islam	UC Concept: God Key Question: What do Christians believe God is like? Religion: Christianity UC	Theme: The Covenant Key Question: How special is the relationship Jews have with God? Religion: Judaism Theme: Community and Belonging Key Question: Does going to the Mosque give Muslims a sense of belonging? Religion: Islam	Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim? Religion: Islam







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






5	<p>*Theme: Belief into action</p> <p>Key Question: How far would a Sikh go for his/her religion?</p> <p>Religion: Sikhism</p>	<p>UC Concept: Incarnation</p> <p>Key Question: Was Jesus the Messiah?</p> <p>Religion: Christianity</p>	<p>*Theme: Beliefs and moral values</p> <p>Key Question: Are Sikh stories important today?</p> <p>Religion: Sikhism</p>	<p>UC Concept: Salvation</p> <p>Key Question: What do Christians believe (What did Jesus do to save Human Beings)?</p> <p>Religion: Christianity</p>	<p>*Theme: Prayer and Worship</p> <p>Key Question: What is the best way for a Sikh to show commitment to God?</p> <p>Religion: Sikhism</p>	<p>UC Concept: God</p> <p>Key Question: What does it mean (for Christians) if God is holy and loving?</p> <p>Religion: Christianity</p>
	<p>*Theme: Prayer and Worship</p> <p>Key Question: What is the best way for a Hindu to show commitment to God?</p> <p>Religion: Hinduism</p>					
6	<p>Theme: Beliefs and Practices</p> <p>Key Question: What is the best way for a Muslim to show commitment to God?</p> <p>Religion: Islam</p>	<p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: How significant is it that Mary was Jesus' mother?</p> <p>Religion: Christianity</p>	<p>UC Concept: Creation</p> <p>Key Question: Creation and science: conflicting or complementary?</p> <p>Religion: Christianity</p>	<p>UC Concept: Salvation</p> <p>Key Question: What difference does the resurrection make for Christians?</p> <p>Religion: Christianity</p>	<p>Theme: Beliefs and moral values</p> <p>Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>Religion: Islam</p> <p><i>NB: This enquiry is taught in 2 sections over the term</i></p>	<p>UC Concept: Gospel</p> <p>Key Question: What would Jesus do?</p> <p>Religion: Christianity</p>
		<p>UC</p>				<p>UC</p>




 Teaching & Learning approach	End of KS1 <i>Pupils will be able to:</i>	End of LKS2 <i>Pupils will be able to:</i>	End of UKS2 <i>Pupils will be able to:</i>
<p>Element 1 Making sense of the text </p> <p>Developing skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of meanings of texts for Christians.</p>	<p>Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.</p> <p>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.</p> <p>Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation.</p> <p>Give clear, simple accounts of what the texts mean to Christians.</p>	<p>Order at least five key concepts within a timeline of the Bible's 'big story'.</p> <p>List two distinguishing features of at least three different types of biblical text; for example, Gospel, parable, letter.</p> <p>Make clear links between biblical texts and the key concepts studied.</p> <p>Offer suggestions about what texts might mean and give examples of what the texts studied mean to some Christians.</p>	<p>Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied.</p> <p>Identify at least five different types of biblical texts, using technical terms accurately.</p> <p>Explain connections between biblical texts and the key concepts studied, using theological terms.</p> <p>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.</p>
<p>Element 2 Understanding the impact </p> <p>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.</p>	<p>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 in their church communities.</p> <p>Give at least three examples of how Christians put their beliefs into practice in church worship.</p>	<p>Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities.</p> <p>Describe how Christians show their beliefs in worship and in the way they live.</p>	<p>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.</p> <p>Show how Christians put their beliefs into practice in different ways; for example, in different denominations.</p>

<p>Element 3: Making connections</p>  <p>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.</p>	<p>Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.</p>	<p>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.</p> <p>Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</p>	<p>Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>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.</p>
<p>Teaching & Learning approach</p>	<p>End of LKS2 <i>Pupils will be able to:</i></p>		
<p>Element 1 Making sense of the text</p>  <p>Developing skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of meanings of texts for Christians.</p>	<p>Order at least five key concepts within a timeline of the Bible's 'big story'.</p> <p>List two distinguishing features of at least three different types of biblical text; for example, Gospel, parable, letter.</p> <p>Make clear links between biblical texts and the key concepts studied.</p> <p>Offer suggestions about what texts might mean and give examples of what the texts studied mean to some Christians.</p>		
<p>Element 2 Understanding the impact</p> 	<p>Make simple links between Bible texts and concepts studied and how Christians live in</p>		

<p>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.</p>	<p>their whole lives and in their church communities.</p> <p>Describe how Christians show their beliefs in worship and in the way they live.</p>
<p>Element 3: Making connections</p>  <p>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.</p>	<p>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.</p> <p>Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</p>

Teaching & Learning approach	End of UKS2 <i>Pupils will be able to:</i>
<p>Element 1 Making sense of the text</p>  <p>Developing skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making</p>	<p>Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied.</p> <p>Identify at least five different types of biblical texts, using technical terms accurately.</p>

<p>sense of meanings of texts for Christians.</p>	<p>Explain connections between biblical texts and the key concepts studied, using theological terms.</p> <p>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.</p>
<p>Element 2 Understanding the impact</p>  <p>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.</p>	<p>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.</p> <p>Show how Christians put their beliefs into practice in different ways; for example, in different denominations.</p>
<p>Element 3: Making connections</p>  <p>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.</p>	<p>Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>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.</p>

Teaching & Learning approach		End of KS1 <i>Pupils will be able to:</i>
Element 1 Making sense of the text  <p>Developing skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of meanings of texts for Christians.</p>		<p>Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.</p> <p>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.</p> <p>Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation.</p> <p>Give clear, simple accounts of what the texts mean to Christians.</p>
Element 2 Understanding the impact  <p>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.</p>		<p>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 in their church communities.</p> <p>Give at least three examples of how Christians put their beliefs into practice in church worship.</p>
Element 3: Making connections  <p>Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible</p>		<p>Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.</p>

connections between these and pupils' own lives and ways of understanding the world.	
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The table below demonstrates the AT1 and AT2 aspect of Religious Education

Year Group	AT1 – learning about religion	AT2 – learning from 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 Group	AT1 – learning about religion	AT2 – learning from religion
Y3	Recall the different beliefs and practices of Christianity and at least one other religion.	Suggest and find meanings behind different beliefs and practices.
	Retell some of the religious and moral stories from at least three different religious texts and books.	Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong.
	Understand what it looks like to be a person of faith.	Ask and respond to questions about what individuals and faith communities do and why.
	Use key words and vocabulary related to Christianity and at least one other religion.	Use a range of different medium to creatively express their own ideas, thoughts and opinions. 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.
Y4	Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions.	Respond to meanings behind different beliefs and practices.
	Begin to compare the similarities of at least three different religious texts or stories.	Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong.
	To begin to understand the diversity of belief in different religions, nationally and globally.	Express views about why belonging to a faith community is valuable in their own lives.
	Begin to compare directly different responses to ethical questions looking at a range of different religions.	Begin to make connections between their own ideas and others.

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 stories, 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.	To reflect and respond to the significance of meaning behind beliefs and practices.
	Make links and compare stories, beliefs and practices from different religions including differences and similarities.	Respond thoughtfully to a range of sacred writings, stories and provide a good reason for differences and similarities in different texts.
	To understand and evaluate the diversity of belief in different religions, nationally and globally.	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 no faith also have a belief system.
	Articulate and apply the different responses to ethical questions from 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						
Core concept 'God'	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fundamental to Christian belief is the existence of God, Father Son and Holy Spirit	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ 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. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ 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. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ 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 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ 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 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ 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 a person rather than learning information. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ 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

			using symbols, similes and metaphors, in song, story, poems and art.			<p>see it in the Bible or through Church teaching.</p> <p>➤ Christians believe getting to know God is like getting to know a person rather than learning information.</p>
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Core concept 'Creation and Fall'	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>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 their creator. This attitude is called sin and Genesis 3 gives an account of this rebellion, popularly</p>	<p>Pupils will know that Christians believe that:</p> <ul style="list-style-type: none"> ➤ 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. 	<p>Pupils will know that Christians believe that:</p> <ul style="list-style-type: none"> ➤ 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. 	<p>Pupils will know that Christians believe that:</p> <ul style="list-style-type: none"> ➤ God the Creator 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. 	<p>Pupils will know that Christians believe that:</p> <ul style="list-style-type: none"> ➤ God the Creator 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. ➤ The Bible shows that God <i>wants</i> to help people to be close to him – he 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ 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 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ 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.			<ul style="list-style-type: none"> ➤ The Bible shows that God <i>wants</i> 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. 	<ul style="list-style-type: none"> ➤ 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.	<ul style="list-style-type: none"> ➤ 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: <ul style="list-style-type: none"> ➤ 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: <ul style="list-style-type: none"> ➤ The Old Testament tells the story of a particular group of people, the children of Israel – Known as the People 	Pupils will know that: <ul style="list-style-type: none"> ➤ 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: <ul style="list-style-type: none"> ➤ 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 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>			<p>God – and their relationship with God.</p> <ul style="list-style-type: none"> ➤ The People of God try to live in the way God wants, following his commands and worshipping him. ➤ They believe he promises to stay with them and Bible stories show how God keeps his promises. ➤ 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. ➤ Christians believe that, through Jesus, all people can 	<p>of God – and their relationship with God.</p> <ul style="list-style-type: none"> ➤ The People of God try to live in the way God wants, following his commands and worshipping him. ➤ They believe he promises to stay with them and Bible stories show how God keeps his promises. ➤ 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. ➤ Christians believe that, 	<ul style="list-style-type: none"> ➤ 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. ➤ Christians apply this 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. ➤ 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, and try to live in a way that attracts others to God; for example, as salt and light in the world. 	<ul style="list-style-type: none"> ➤ 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. ➤ Christians apply this 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. ➤ 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, and try to live in a way that attracts others to God; for example, as salt and light in the world.
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			become the People of God.	through Jesus, all people can become the People of God		
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Core concept 'Incarnation'	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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.	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ 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 ready for Jesus' coming. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ 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 ready for Jesus' coming. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ 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 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ 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 believe the Holy Spirit is God's power at work in the world and 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ 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. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ 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.

			<ul style="list-style-type: none"> ➤ 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 concept 'Gospel'	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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: <ul style="list-style-type: none"> ➤ 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: <ul style="list-style-type: none"> ➤ 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 way. 	Pupils will know that: <ul style="list-style-type: none"> ➤ 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' life shows what 	Pupils will know that: <ul style="list-style-type: none"> ➤ 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: <ul style="list-style-type: none"> ➤ 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: <ul style="list-style-type: none"> ➤ 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.		<p>it means to love God and love your neighbour</p> <ul style="list-style-type: none"> ➤ 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 	<p>➤ Christians believe Jesus' life shows what it means to love God and love your neighbour</p> <ul style="list-style-type: none"> ➤ 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 	<p>making people comfortable</p> <ul style="list-style-type: none"> ➤ 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. 	<p>➤ Christians believe that Jesus' good news not only transforms lives now, but also points toward a restored, transformed life in the future.</p> <ul style="list-style-type: none"> ➤ 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.
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Core concept 'Salvation'	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God.	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ Easter is very important in the 'big story' of the Bible. Jesus showed he was willing to forgive all people, even 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ Easter is very important in the 'big story' of the Bible. Jesus showed he was willing to forgive all people, even 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation included the ongoing restoration of 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation included the ongoing restoration of

Through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.	<ul style="list-style-type: none"> ➤ for putting him on the cross Christians believe Jesus builds a bridge between God and humans ➤ Christians believe Jesus rose from the dead, giving people hope of a new life. 	<ul style="list-style-type: none"> ➤ for putting him on the cross Christians believe Jesus builds a bridge between God and humans ➤ Christians believe Jesus rose from the dead, giving people hope of a new life. 	<ul style="list-style-type: none"> ➤ 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 <ul style="list-style-type: none"> ➤ Christians remember and celebrate Jesus' last week, death and resurrection. 	<ul style="list-style-type: none"> ➤ 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 <ul style="list-style-type: none"> ➤ Christians remember and celebrate Jesus' last week, death and resurrection. 	<p>humans; relationship with God.</p> <ul style="list-style-type: none"> ➤ 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 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 end. 	<p>humans; relationship with God.</p> <ul style="list-style-type: none"> ➤ 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 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 end. ➤ This belief gives Christians hope
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					<ul style="list-style-type: none"> ➤ 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. 	<p>for life with God, starting now and continuing in a new life (heaven).</p> <ul style="list-style-type: none"> ➤ 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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Core concept 'Kingdom of God'	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
This does not mean no one sins anymore. The Bible talks in terms of Gods' 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	Not taught	Not taught	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ Christians believe that Jesus inaugurated the 'Kingdom of God' – i.e. Jesus' whole life was a demonstration of his belief that God the King, not just in heaven but here and now. ➤ Christians believe Jesus is still alive, rules in their hearts and lives through the Holy Spirit, if they let him. ➤ Christians believe that after Jesus returned to be with 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ Christians believe that Jesus inaugurated the 'Kingdom of God' – i.e. Jesus' whole life was a demonstration of his belief that God the King, not just in heaven but here and now. ➤ Christians believe Jesus is still alive, rules in their hearts and lives through the Holy Spirit, if they let him. ➤ Christians believe that after Jesus returned to be 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ 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. ➤ The parables suggest that there will be a future Kingdom, where God's 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ 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. ➤ The parables suggest that there will be a future Kingdom, where God's reign will be complete.

<p>way God intended for human beings. 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 by God's Spirit.</p>			<p>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</p> <ul style="list-style-type: none"> ➤ 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 	<p>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</p> <ul style="list-style-type: none"> ➤ 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 	<p>reign will be complete.</p> <ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ 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.
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Diocese of Oxford						
Key questions & learning objective	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Is everybody special?</p> <p>Learning Objective: to explore how and why people choose to belong to groups and religions and the difference that makes to their lives.</p>	<p>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</p>	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 stories more important than others? Learning Objective: to explore some Old Testament stories and find what can be learned from them	Pupils will recognise which of the stories they have heard have a religious significance and will be able to say one thing that they or others learn from the story. They will be able to identify and order key events from one of the stories and talk about what they like or dislike about the story or the characters in the story.	Not taught	Not taught	Not taught	Not taught	Not taught
Do we need shared special places? Learning objective: to explore the significance and role of the synagogue for Jews; become aware of the role of the home for Jews	Pupils will recognise a synagogue and be able to identify the key features and how they are used. They will be able to talk about how the synagogue is important to Jewish people and compare it to a place that is special to them or others. If they are	Not taught	Not taught	Not taught	Not taught	Not taught

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

		<p>difference between leaders and followers. 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 faith</p>				
<p>Is it important to celebrate the New Year? Learning Objective: to explore the ways that different people and different faiths celebrate New Year</p>	Not taught	<p>Pupils will be able to identify the key features of the festivals explored and know the differences 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 Rosh Hashanah and their significance. They will know the significance of the Shofar. They will know that the New Year celebrated in the UK is not a religious festival</p>	Not taught	Not taught	Not taught	Not taught

		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				
<p>Can stories change people?</p> <p>Learning Objective: to explore the way that Old Testament and New Testament stories influence readers and listeners and the reasons for the inclusion of stories.</p>	Not taught	Pupils can retell simply the stories of Zacchaeus and Joseph, highlighting the parts of the story that show change in the characters and meant to inspire change in the listener or reader. They will suggest reasons why Christians and Jews still read these 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.	Not taught	Not taught	Not taught	Not taught
<p>How should you spend the weekend?</p> <p>Learning Objective: to explore the practice of observing Shabbat and</p>	Not taught	Pupils will know the key rules, rituals and practices associated with the Jewish Shabbat. They will know that there are many more rules than	Not taught	Not taught	Not taught	Not taught

the implications for Jewish believers and children.		they know. They will be able to describe the key 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.				
<p>Is light a good symbol for celebration?</p> <p>Learning Objective: to understand the significance of light as a symbol of belief</p>	Not taught	Not taught	Pupils will correctly identify the three festivals and the appropriate faith; they will know the story behind each festival and be able to explain why light is a feature. They will 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 contrast beliefs and	Not taught	Not taught	Not taught

			practice. They will know the artefacts that link to the festivals and their significance.			
<p>Is a Hindu child free to choose how to live? Learning Objective: to explore the impact Hindu beliefs have on the life of a child, especially the 5 daily duties; Hindu family life and worship in the home; to explore the consequences of actions and choices.</p>	Not taught	Not taught	<p>Pupils will recognise the concepts of Dharma, Karma, Moksha, and Samsara and can give simple definitions of them. They can identify the impact that these concepts have on the life of many Hindus; they have encountered some Hindu stories that explore these issues e.g. the story of Shravan; King Shibi and the Birds. Pupils have explored the 5 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.</p>	Not taught	Not taught	Not taught

<p>Does Jesus have authority for everyone?</p> <p>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</p>	Not taught	Not taught	<p>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</p>	Not taught	Not taught	Not taught
<p>Does the Christmas narrative need Mary?</p> <p>Learning Objective: to explore the role of Mary in Christian life and in the Christmas story in particular</p>	Not taught	Not taught	Not taught	<p>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</p>	Not taught	Not taught

				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.		
<p>Is a holy journey necessary for believers?</p> <p>Learning Objective: to explore the holy journeys made by believers; the reasons and impact for such journeys</p>	Not taught	Not taught	Not taught	<p>Pupils will be able to describe some of the differences between a pilgrimage and a holiday. They will know about a range of places of pilgrimage for Christianity and Hinduism and be able to say why those particular 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</p>	Not taught	Not taught

				someone who has made a journey.		
<p>Do Muslims need the Qur'an?</p> <p>Learning Objective: to explore different ways of showing belief with special reference to Islam</p>	Not taught	Not taught	Not taught	Not taught	<p>Pupils will know that people who learn the Qur'an by heart are called Hafiz; they 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</p>	Not taught
<p>Does the community of the Gurdwara help Sikhs lead better lives?</p> <p>Learning Objective: to explore how the Gurdwara influences the</p>	Not taught	Not taught	Not taught	Not taught	<p>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</p>	Not taught

life and belief of Sikhs					Gurdwara is used 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 encouraging role models? Learning Objective: to explore reasons behind the persecution of saints/believers; to compare the saints to the person and persecution of Jesus	Not taught	Not taught	Not taught	Not taught	Not taught	Pupils will know the story of Stephen, the first Christian martyr and know a range of other saints; they will know some reasons why people may be called saints and evaluate their contribution; they will know about any local saints; they will know that people are still beatified today and 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



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						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	Not taught	Not taught	Not taught	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.