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

Key Question: What is he good news that Jesus minds?

Religion: Christianity

Key Question: Is if possible to be kind to everyone all of the time?

Religion: Christianity

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Key Question: How special is the relationship Jews have with God?

Community and Belonging

Key Question: Does going to the Mosque give Muslims a sense of belonging?

Religion: Judalsm

Theme:

UC Religion: Islam

Key Question: What is the best way for a Jew to show commitment to God?

Key Question: Does completing Halj make a person a better Muslim?

Religion: Judaism

Religion: Islam

Theme:

Hall

Overview Years F1/2 to Year 6 Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2 Theme: UC Concept Incamation Theme: **JC Concept: Salvation** Theme: Theme: Special Places Special People Celebrations Stories Key Question: Why do Christians put a cross in an Easter garden? Key Question: What makes people special? ey Question: Why do hristians perform Nativity lays at Christmas? Key Question: Key Question: What can we learn from stories? Key Question: What makes places special? F1/2 How do people celebrate? Religions: Christianity, Islam, Judalsm Religion: Christianity, Judaism eligion: Christianity Religions: Islam, Judaism eligion: Christianity Religions: Buddhism, Christianity, Islam, Hinduism, **I**IC UC Sikhism Theme: Rosh Hashanah and UC Concept: Creation UC Concept Incamation Theme: UC Concept: Salvation Theme: Jesus as a friend Shabbat Yom Kippur Key Question: usation: Who made the Key Question: Why does Christmas matter to Christians? Key Question: Key Question: Is Shabbat important to Jewish ley Question: Why does Easter matter to Christians' Are Rosh Hashanah and Yom Was It always easy for Jesus to 1 Kippur important to Jewish show friendship? children? children? UC Religion: Christianity UC UC Religion: Judaism Religion: Christianity eligion: Christianity teligion: Christianity **Religion:** Judaism Theme: UC Concept Gospel UC Concept: God Theme: Theme: The Covenant Theme What did Jesus teach? Passover Riles of Passage and good WORKS

Key Question: What do Christians believe God is

Religion: Christianity

Key Question: How important is it for Jewish people to do what God asks

Key Question: Does praying at regular Intervals every day help a Muslim in his/her everyday life?

them to do?

Theme:

UC

Religion: Judaism

Prayer at home

Religion: Islam

	*Theme: Belief into action	UC Concept: Incernation	*Theme: Beliefs and moral values:	UC Concept: Seivation	*Theme: Prayer and Worship	UC Concept: God
	Key Guestion; How far would a Sith go for bis/ her religion?	Key Guestion Was Jeaus the Measist 7	Key Guesillon Are Sikh slodes important loday?	Key Guesilon, Whai do Ciritaliana helieve (Whai did) Jeans do lo save Human Beinga?	Key Guestion, What is the best way for a 5kb to show commitment to God?	Key Gueslion What does it mean (for Christians) if God Is holy and leving?
6	Religion: Sikhism	Religion: Christianity	Religion: Sikhism	Religion: Christianity	Religion: Sikhism	Religion: Christianity
	*Inomo:		*Theme:		*Ineme:	
	Prayer and Worship		Hindu Bellefs		Beliefs 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?	
	Religion: Hinduism	UC	Roligion: Hindulam	UC	Rollgion: Hinduism	UC
	Theme: Bellets and Practices	Theme: Christmas	UC Concept: Creation	UC Concept: salvation	Theme: Beliefs and moral values	
		Goncept: Incarnation				
	Key Guestion: What is the best way for a Muslim to show commitment to God?	Key Guestion: How significant is it that Mary was Jesus' mother?	Key Question: Creation and science: conflicting or complementary?	Key Guestion: What difference does the resurrection make for Christians?	Key Guestion: Does belief in Akhirah (life after (lives?	death) help Muslims lead good
6	Religion: Islam	Religion: Christianity	Religion: Christianity	Religion: Christianity	Religion: Islam	
•		UC Concept Gospel			NB: This enquiry is taught in 2 a	estions over the term
		Key Guestion: What would Jesus do?				

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Overview of 'Discovery RE'.

Religion: Christianity UC

Teaching & Learning approach	End of KS1	End of LKS2	End of UKS2
	Pupils will be able to:	Pupils will be able to:	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.	Order at least five key concepts within a timeline of the Bible's 'big story'.	Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied.
	Identify at least two different types of texts from the Bible; for example, a story, a parable, a gospel account	List two distinguishing features of at least three different types of biblical	

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Developing skills of reading and	of Jesus' life, and instructions about	text; for example, Gospel, parable,	Identify at least five different types of
interpretation; understanding how	how to behave.	letter.	biblical texts, using technical terms accurately.
Christians interpret, handle and			
use biblical texts; making sense	Tell stories from the Bible and	Make clear links between biblical texts	
of meanings of texts for Christians.	recognise a link with a concept; for example, Creation,	and the key concepts studied.	Explain connections between biblical texts and the key concepts studied, using theological terms.
	Incarnation, Gospel and Salvation.		
		Offer suggestions about what texts	
		might mean and give examples of what	
		the texts studied mean to some	Taking account of the context(s),
	Give clear, simple accounts of what the texts mean to Christians.	Christians.	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	Give at least three examples of	Make simple links between Bible texts and concepts studied and how	Make clear connections between Bible texts
Understanding	ways in which Christians use	Christians live in their whole lives and in	
		their church communities.	and concepts studied with what
the impact	Bible concepts, stories and texts to		Christians believe, how Christians
	guide their beliefs, in their individual lives and in their church		worship and how
	communities.	Describe how Christians show their	Christians behave in their whole lives,
Examining ways in which		beliefs in worship and in the way they live.	their church communities, and in the wider world.
Christians respond to biblical			
texts and teachings, and how	Give at least three examples of how		
they put their beliefs into action	Christians put their beliefs into		
in diverse ways within the	practice in church worship.		Show how Christians put their beliefs
Christian community and in the world.			into practice in different ways; for example, in different denominations.

Element 3:	Think, talk and ask questions about	Raise questions and suggest answers	Identify ideas arising from their study
	whether the text has something to	about how far the big ideas explored in	of texts and concepts, and comment
Making connections	say to them, exploring different	on how far these are helpful or	
	ideas.	might make a difference to how pupils	inspiring, justifying their responses.
		think and live.	
Evaluating, reflecting on and			
connecting the texts and			Weigh up how biblical ideas, teachings
concepts studied, and discerning		Make links between some of the stories	or beliefs relate to the issues,
possible connections between		and teachings in the Bible and life in the	problems and opportunities of their
these and pupils' own lives and		world today, expressing some ideas of	own lives and the world today,
ways of understanding the		their own clearly.	developing insights of their own.
world.		_	
Teaching & Learning approach	End of LKS2	·	
	Pupils will be able to:		
Element 1	Order at least five key concepts within a timeline of the Bible's 'big story'.		
Making sense of the text			
	List two distinguishing features of at least three different types of biblical text; for example, Gospel, parable, letter.		
Developing skills of reading and			
interpretation; understanding			
how	Make clear links between biblical texts and the key concepts studied.		
Christians interpret, handle and			
use biblical texts; making sense			
of meanings of texts for	Offer suggestions about what texts might mean and give examples of what the texts studied mean to some		
Christians.	Christians.		
Element 2	Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their		
	church communities.		
Understanding			

the impact	Describe how Christians show their beliefs in worship and in the way they live.
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.	
	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 approach	End of UKS2
	Pupils will be able to:

Element 1	Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied.
Making sense of the text	
Developing skills of reading and interpretation; understanding how	Identify at least five different types of biblical texts, using technical terms accurately.
Christians interpret, handle and use biblical texts; making 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	Make clear connections between Bible texts
Understanding	and concepts studied with what Christians believe, how Christians worship and how
the impact	Christians behave in their whole lives, their church communities, and in the wider world.
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.	Show how Christians put their beliefs into practice in different ways; for example, in different denominations.
Element 3: Making connections	Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses.

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.	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
	Pupils will be able to:
Element 1	Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.
Making sense of the text	
Developing skills of reading and interpretation; understanding how	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.
Christians interpret, handle and use biblical texts; making sense of meanings of texts for Christians.	
	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	Give at least three examples of
Understanding	ways in which Christians use
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.	Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities. Give at least three examples of how Christians put their beliefs into practice in church worship.
Element 3: 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 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.
	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 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 fait 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 o faith also have a belief system.				
	Articulate and apply the different responses to ethical questions form a range of different religions.	s 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	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 a person rather than learning information. 	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.			

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	>	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	 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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
concept 'People of						
God'						
The Old	Not taught	Not taught	Pupils will know	Pupils will know	Pupils will know that:	Pupils will know that:
Testament tells the			that: ➤ The Old	that: ➤ The Old	 The Old Testament pieces together the 	 The Old Testament pieces together the
story of			Testament	Testament tells	story of the People of	story of the People of
God's plan			tells the story	the story of a	God. As their	God. As their
to reverse the impact			of a particular group of	particular	circumstances change from being	circumstances change
of the Fall,			people, the	group of	nomads to being city	from being nomads to
to save			children of	people, the children of	dwellers, they have to	being city dwellers, they have to learn new
humanity. It			Israel –	Israel – Known	learn new ways of	ways of following God.
involves choosing			Known as the People of	as the People	following God.	hays of following Odd.

restored relationship with God, with God, the People of God try to live God try to live Him. They believe he promises. They believe he promises. The Velleve he promises. The Velleve he promises. The Velleve he promises. The Old Testament God are explains that the people God are meand God are relationship with God. The Cold Fastament failure writh the people for God are explains that the people for God are explains that the people for failure writh the people for God. Ferstians believe that, for God. Christians to worshipping a rescuer> Christians for for example, as satt and light in the word. Christians for for example, as satt and light	people who will model a		God – and their	Γ	of God – and	>	The story of Moses and the Exodus	>	The story of Moses
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with God, who will attract all other people back to God. The Bible narative includes the upsand downs of the gamman to find in the way God. The parative includes the upsand the gamman the gamman 	relationship		with God.		with God.		rescued his people		people from slavery in
who will attract all other people backGod try to live in the way God wants, following his commands and and the people backChristians see this story as looking forward to how Jesus; death and resurrection also rescue people for show how and telling the story of Jesus.The People of God try to live in the way God wants, following his commands and worshipping him.Christians see this story as looking forward to how Jesus; death and resurrection also rescue people form slavery to sin.The the story as looking forward to how Jesus; death and resurrection also rescue people form slavery to sin.The the story of sin.The the story of sin.The the promises to stay with them and telling the story of Jesus.The the story of Jesus.The <b< td=""><td></td><td>></td><td>server a server as</td><td></td><td></td><td> </td><td>from slavery in Egypt;</td><td></td><td>/ / /</td></b<>		>	server a server as				from slavery in Egypt;		/ / /
attract all other people back to God. The Bible narrative includes the ups and downs of the peoplets, who fied to persuade following his andin the way God wants, following his and worshipping him.God try to im the way God wants, following his and worshipping him.Story as looking forward to how Jesus; death and resurcetion also rescue people from slavery to sin.forward to how Jesus; death and resurcetion also resurce do also resurce do also 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.forward to how Jesus; death and resurcetion also resurce people from slavery to sin.Worshipping the prophets, who fried to persuade god. The people to stick with God. Keeps his promises. headth, food, justice and telling the story of Jesus.They believe him.The Viel he promises to word to how Jesus; death and resurced no to others: for example, loving others, caring for them, bringing health, food, justice and telling the story of Jesus.Christian see the Christian see the Christian church as part of the coping story of the People of do and try to live in a way that attracts others to 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, and try to live in a way that attracts others to 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, and try to live in a way that attracts others to God, and try to live in a way that attracts others to God, of cor exam	who will			>					271
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includes the ups and downs of this plan, including the message of the persuade God. The bill the messiah – a rescuer>him, messiah – a rescuer>Not mapping him, They believe he promises to stay with them and Bible stories the prophets, who tried to plan angens to end in failure with the people of GodNot mapping him, the the promises to stay with them and Bible stories the promises.Christians apply this living today by trying to serve God and to others: for example, loving others, caring for them, bringing health, food, justice and telling the story of Jesus.living today by trying to serve God and to others: for example, loving others, caring for them, bringing health, food, justice and telling the story of Jesus.living today by trying to serve God and to others: for example, loving others, caring for them, bringing health, food, justice and telling the story of Jesus.includes the ups and downs of the persuade> The Old Testament narrative explains that the People of God are relationship with God and to attract all of God.> Christians ape the promises.> Christian church as part of the ongoing 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 the benefits of having a relationship with God and to attract all other nations believe that, through Jesus, all >> ChristiansChristians the promises. The Old Testament attracts others to God, and try to live in a way that attracts others to God, for example, as to dive in a way that attract					-			~	
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Lips and downs of this plan, including the message of the prophets, who tried to persuade people to stick with God. The plan an appears to end in failure with then returning, a rescuer>In rety peleive he promises to stay with them and Bible stories show how God keeps his promises.Inim. the promises to stories show he promises.Iniving today by trying to serve God and to bring freedom to others. Caring for them, bringing health, food, justice and Bible stories show he promises.Serve God and to others. Caring for them, bringing health, food, justice and telling the story of Jesus.Who tried to persuade people to stick with God. The plan a repeople of God> The Old Testament narrative end in failure with the people of God> The Old Testament meant to show the benefits of having a relationship with God and to attract all of ecuer>> The Old Testament appears to end in failure with the nerected and then returning, a rescuer>> The Old God.> The Old Testament to attract all others to God, and try to live in a way that attracts others to God.> Christians to worshipping God.a rescuer>> Christians believe that, through Jesus, all arescuer>> Christians to worshipping God.> Christians to to worshipping God.> Christians to to worshipping God.> Christians to to worshipping God.a rescuer>> Christians to worshipping desus, all arescuer>> Christians to worshipping dod.> Christians to to worshipping God.>					worshipping	>			<u> </u>
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people can			Jesus, all	>	Christians				
			people can		believe that.				

	 Christians believe the Holy Spirit is God's power at work in the world and 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'						
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' 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 to social	A	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 local. National and	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.
					justice		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

Through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.	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.	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.	 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 Christians remember and celebrate Jesus' last week, death and resurrection. 	 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 Christians remember and celebrate Jesus' last week, death and resurrection. 	 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 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. 	 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 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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		V V	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 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.
			are prepared to die for others and for their faith.		for their faith.

Core	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
concept						
'Kingdom of						
God'						
This does not	Not taught	Not taught	Pupils will know that:	Pupils will know that:	Pupils will know that:	Pupils will know that:
mean no one			Christians believe	 Christians believe 	Jesus told many	Jesus told many
sins			that Jesus	that Jesus	parables about	parables about
anymore.			inaugurated the	inaugurated the	the Kingdom of	the Kingdom of
The Bible			'Kingdom 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'			life was a	whole life was a	God's rule has	God's rule has
Kingdom			demonstration of	demonstration of	begun, through	begun, through
having begun			his belief that God	his belief that	the life, teaching	the life, teaching
in human			the 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			and now.	here and now.	subsequently	subsequently
Jesus. The			Christians believe	 Christians believe 	through the lives	through the lives
idea of the			Jesus is still alive,	Jesus is still alive,	of Christians who	of Christians who
Kingdom of			rules in their	rules in their	live in obedience	live in obedience
God reflects			hearts and lives	hearts and lives	to God.	to God.
God's ideal			through the Holy	through the Holy	The parables	The parables
for human			Spirit, if they let	Spirit, if they let	suggest that	suggest that there
life in the			him.	him.	there will be a	will be a future
world – a			Christians believe	Christians believe	future Kingdom,	Kingdom, where
vision of life			that after Jesus	that after Jesus	where God's	God's reign will be
lived in the			returned to be with	returned to be		complete.

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.	God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible 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 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 > 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	 reign will be complete. 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. 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		
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 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						

Are some stories more important than others? Learning Objective: to explore some Old Testament stories and find what can be learned from them	which these ideas are connected; they will have an understanding of the concept of community and belonging. 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	Not taught	Not taught	Not taught	Not taught	Not taught
	the characters in					
Do we need	the story.	Neterusht	No. and the	Not to up to	Not to unk t	N-++
shared special	Pupils will recognise a	Not taught	Not taught	Not taught	Not taught	Not taught
places?	synagogue and					
Learnin	be able to identify					
Learning objective:	the key features and how they are					
to explore the	used. They will be					
significance and	able to talk about					
role of the	how the					
synagogue for Jews; become	synagogue is 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 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 dessert. They will know about the need for leaders to have followers and they will know the	Not taught	Not taught	Not taught	Not taught

UK is not a	Is it important to celebrate the New Year? Learning Objective: to explore the ways that different people and different faiths celebrate New Year	Not taught	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 leaders and can compare their leaders of the faith 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	Not taught	Not taught	Not taught	Not taught
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Can stories change people? 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.	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 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
How should you spend the weekend? Learning Objective: to	Not taught	Pupils will know the key rules, rituals and practices associated with the Jewish	Not taught	Not taught	Not taught	Not taught
explore the practice of observing Shabbat and		Shabbat. They will know that there are many more rules than				

the implications for Jewish		they know. They 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	Not taught	Not taught	Pupils will correctly	Not taught	Not taught	Not taught
symbol for			identify the three			
celebration?			festivals and the			
			appropriate faith;			
Learning			they will know the			
Objective: to			story behind each			
understand the significance of			festival and be able to explain why light			
light as a			is a feature. They will			
symbol of belief			understand the			
Symbol of beller			significance of light			
			for life and its			
			symbolic meaning as			
			guide, revelation and			
			understanding. They			
			will be able to			
1			describe the beliefs			
			that each festival			
			expresses and			

			practice. They will know the artefacts that link to the festivals and their significance.			
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.	Not taught	Not taught	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 themselves.	Not taught	Not taught	Not taught

D I			D			
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

le s boly	Nottought	Notsought	Mattaught	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. Pupils will be able to	Nottought	Mottousht
Is a holy journey necessary for believers? Learning Objective: to explore the holy journeys made by believers; the reasons and impact for such journeys	Not taught	Not taught	Not taught	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	Not taught	Not taught

				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 Sikhs					Gurdwara is used and how this links to	
Sikiis					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	Not taught	Not taught	Not taught	Not taught	Pupils will know the
encouraging	inor cought					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 behind the						why people may be 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