

Religious Education

As a Church School, we ensure that our Religious Education Curriculum reflects the Church of England Statement of Entitlement, developing religious literacy and meeting statutory obligations.

Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.

During each key stage, children complete topics focused on an area of RE as part of their curriculum. The topics are organised in a two-year cycle in KS1, LKS2 and UKS2. Children learn specific knowledge in each project and deepen their understanding across each key stage, including the use of key concepts.

National Curriculum Aims

The Kent Agreed Syllabus for RE aims to engage children in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Golden Threads (Key Concepts)

During each Religious Education topic, children develop their understanding of, and links between, the Golden Threads of: Theology (God), Philosophy (Reality) and Human Science (Community). We endeavour to support the development of these Golden Threads through encouraging our children to reflect on how our values of Wisdom, Hope and Trust interact with their learning experiences and how the two combined can support us in flourishing as individuals, whose unique contributions are valued.



Theology – God

Children will grow an understanding about core concepts about God for Christian, Jewish and Muslim people, exploring those of Sikhs and non-religious people.

They will explore a range of sacred texts and other documents considering their meanings and impact.

Children will also grow their range and use of subject specific vocabulary.



Philosophy – Reality

Children will develop an understanding of the importance of asking questions and encountering different viewpoints.
They will reflect on their own 'personal knowledge' and that of others.
Children will grow an understanding of what might influence and shape a person's view of the world, attitude or behaviour – including their own.



Human and Social Science – Community

Children will be encouraged to make connections between different views, religion and belief and think about how people express these.
Children will grow an understanding, recognition and respect of diversity in religions and beliefs and consider how this affects their lives.
Children, from a young age will be encouraged to explore their world with a sense of curiosity, awe and wonder. This will support them in developing their own sense of who they are and their place in the world

Our values of Wisdom, Hope and Trust, encourage the children to think about the links between the Golden Threads, supporting them to flourish as individuals with these values at their core, whilst recognising, supporting and nurturing the unique contribution that every child makes to the growth of the whole school community in learning about the theological, philosophical and sociological world around them.

Rationale

Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory then nothing has been learned. **Sweller**

Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts. **Ofsted Framework 2019**

When students' brains link background knowledge with new text, they are better at making inferences and retain information more effectively. **Vacca and Vacca (2002)**

Retrieval is built into the teaching cycle in order to ensure that children activate what they already know and can then build on their existing knowledge, making connections, securing key concepts and deepening learning. Retrieval practice will help teachers to remind pupils of their previous learning and what they know from other subjects, as well as identifying what personal knowledge they bring to the new learning.

It is of paramount importance to consider the rationale behind key concepts that have been selected, and how they support the development of our values of Wisdom, Hope and Trust in our pupils (School's curriculum statement). We are mindful of the barriers that many of our children experience to learning, including confidence and a willingness to take risks, and the curriculum for RE is firmly rooted in our school vision, where children are met at the point where they are and all are included and supported to flourish through our values. This helps us to develop our pupils so that they are creative, they are problem-solvers and they are able to collaborate.

These key concepts have been selected as they are foundations which allow children to build on their knowledge and understanding about religions and worldviews. They equip children with the skills they need to respectfully ask questions, explore ideas, make comparisons and articulate their own opinions and beliefs. The key concepts promote the three schools' ethos of inclusivity and respect, allowing children to learn about various belief systems and worldviews and consider and articulate their own.

Deepening Understanding

When learning during the RE topics children will deepen their knowledge by:

- Reading, discussing and annotating religious texts and engaging with supplementary materials, such as artwork and poetry
- Asking relevant questions about their own core beliefs and the beliefs of others.

- Considering the similarities and differences of a range of beliefs by using and building on prior knowledge.
- Considering opinions, emotions and traditions of others in a respectful way when making comparisons.
- Engaging with interesting artefacts
- Exploring the 'so what?' question when looking at religious practices and traditions
- Engaging in creative, well-planned activities

Children will deepen their understanding through a range of creative and engaging activities, where they will not only acquire knowledge of religions and worldviews, but also be given opportunities explore the impact of different religious practices and traditions, by considering the question, 'So what?'. Children will be encouraged to apply the skills they have learnt to compare and contrast religions and worldviews, expressing why particular practices are important to some believers. They will also learn to clearly articulate their own beliefs and opinions.

Early Years Foundation Stage (EYFS)

Learning within our reception year provides the knowledge, skills and understanding bedrock for future learning. Pupils;

- investigate and experience things, and 'have a go'
- concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- have and develop their own ideas, make links between ideas, and develop strategies for doing things

ELG: People, Culture and Communities

Children at the expected level of development will:

- know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class

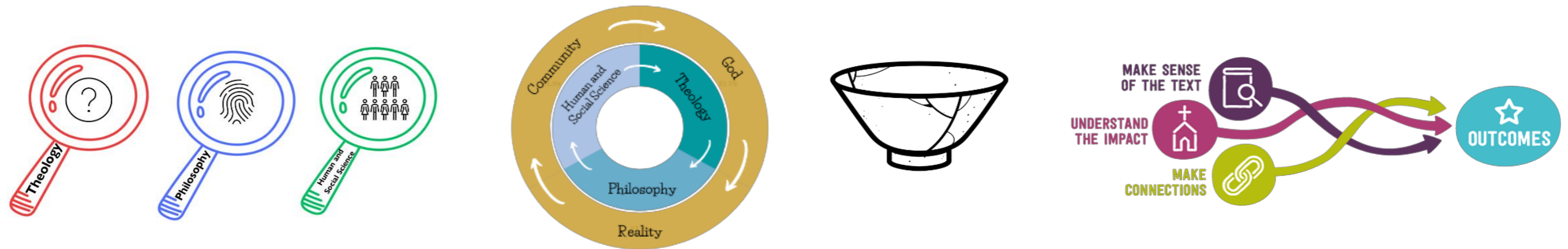
Adaptive Teaching for SEND

Children with identified SEND will have adjustments made in QFT in line with the Mainstream Core Standards. In addition, when planning and preparing the teaching sequence for each project, teachers will consider what adaptations can be made in order for all children to access teaching and learning. Where this is an adaptation beyond the MSCs, teachers will consider, in particular, how specific skills are being developed.

Engagement Model

Pupils working below the PoS.

The Golden Threads in The Early Years Foundation Stage – Reception



RE in EYFS will prepare children for the multi-disciplinary approach. Pupils begin to explore religion and worldviews in terms of important people, times, places and objects, as well as visiting places of worship where possible. Pupils listen to, and talk about, religious stories which may raise puzzling and interesting questions. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression.

EYFS Learning

During their time in EYFS, pupils should be given learning experiences that encourage them to:

- Explore the world of religion and worldviews in terms of special people, stories, times, places and objects and where possible by visiting places of worship
- Use appropriate subject-specific vocabulary
- Explore how and why 'God' might be important to some people
- Listen to and talk about stories from different religions and worldviews
- Reflect on their own feelings and experiences
- Use their imagination and curiosity to develop their awe and wonder of the world around them
- Continue to develop their own sense of who they are and their place in the world, including the communities they are a part of

Evidence of Theology - God

- Talk about a place, a special story or person belonging to a faith or belief community using appropriate language
- Show an awareness that festivals are special times for different people and describe how people celebrate them
- Use key theological vocabulary e.g. 'God'
- Recreate religious and belief stories in their play e.g. small world play

Evidence of Philosophy – Reality

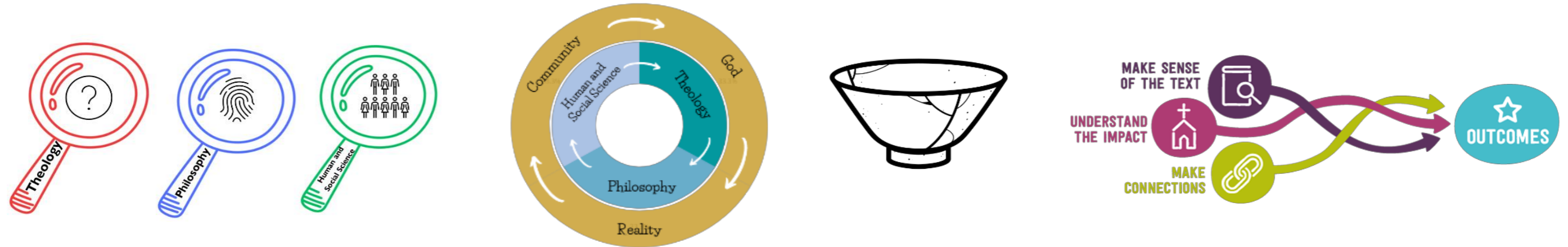
- Show curiosity; ask questions about their learning
- Respond with growing sensitivity and responsibility to the world around them
- Talk about right/wrong, good/bad, real/true
- Recognise that others views may be different from their own
- Show a range of feelings in response to their learning – e.g. awe, wonder, sadness, joy etc
- Talk about what concerns them about different ways in which people behave
- Say what matters to them or is of value

Evidence of Human and Social Science – Community

- Talk about their own times of celebration or about things that are special to them, such as beliefs, places, books, objects and people (communities)
- Talk about a group they belong to and show an awareness that children belong to different groups

Questions you might ask:	Questions you might ask:	Questions you might ask:
<p><i>What stories do people tell to help them learn about God?</i></p> <ul style="list-style-type: none"> • What is a belief? • What does this religious word mean? • How do we say this religious word? • What is this religious story about? Why might people tell this story? • What does the word 'God' mean? 	<p><i>What puzzling questions does this learning make you ask or think about?</i></p> <ul style="list-style-type: none"> • What puzzles you? • Is it real? • What is right? What is wrong? What is 'good'? • What do we mean by true? 	<p><i>Who am I, what do I believe and what makes me special?</i></p> <ul style="list-style-type: none"> • How do people celebrate? • What might people use this artefact for? • What ceremonies and festivals have you taken part in? • What happens in a [place of worship]? • What do these symbols mean?
<p>Specific RE skills demonstrated to be working at the expected level:</p>		
<ul style="list-style-type: none"> → Talk about ... things, places, times, feelings, what people do → Think about ... → Recognise some ... → Identify some ... → Say what ... → Recall some simple stories -> retell simple stories → Recall what happens → Get to know and use appropriate words to talk about their thoughts and feelings -> say why something is special → Give examples linked to their own lives Share and record occasions when things have happened in their lives → Observe, notice and wonder -> Ask questions 		

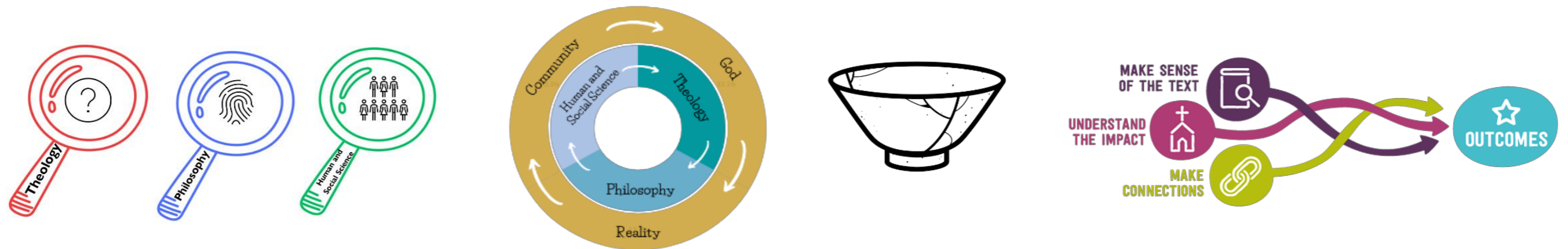
The Golden Threads in Key Stage 1



<p>Previous Learning</p> <p>In EYFS children will have had opportunities to find out and learn about the world they live in. These experiences are likely to have included:</p> <ul style="list-style-type: none"> • Learning about themselves in the context of their school • Learning about worldviews, beliefs and cultures of others, including Christianity • Encountering the celebration of different festivals • Where possible, meeting different people from faith and belief communities • Hearing stories that are special to different religious and non-religious people, that help children to relate to the things different people believe 		
<p>Key Stage 1 Learning</p> <p>In KS1, pupils develop their knowledge and understanding of worldviews, beliefs and ‘lived experience’ of some Christian, Jewish and Muslim people and may encounter some non-religious people through learning about Humanism.</p>		
<p>Throughout their learning experience in KS1, pupils will develop their understanding of the Golden Threads of ‘God’ ‘Community’ and ‘Reality’ and be encouraged to:</p> <ul style="list-style-type: none"> • Explore core concepts and beliefs for Christian, Jewish and Muslim people and appreciate that some people call themselves ‘non-religious.’ • Develop subject specific vocabulary • Encounter how different people view the world in different ways • Encounter and respond to ways in which people express their beliefs (e.g. stories, artefacts and other media such as art and music – and what they might mean) • Ask questions and express their own views about what it means to be human: what’s important to themselves and to others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging. • Begin to understand the importance and value of religion and belief for different people, especially other children, their families and communities they belong to • Ask relevant questions and develop a sense of wonder and curiosity about the world around them, using their imagination 		
<p>Evidence of Theology - God</p> <ul style="list-style-type: none"> • Talk simply about core beliefs and concepts and what they mean • Use appropriate subject specific vocabulary when they talk • Identify similarities in features of religion and belief • Retell religious, spiritual and moral stories 	<p>Evidence of Philosophy – Reality</p> <ul style="list-style-type: none"> • Respond sensitively and imaginatively to questions about being human and their own place in the world • Ask thoughtful questions about their own and others’ ideas, feelings and experiences • Recognise that some questions about life are difficult to answer 	<p>Evidence of Human and Social Science – Community</p> <ul style="list-style-type: none"> • Talk about different communities of people • Give examples of how people put their beliefs into practice, in the home, in places of worship or in living their lives • Give a reason why something may be of value to themselves and/or others, recognising different viewpoints

<ul style="list-style-type: none"> • Identify how stories / symbols / objects might show what people believe • Identify how belief is expressed in different ways for different people 	<ul style="list-style-type: none"> • Respond to questions e.g. right/wrong, good/bad, real/true • Give a simple reason for a view that they have 	
<p>Questions you might ask:</p>	<p>Questions you might ask:</p>	<p>Questions you might ask:</p>
<p><i>What do people believe and think about God? What does this look like in their life?</i></p> <ul style="list-style-type: none"> • What do religious people say God is like? • Why is light an important symbol for many religious believers? • What do _____ remember at _____? (E.g. what do Jews remember at Passover?) • What might _____ learn from the _____ narrative? (E.g. what might Hindus learn from the Diwali narrative?) • What might _____ learn from the story of _____? (E.g. what might Jews learn about God from the story of Abraham?) • What do Christians believe God is like? • Who made the world? • Why does Christmas matter to Christians? • Why does Easter matter to Christians? 	<p><i>How does learning about this religion cause you to question and wonder about the world around you and your own experience within it?</i></p> <ul style="list-style-type: none"> • Why do people have different views about the idea of 'God'? • What do my senses tell me about the world of religion and belief? • What is puzzling about the world of religion and belief? • What is 'good' and what is 'bad'? • How do people decide what is right and wrong? • What questions do religious stories make us ask? Can we find any answers? • How did the universe come to be? 	<p><i>What does it mean for a child to belong to a family of faith?</i></p> <ul style="list-style-type: none"> • How do festivals/celebrations bring people together? • Where is the religion around us? • What does it mean to belong to the _____ community? • What happens in the daily life of a _____? • What does it mean to be part of a religious family? • Why are symbols and artefacts important to some people? • How do worship gatherings/ceremonies give _____ a sense of identity and belonging?
<p>Specific RE skills demonstrated</p>		
<p>Working Towards the Expected Standard</p>	<p>Working at the Expected Standard</p>	<p>Working Above the Expected Standard</p>
<ul style="list-style-type: none"> → Talk about the fact → Recognise some simple facts → Identify at least xxx objects 	<ul style="list-style-type: none"> → Talk about some simple ideas → Retell a story → Talk about issues → Ask and suggest some good questions → Offer ideas of their own → Recognise some objects and suggest why these are important → Identify some ways → Identify ... → Describe some ways → Collect examples → Give an account → Use creative ways to express their own ideas 	<ul style="list-style-type: none"> → Make links between what xxx taught and what xxx believe. → Respond thoughtfully → Express own ideas about xxx in light of their learning → Suggest their own ideas → Suggest meanings → Identify some similarities and differences → Answer the title question thoughtfully → Give examples of ways

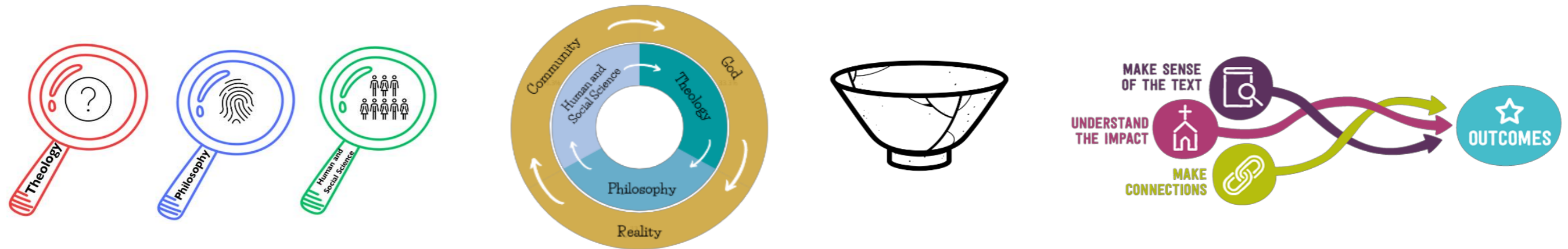
The Golden Threads in Lower Key Stage 2



<p>Previous Learning</p> <p>In KS1 children will have explored religion and worldviews through encountering the practices, artefacts, stories and beliefs of some Christian, Jewish and Muslim people, as well as developing an understanding that other people might call themselves ‘non-religious’. It is hoped that through the KS1 units of work, pupils will have gained these insights through a rich range of resources such as art, music and meeting people from different faith and belief communities through carefully planned visits or by having visitors into school. The LKS2 units of work build on these experiences.</p>		
<p>Lower Key Stage 2 Learning</p> <p>During Lower Key Stage 2, pupils should extend their knowledge and understanding of the beliefs and lived experience of some Christian, Jewish and Muslim people and be introduced to the importance of equality to Sikh people, and the Golden Rule to Humanists, recognising the impact of religion and belief on people’s worldviews, locally (including their own school), nationally and globally. They will also make connections across their learning in thematic units and deepen their understanding of concepts within and across religions/beliefs. The units of work should enable pupils to become more self-reflective in the way they understand their own personal worldview and the things that have influenced it and give them opportunities to express their understanding in different ways. They will also continue to develop important subject specific and cross-curricular skills.</p>		
<p>Throughout their learning experiences in LKS2, pupils will develop their understanding of the Golden Threads of ‘God’ ‘Community’ and ‘Reality’ and be encouraged to:</p> <ul style="list-style-type: none"> • Build on their understanding of some core concepts and beliefs about God for Christian, Jewish and Muslim people and explore those of Sikh and non-religious people • Explore a variety of sacred texts and other sources and consider their meanings and impact • Extend their range and use of subject specific vocabulary • Understand the importance of asking questions and encountering different viewpoints • Reflect on their own ‘personal knowledge’ and that of others in the light of their learning • Develop an understanding of what might influence and shape a person’s worldview, attitude or behaviour, including their own • Make connections between aspects of worldviews, religion and belief and consider how people express these in everyday life • Recognise diversity in religions and beliefs and consider the impact of this on people’s lived experience 		
<p>Evidence of Theology - God</p> <ul style="list-style-type: none"> • Identify similarities and differences between theological concepts/religions/beliefs, giving examples from their learning 	<p>Evidence of Philosophy – Reality</p> <ul style="list-style-type: none"> • Compare their own ideas, influences and/or feelings with those of others 	<p>Evidence of Human and Social Science – Community</p> <ul style="list-style-type: none"> • Investigate and connect aspects of religion and beliefs, identifying some similarities and differences in people’s lived experience

<ul style="list-style-type: none"> • Describe and suggest meanings for symbols and other forms of expression for people of faith or belief, giving reasons for their ideas • Make links between concepts/beliefs, texts/stories and practices (believing, belonging and behaving) 	<ul style="list-style-type: none"> • Make links between what they and other people think about God/being human/what is important in life/how to behave • Give reasons for beliefs, attitudes, actions, especially in relation to their own developing worldview ('personal knowledge') • Ask significant questions about life, comparing their ideas with others' and suggesting answers from their learning 	<ul style="list-style-type: none"> • Identify the impact on beliefs and practices on people's lives – individually, or as a community e.g. in how people worship and/or how they live
<p>Questions you might ask:</p>	<p>Questions you might ask:</p>	<p>Questions you might ask:</p>
<p><i>What do people believe and think about God? How does religious belief shape and influence everyday life?</i></p> <ul style="list-style-type: none"> • What do _____ believe about God? • How do _____ talk about God? • What is the Bible and how do people interpret it? • Why is there so much diversity of belief within _____? • Where do religious beliefs come from? • How have events in history shaped beliefs? • What do Christians learn from the creation story? • What is the Trinity? • Why do Christians call the day Jesus died 'Good Friday'? 	<p><i>How does learning about the religion cause believers and you to explore further question, challenge an understanding of the world and your place in it?</i></p> <ul style="list-style-type: none"> • What is the difference between believing and knowing? • What is philosophy? • What do we mean by 'truth'? • How do people make moral decisions? • How do people respond to issues of poverty and justice? • What kind of world should we live in? • Is seeing believing? • Can kindness/love change the world? 	<p><i>How does belonging to a faith community guide and influence everyday attitudes (head), responses (heart) and actions (hands)?</i></p> <ul style="list-style-type: none"> • What can we learn from different members/expressions of the _____ tradition? • How do _____ express their religious beliefs in modern Britain and in _____ [name of country]? • How do people express commitment to a religion or worldview in different ways? • What difference does being a _____ make to daily life? What does it mean to be a _____? • How do/have religious groups contribute to society and culture in the local area
<p>Specific RE skills demonstrated</p>		
<p>Working Towards the Expected Standard</p>	<p>Working at the Expected Standard</p>	<p>Working Above the Expected Standard</p>
<ul style="list-style-type: none"> → Identify beliefs → Retell and suggest the meanings of stories → Recall and name → Recognise 	<ul style="list-style-type: none"> → Describe some ways → Ask questions and suggest some of their own responses → Suggest why → Identify how → Make connections between stories → Give examples of how and suggest reasons why → Discuss their own and others ideas → Explore and suggest ideas → Link up some questions and answers 	<ul style="list-style-type: none"> → Identify some similarities and differences → Discuss and present their own ideas about why → Express their own understanding → Present their own ideas about attitudes → Make between key concepts and the big story of the Bible → Consider and evaluate → Suggest how and why → Express ideas

The Golden Threads in Upper Key Stage 2



Previous Learning		
During lower Key Stage 2, pupils should have extended their knowledge and understanding of the beliefs and lived experience of some Christian, Jewish and Muslim people and been introduced to the importance of equality to Sikh people, the Golden Rule to Humanists, recognising the impact of religion and belief on people’s worldviews, locally (including their own school), nationally and globally. They will have made connections across their learning in thematic units and deepened their understanding of concepts within and across religions/beliefs and begun to explore their own personal worldview and the things that may have influenced it.		
Upper Key Stage 2 Learning		
During upper Key Stage 2, pupils will continue to develop their understanding of the beliefs and lived experience of some Christians, Jewish, Muslim and non-religious people, and be introduced to the Dharmic tradition of Sanatan Dharma. As learning develops across the phase, pupils will increasingly become more aware of the factors that might account for diversity within and across communities, including opportunities to consider how some sacred texts can be interpreted in different ways – e.g. creation narratives. They will continue to explore their own personal worldview and begin to articulate some of the factors that may have influenced it, also applying their thinking to help them to understand the worldview of others.		
Throughout their learning experience in UKS2, pupils will extend their understanding of the Golden Threads of ‘God’ ‘Community’ and ‘Reality’ and express their ideas/findings in different ways, through being given opportunities to:		
<ul style="list-style-type: none"> • Deepen their understanding of some core concepts and beliefs about God for some Christian, Jewish, Muslim and non-religious people and explore those of some Hindu people. • Explore a wider range of sacred texts and other sources and consider their meanings and impact for different people. • Consider how different people might interpret some core texts in different ways. • Identify relevant information in answer to ‘big’ questions about being human, or living life, selecting examples and giving reasons for their choices. • Recognise the challenges involved in living life according to a set of principles and reflect on what influences these. • Explore how the search for meaning and ‘truth’ might be a part of human experience. • Explore diversity within and between religion and beliefs and evaluate the impact on people’s lived experience. • Consider the importance of communities in shaping people’s worldviews. 		
Evidence of Theology - God	Evidence of Philosophy – Reality	Evidence of Human and Social Science – Community
<i>What do people believe and think about God? How does religious belief shape and influence everyday life?</i>	<i>How does learning about the religion cause believers and you to explore further question, challenge an understanding of the world and your place in it?</i>	<i>How does belonging to a faith community guide and influence everyday attitudes (head), responses (heart) and actions (hands)?</i>

<ul style="list-style-type: none"> • Explore, gather, select and organise ideas about religion, belief or worldviews, drawing on key texts/sources and concepts where appropriate • Express their understanding of concepts in theological terms • Suggest some ways in which different people might interpret key texts/sources • Suggest meanings for a range or forms of expression, using accurate vocabulary 	<ul style="list-style-type: none"> • Explain how sources of inspiration and influence make a difference to themselves and others, recognising that others might think differently • Suggest what might happen as a result of their own and others; thinking, attitudes or actions, drawing on examples from their learning • Develop insights of their own in exploring questions raised by the study of religions and beliefs, relating to their own personal worldview • Reflect on possible connections between worldviews and the human search for meaning 	<ul style="list-style-type: none"> • Comment on connections between questions/beliefs/values/practices/ways of life, explaining their importance to different communities • Investigate and describe similarities and differences in lived experience within and between religions/beliefs • Describe the impact of beliefs and practices for different people (e.g. on individuals, groups/communities and cultures, locally, nationally and globally)
<p>Questions you might ask:</p>	<p>Questions you might ask:</p>	<p>Questions you might ask:</p>
<ul style="list-style-type: none"> • How do _____ explain the suffering in the world? • One narrative, many beliefs: Why do people interpret things differently? • How reliable are sources of authority for believers? • How do _____ make sense of the world? • What does it mean if God is holy and loving? • Creation and science: Conflicting or complementary? • Was Jesus the Messiah? • What did Jesus do to save human beings? • What differences does the resurrection make for Christians? 	<ul style="list-style-type: none"> • Why is there suffering in the world? • What can we learn about the world/knowledge/meaning of life from the great philosophers? • Is being happy the greatest purpose in life? • Is believing in God reasonable? • Is it possible for something to always be right (or wrong)? • What does it mean to be 'human'? • Are angels real? • Can people come back to life? 	<ul style="list-style-type: none"> • What do we mean by religion? • What makes a religion a religion? • How do/have religious groups contribute to society and culture across the world? • Does religion bring peace, conflict or both? • What does it mean to be part of a global religious/worldview community? • How have expressions of _____ changed over time? • How do beliefs shape identity for _____? • How has belief in _____ impacted on music and art through history?
<p>Specific RE skills demonstrated</p>		
<p>Working Towards the Expected Standard</p>	<p>Working at the Expected Standard</p>	<p>Working Above the Expected Standard</p>
<ul style="list-style-type: none"> → Define the term → Give two reasons → Recall → Find out → Respond with their own ideas → Identify the x → Describe 	<ul style="list-style-type: none"> → Outline clearly → Give examples of ways → Express thoughtfully → Present different views → Express their own understanding → Explain the impact → Express ideas → Explain some similarities and differences between → Explain some reasons why → Make connections between → Suggest some reasons why → Describe and reflect 	<ul style="list-style-type: none"> → Explain how xxx disagree and interpret things differently → Explain the links between ... giving reasons why → Enquire into ... using evidence and examples → Interpret a range of ... → Investigate and explain ... expressing their own ideas → Examine the title question from different perspectives including their own → Apply ideas ... → Consider and evaluate

EYFS Outcomes and Knowledge Building Blocks

<p align="center">Term 1 God What do Christians believe God is like?</p>	<p align="center">Term 2 Incarnation Why do Christians perform Nativity plays at Christmas?</p>	<p align="center">Term 3 Bible Which stories are special and why? (New Testament)</p>	<p align="center">Term 4 Salvation Why do Christians put a cross in an Easter garden?</p>	<p align="center">Term 5 & 6 World faiths Which stories are special and why? <i>(Meeting children of faith)</i></p>
<ul style="list-style-type: none"> - Christians believe that the word 'God' is important as the name of someone very important - Christians believe that God is the Creator of the universe and all that is in it, including people and animals, - Christians show that God is important to them in church when they gather together to pray to God and to sing his praise. - Christians are taught to respect God's name and use it with love and care because God is holy and great. - Christians believe that they should care for God's world. 	<ul style="list-style-type: none"> - Christians believe God came to Earth in human form as Jesus. - Christians believe that Jesus was a special baby because he came from God. - Christians believe Jesus came to show that all people are precious and special to God. - Christians find the nativity story in the Bible. - Christians perform nativity plays to help children remember story of the birth of Jesus. 	<ul style="list-style-type: none"> - I can retell at least two accounts of Jesus meeting different people. - I can talk about the way Jesus taught about how people should live their lives. - I can talk about friendship and forgiveness in my own life - I can retell at least two parables that Jesus told. - I can talk about how parables are special stories that have a message that teaches Christians more about God. - I can talk about love and kindness in my own life - I can retell at least two accounts of the miracles Jesus performed. - I can talk about how Jesus' miracles teach Christians more about who Jesus is and why he is special. - I can talk about peace in my own life. 	<ul style="list-style-type: none"> - Christians remember how the crowds welcomed Jesus on Palm Sunday - Christians remember the sadness of Jesus dying on Good Friday - Christians remember the surprise and happiness of Easter Sunday because Jesus did not stay dead - Christians use special symbols and have special customs connected to Jesus' death and resurrection over the Easter period - Christians believe that the cross is a very special symbol reminding them that they can be glad to have Jesus to help them to make a new start when they do things wrong. 	<ul style="list-style-type: none"> - Jewish people believe in one God, who forgives people when they say sorry. - Jewish stories are written in the Torah - Stories in the Torah are also found in the Old Testament of the Bible, so are special to Christian and Jewish people. - Muslim people believe in one God, Allah, who made the world and wants people to care for it. - Some Muslim stories are written in the Qur'an. - Hindu people believe in one supreme being Brahman in the forms of many deities. - Hindu stories are found in many sacred books. - Sikh people learn about God wants them to behave through the example of Guru Nanak. (Guru means teacher) - The Guru Granth Sahib tells stories of Guru Nanak and the other Gurus.

KS1 Specific knowledge within the topics						
Year A	God What do Christians believe that God is like?	Incarnation Why does Christmas matter to Christians?	Gospel What is the good news that Jesus brings?	Salvation Why does Easter matter to Christians?	Judaism Who is Jewish and what do they believe?	Judaism Who is Jewish and what do they believe?
	<p>Pupils learn:</p> <ul style="list-style-type: none"> -Christians believe in God and they can learn about God in the Bible. - God is loving, kind, fair and forgiving. -God is Lord and King. -Christians use stories from the Bible to guide their beliefs. -Christians worship God and try to live in ways that please him. -Parables and the links between them and concepts from the Bible. 	<p>Pupils learn:</p> <ul style="list-style-type: none"> -Christians believe that Jesus is God and that he was born as a baby in Bethlehem. -The story of Jesus birth and that Christians celebrate it. -Christians believe that Jesus came to bring Good news. -Advent for Christians is a time of getting ready for Jesus' coming. 	<p>Pupils learn:</p> <ul style="list-style-type: none"> -Christians believe Jesus brings good news for all people. -What the good news that Jesus brought meant. -Jesus is a friend to all. -Christians believe Jesus' teachings make people think hard about how to live and show them the right way. 	<p>Pupils learn:</p> <ul style="list-style-type: none"> -Easter is very important in the 'Big Story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. -Christians believe Jesus builds a bridge between God and humans. -Christians believe that Jesus rose again, giving people hope of a new life. 	<p>Pupils learn:</p> <ul style="list-style-type: none"> -Who is Jewish and what is important to them. They will learn about Mezuzah and Shabbat, making links to their own experiences of reflection, thanksgiving, prayer and remembrance. 	<p>Pupils learn:</p> <ul style="list-style-type: none"> -The story of Chanukah and its importance to Jewish people. Children will learn why the synagogue is an important place for Jewish people and make links to their own experiences of worship and celebration.
Year B	Creation Who made the world?	Incarnation: Digging Deeper Why does Christmas matter to Christians?	Gospel: Digging Deeper What is the good news that Jesus brings?	Salvation: Digging Deeper Why does Easter matter to Christians?	Islam Who is a Muslim and what do they believe?	Islam Who is a Muslim and what do they believe?
	<p>Pupils learn:</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>Same core knowledge content but application within a different context.</p>	<p>Same core knowledge content but application within a different context.</p>	<p>Same core knowledge content but application within a different context.</p>	<p>Pupils learn:</p> <ul style="list-style-type: none"> -About Muslim beliefs in God, linking to some of the 99 names of Allah. They will learn about the Prophet Mohammad as well as key celebrations and items in the Muslim faith. 	<p>Pupils learn:</p> <ul style="list-style-type: none"> -About Muslim beliefs in God, linking to some of the 99 names of Allah. They will learn about the Prophet Mohammad as well as key celebrations and items in the Muslim faith.

LKS2 Specific knowledge within the topics						
Year A	People of God What is it like to follow God?	Incarnation What is the Trinity?	Sikhism What is important for Sikh people?	Salvation Why do Christians call the day Jesus died 'Good Friday'?	Kingdom of God When Jesus left, what was the impact of Pentecost?	Sikhism How do Sikh people worship and celebrate?
	<p>Pupils learn:</p> <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 God — and their relationship with God. -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 become the People of God. 	<p>Pupils learn:</p> <ul style="list-style-type: none"> -Christians believe God is Trinity: Father, Son and 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 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. -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 in their lives today, enabling them to follow Jesus. 	<p>Pupils learn:</p> <ul style="list-style-type: none"> -What is important to Sikhs and how the 5 K's impact on life. Children will learn the importance of key events, items and sense of community for the Sikh faith and how the teachings of the Gurus can be followed. 	<p>Pupils learn:</p> <ul style="list-style-type: none"> -Christians see Holy Week as the culmination of Jesus' earthly life, leading to his 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. 	<p>Pupils learn:</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 is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven'). - Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him. -Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. <p>Christians celebrate Pentecost as the beginning of the Church.</p>	<p>Pupils learn:</p> <ul style="list-style-type: none"> -About Sikh worship and the teachings of Guru Granth Sahib and seva. <p>Children will compare the different things Sikhs' do which show equality in the Langar and will discuss reasons why being a Sikh in Britain can be a good thing.</p> <p>Children will also learn what Vaisakhi is and why Sikhs celebrate it, making links to their own experiences of celebrations.</p>
Year B	Creation/Fall What do Christians learn from the Creation story?	Incarnation: Digging Deeper What is the Trinity?	Gospel What kind of world did Jesus want?	Salvation: Digging Deeper Why do Christians call the day Jesus died 'Good Friday'?	Journey Why do some people think that life is a journey and what significant experiences mark this?	Hinduism What does it mean to be a Hindu in Britain today?
	<ul style="list-style-type: none"> - The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). -This means that humans cannot get close to God without God's help. • The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. • Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short. 	<p>Pupils learn:</p> <ul style="list-style-type: none"> -Christians believe God is Trinity: Father, Son and Holy Spirit. -Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. -Jesus, the Son of God, is seen by Christians as revealing what God the Father is like. -Understanding God is challenging; people spend their whole lives learning more and more about God. -Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus. 	<p>Pupils learn:</p> <ul style="list-style-type: none"> -That Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first. -Jesus shows love and forgiveness to unlikely people. -That Christians believe Jesus challenges people who pretend to be good (hypocrisy). -That Christian try to be like Jesus – they want to know him better and better. -How Christians try to put his teachings and example into practice in lots of ways, from church worship to social justice. 	<p>Same core knowledge content but application within a different context.</p>	<p>Children will consider what a journey is to them and compare how key events throughout a person's life is celebrated in religions around the world. Children will consider whether all journeys are the same, and how they differ between each religion.</p>	<p>Pupils learn:</p> <ul style="list-style-type: none"> -What Hindu's do to show their faith and beliefs, including mandir. -Children will learn about puja, aarti and bhajans and find similarities between how Hindu's worship and other religions studied. -Children will consider why being a Hindu in Britain is a good thing and make links with their own experiences.

UKS2 Specific knowledge within the topics

Year A	God What does it mean if God is loving and holy?	Incarnation Was Jesus the Messiah?	People of God How can following God bring freedom and Justice?	Salvation What did Jesus do to save human beings?	Islam part 1	Judaism What does it means to be Jewish in Britain today?
	<p>Pupils learn:</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 (see Fall) but also loving, forgiving, and full of grace. -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 learn:</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 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. (Jewish people do not think Jesus is the Messiah.) -Christians see Jesus as their Saviour (See Salvation) 	<p>Pupils learn:</p> <ul style="list-style-type: none"> -The Old Testament pieces together the story of the People of God. -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 idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. 	<p>Pupils learn:</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 includes the ongoing restoration of 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. -Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). -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>Pupils learn:</p> <ul style="list-style-type: none"> -The 5 pillars and Muslim beliefs about God and the Prophet Muhamad. -They will learn how each pillar might affect the life of a Muslim and the forms of guidance a Muslim may receive or experience. -Children will make connections between the beliefs of Muslims and the functions of the mosque, as well as the value and purpose of rituals in daily life. -Children will make connections to their own experiences. 	<p>Pupils learn:</p> <ul style="list-style-type: none"> Jewish people believe in one God and that the Shema prayer gives details of the ways in which Jewish people should live, worship God and pray. Jewish people follow the teachings of the Torah. It teaches them how to pray, worship and how to treat others. Yom Kippur and Rosh Hashanah are the holiest days for Jewish people, where they ask for forgiveness at the start of their new year. Jewish people celebrate Pesach each year to remember God's rescue and faithfulness to the Israelites. Tzedakah means 'healing the world' which is an important value in the Jewish faith as they are all challenged to care for the world that God gave them and the people who live upon it.
Year B	Creation/Fall Creation and science: conflicting or complementary? In the wider context of 'Big Questions'.	Gospel (2 Christmas lessons) What would Jesus do?	Kingdom of God What kind of King is Jesus?	Salvation What difference does the resurrection make for Christians?	Expressing beliefs Is it better to express your beliefs in arts and architecture or in charity and generosity?	Islam part 2 What does it mean to be a Muslim in Britain today?
	<p>Pupils learn:</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 even more about the power and majesty of the Creator. 	<p>Pupils learn:</p> <ul style="list-style-type: none"> -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. -Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community. 	<p>Pupils learn:</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 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 in the world. 	<p>Pupils learn:</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 includes the ongoing restoration of humans' relationship with God. -The Gospels give accounts of Jesus' death and resurrection. -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 for life with God, starting now and continuing in a new life (heaven) 	<p>Pupils learn:</p> <ul style="list-style-type: none"> -How different religions express their belief in different ways. They will explore why some holy buildings and works of art matter to religions as expressions of devotion to God and worship, and about how they practice generosity and charity. 	<p>The children will develop their learning from part 1 and explore key events and places for Muslims in Britain. They will explore fasting, the importance of charity and pilgrimages, as well as building on their prior learning of the 5 pillars and the guidance Muslims experience.</p>

Year Group Learning Expectations

EYFS Learning Expectations

Year A	Creation Why is the word 'God' so important to Christians?	Incarnation Why do Christians perform Nativity plays at Christmas?	Bible Which stories are special and why? (New Testament)	Salvation Why do Christians put a cross in an Easter garden?	Bible Which stories are special and why? (Old Testament)	World faiths Which stories are special and why?
	<ul style="list-style-type: none"> The word God is a name. Christians believe God is the creator of the universe. Christians believe God made our wonderful world and so we should look after it. 	<ul style="list-style-type: none"> Christians believe God came to Earth in human form as Jesus. Christians believe Jesus came to show that all people are precious and special to God. 	<ul style="list-style-type: none"> Recall two stories from the New Testament that talk about promises. Recall two stories from the New Testament that talk about trust. Suggest how these stories help Christian people live. Talk about what a promise is and why it is important to keep a promise. Talk about the value of trust and what it means. 	<ul style="list-style-type: none"> Christians remember Jesus' last week at Easter. Jesus' name means 'he saves'. Christians believe Jesus came to show God's love. Christians try to show love to others. 	<ul style="list-style-type: none"> Recall two stories from the Old Testament that talk about promises. Recall two stories from the Old Testament that talk about trust. Suggest how these stories help Christian and Jewish people live. Talk about what a promise is and why it is important to keep a promise. Talk about the value of trust and what it means. 	<ul style="list-style-type: none"> -Know that Jewish people believe in one God, who forgives people when they say sorry. -Know their stories are written in the Torah. -Retell a story from the Jewish faith tradition. -Know that Muslim people believe in one God, Allah, who made the world and wants people to care for it. -Know their stories are written in the Qur'an. I can retell a story from the Muslim faith tradition. -Retell a story from the Sikh faith tradition. -Know their stories come from the Guru Granth Sahib. -Know that Hindu people believe in one supreme God Brahman in the forms of many gods and goddesses. -Know their stories are written in many books. I can retell a story from the Hindu tradition.

KS1 Learning Expectations

Year A	God What do Christians believe that God is like?	Incarnation Why does Christmas matter to Christians?	Gospel What is the good news that Jesus brings?	Salvation Why does Easter matter to Christians?	Judaism Who is Jewish and what do they believe?	Judaism Who is Jewish and what do they believe?
	<ul style="list-style-type: none"> Identify what a parable is. Tell the story of the Lost Son from the bible simply and recognise the concept of God as a loving Father. Give clear, simple accounts of what the story means to Christians. Give at least two examples of a way in which Christians show their belief in God as loving and forgiving. Give an example of how Christians put their beliefs into practice in worship. Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. 	<ul style="list-style-type: none"> Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. Recognise that stories of Jesus' life come from Gospels. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. Decide what they personally have to be thankful for at Christmas time. 	<ul style="list-style-type: none"> Tell stories from the bible and recognise a link with a concept of 'Gospel' or good news. Give clear, simple accounts of what Bible texts mean to Christians. Recognise that Jesus gives instructions to people about how to behave. Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. Give at least two examples of how Christians put these beliefs into practice in the church community and their own lives. Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or is there are things for anyone to learn, exploring different ideas. 	<ul style="list-style-type: none"> Recognise that incarnation and Salvation are part of a 'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave. Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas. 	<ul style="list-style-type: none"> Talk about how the mezuzah in the home reminds Jewish people about God. Make links between some Jewish teaching and how Jewish people live. Talk about how Shabbat is a special day of the week for Jewish people. Give some examples of what Jewish people might do to celebrate Shabbat. Express my own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in light of their learning about why Jewish people choose to celebrate in these ways. 	<ul style="list-style-type: none"> Talk about how the mezuzah in the home reminds Jewish people about God. Make links between some Jewish teaching and how Jewish people live. Talk about how Shabbat is a special day of the week for Jewish people. Give some examples of what Jewish people might do to celebrate Shabbat. Express my own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in light of their learning about why Jewish people choose to celebrate in these ways.
Year B	Creation Who made the world?	Incarnation: Digging Deeper Why does Christmas matter to Christians?	Gospel: Digging Deeper What is the good news that Jesus brings?	Salvation: Digging Deeper Why does Easter matter to Christians?	Islam Who is a Muslim and what do they believe?	Islam Who is a Muslim and what do they believe?
	<ul style="list-style-type: none"> Retell the story of creation from Genesis 1:1-2,3 simply. Recognise that 'Creation' is the beginning of the 'big story' of the Bible. Say what the story tells Christians about God, Creation and the world. Give at least one example of what Christians do to say thank you to God for the Creation. Think, talk and ask questions about living in an amazing world. 	<ul style="list-style-type: none"> Recognise that Incarnation is part of the 'Big story' of the Bible. Tell the story of the birth of Jesus and recognise the link with Incarnation- Jesus is 'God on Earth'. Give at least two examples of ways in which Christians use the nativity story in churches and at home. Think, talk and ask questions about the Christmas story and the lessons they might learn from it. 	<ul style="list-style-type: none"> Tell stories from the Bible and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful. Give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts. Describe how Christians show their beliefs. Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer. Think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than Christians, exploring different ideas. 	<ul style="list-style-type: none"> Recognise that God, incarnation, Gospel and Salvations are part of the 'big story' of the bible. Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people). Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship. Think, talk and ask questions about whether the text has something to say to them, exploring different ideas. 	<ul style="list-style-type: none"> Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah Re-tell a story about the life of the Prophet Muhammad Recognise some objects used by Muslims and suggest why they are important Ask some questions about God that are hard to answer and offer some ideas of their own. Find out about and respond with ideas to examples of cooperation between people who are different. 	<ul style="list-style-type: none"> Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah Re-tell a story about the life of the Prophet Muhammad Recognise some objects used by Muslims and suggest why they are important Ask some questions about God that are hard to answer and offer some ideas of their own. Find out about and respond with ideas to examples of cooperation between people who are different.

LKS2 Learning Expectations

Year A	People of God What is it like to follow God?	Incarnation What is the Trinity?	Sikhism What is important for Sikh people?	Salvation Why do Christians call the day Jesus died 'Good Friday'?	Kingdom of God When Jesus left, what was the impact of Pentecost?	Sikhism How do Sikh people worship and celebrate?
	<ul style="list-style-type: none"> -Make clear links between the story of Noah and the idea of covenant. -Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. -Make links between the story of Noah and how we live in school and the wider 	<ul style="list-style-type: none"> -Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. -Offer suggestions about what texts about baptism and Trinity might mean. -Give examples of what these texts mean to some Christians today. -Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. -Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like. 	<ul style="list-style-type: none"> Describe things that are important to Sikhs and show how these impact their lives and actions. Make suggestions about what Sikhs believe about God. Explain what the 5 K's are and why they are important to Khalsa Sikh's. Make clear links between the teachings of the Guru Granth Sahib and seva. Describe some of the same / different things Sikh's do which show equality in the Langar. 	<ul style="list-style-type: none"> -Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. -Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. -Give examples of what the texts studied mean to some Christians. Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. -Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. -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. 	<ul style="list-style-type: none"> -Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. Offer suggestions about what the description of Pentecost in Acts 2 might mean. -Give examples of what Pentecost means to some Christians now. -Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. -Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas. 	<ul style="list-style-type: none"> -Describe Sikh worship and suggest the significance of each part of it. -Make clear links between the teachings of the Guru Granth Sahib and seva. -Describe some of the same / different things Sikhs' do which show equality in the Langar. -Explain what happens at Vaisakhi and why Sikhs' celebrate it. -Discuss reasons why being a Sikh is a good thing in Britain today and reasons why it might be hard sometimes.
Year B	Creation/Fall What do Christians learn from the Creation story?	Incarnation: Digging Deeper What is the Trinity?	Gospel What kind of world did Jesus want?	Salvation: Digging Deeper Why do Christians call the day Jesus died 'Good Friday'?	Journey Why do some people think that life is a journey and what significant experiences mark this?	Hinduism What does it mean to be a Hindu in Britain today?
	<ul style="list-style-type: none"> -Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. -Make clear links between Genesis 1 and what Christians believe about God and Creation. -Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) -Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians 	<ul style="list-style-type: none"> -Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels. -Offer suggestions for what texts about God might mean. -Give examples of what the texts studied mean to some Christians. Describe how Christians show their beliefs about God the Trinity in the way they live. -Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly. 	<ul style="list-style-type: none"> -Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. -Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. -Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. -Make simple links between Bible texts and the concept of 'Gospel' (good news). -Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. -Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly 	<ul style="list-style-type: none"> -Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean. -Give examples of what the texts studied mean to some Christians. -Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion. -Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus. -Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live. 	<ul style="list-style-type: none"> -Suggest why some people see life as a journey and identify some of the key milestones on this journey. -Describe what happens in Christian, Jewish, Hindu and Humanist ceremonies of commitment and say what these rituals mean. -Suggest reasons why marking the milestones of life are important for people. -Explain similarities and differences between ceremonies of commitment. -Link up questions and answers about how believers show commitment with their own ideas about community, belonging and belief. -Discuss and present my own ideas about the value and challenge of religious and non-religious commitment in Britain today. 	<ul style="list-style-type: none"> -Describe some examples of what Hindus do to show their faith and make connections with some Hindu beliefs and teachings about aims and duties in life. -Describe some ways in which Hindus express their faith through puja, aarti and bhajans. -Identify and name examples of what Hindus have to do in their families and at mandi to show their faith. -Ask good questions about what Hindus do to show their faith. -Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. -Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught. -Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences. -Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.

UKS2 Learning Expectations

Year A	God What does it mean if God is loving and holy?	Incarnation Was Jesus the Messiah?	People of God How can following God bring freedom and Justice?	Salvation What did Jesus do to save human beings?	Islam part 1	Judaism What does it means to be Jewish in Britain today?
	<ul style="list-style-type: none"> -Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. -Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. -Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. -Make simple links between Bible texts and the concept of 'Gospel' (good news). -Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. -Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly 	<ul style="list-style-type: none"> -Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. -Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. -Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. -Make simple links between Bible texts and the concept of 'Gospel' (good news). -Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. -Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly 	<ul style="list-style-type: none"> -Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. -Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. -Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. -Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses. 	<ul style="list-style-type: none"> -Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. -Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts. -Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. -Show how Christians put their beliefs into practice. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. 	<ul style="list-style-type: none"> -Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhamad. -Give examples of how each pillar might affect the life of a Muslim. -Make connections between the key functions of the mosque and the beliefs of Muslims. -Describe the forms of guidance a Muslim uses and compare them to forms of guidance I experience. -Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life. -Answer the key question from different perspectives, including my own. 	<ul style="list-style-type: none"> -Describe things that are important to Sikhs and show how these impact their lives and actions. -Make suggestions about what Sikhs believe about God. -Explain what the 5 K's are and why they are important to Khalsa Sikh's. -Make clear links between the teachings of the Guru Granth Sahib and seva. -Describe some of the same / different things Sikh's do which show equality in the Langar.
Year B	Creation/Fall Creation and science: conflicting or complementary? In the wider context of 'Big Questions'.	Gospel (2 Christmas lessons) What would Jesus do?	Kingdom of God What kind of King is Jesus?	Salvation What difference does the resurrection make for Christians?	Expressing beliefs Is it better to express your beliefs in arts and architecture or in charity and generosity?	Islam part 2 What does it mean to be a Muslim in Britain today?
	<ul style="list-style-type: none"> -Outline the importance of Creation on the timeline of the 'big story' of the Bible. Identify what type of text some Christians say Genesis 1 is, and its purpose. -Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. -Make clear connections between Genesis 1 and Christian belief about God as Creator. -Show understanding of why many Christians find science and faith go together. -Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. -Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account 	<ul style="list-style-type: none"> -Identify features of Gospel texts (for example, teachings, parable, narrative). -Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. -Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. -Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own. 	<ul style="list-style-type: none"> -Explain connections between texts and the concept of the Kingdom of God. -Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. -Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different wats, including in worship and in service to the community. -Relate Christians teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas. 	<ul style="list-style-type: none"> -Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. -Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. -Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. -Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. -Show how Christians put their beliefs into practice in different ways. -Explain why some people find belief in the Resurrection makes sense and inspires them. -Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today. 	<ul style="list-style-type: none"> -Describe and make connections between examples of religious creativity (buildings and art). - Respond with ideas of their own to the title question. - Outline how and why some Humanists criticise spending on religious buildings or art. - Suggest reasons why some believers see generosity and charity as more important than buildings and art. - Show understanding of the value of sacred buildings and art. - Examine the title question from different perspectives, including their own. - Apply ideas about values and from scriptures to the title question. - Find out about religious teachings, charities and ways of expressing generosity. 	<ul style="list-style-type: none"> -Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhamad. -Identify and explain connections between the key functions of the Mosque and the beliefs of Muslims. -Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life. -Offer my views and ideas on the value and importance of pilgrimage, fasting, charity and celebrations in the life of a Muslim. -Can describe and reflect on the significance of the Holy Qur'an to Muslims. -Explain what different people think it means to be a Muslim. -Answer the key question from different perspectives, including my own.

Key Vocabulary

Understanding Christianity - Unit: Creation		
EYFS	God	The eternal being who created and preserves all things
	Bible	The book sacred to Christians, which they consider to be the inspired word of God.
	Creation	God's act of bringing the universe into being.
	Church	The whole body of Christian believers or a building for public Christian worship.
	Worship	The act of praising God with a deep respect.
	Pray	A conversation with God.
	Harvest	God's provision for humans and God's blessing for humans.
	Christian	Follower of Christ (Jesus)
	Lord's Prayer	The special prayer that Jesus taught his followers.
	Thanks	Being grateful to God.
	Baptism	An act where a person joins the church family and is supported to follow Jesus.
	Charity	Giving, not just of money but of love to other humans.
KS1	Jewish	A person who believes in a religion developed among the ancient Hebrews, who believe in one God who has revealed himself to Abraham, Moses, and the Hebrew prophets and who lives a religious life in accordance with Scriptures and traditions.
	Creator	God who is responsible for the creation of the Earth, world, and universe.
	Universe	The Universe is everything we can touch, feel, sense, measure or detect. It includes living things, planets, stars, galaxies, dust clouds, light, and even time.
	Relationship	A connection between people and God or between people and people.
	Unique	Being the only one.
UKS2	Contemporary	Happening in or belonging to the same period of time.
	Scientific	Something, which can be measured or observed where evidence is collected to help understand an object or a process in the natural world.
	Controversy	A disagreement in a way of believing or thinking between different people.
	Conflict	When people have a serious disagreement. It can last for a long time and be difficult to solve.
	Wonder	A feeling of amazement and admiration, caused by something beautiful, remarkable, or unfamiliar.
	Majesty	Power, authority,
	Power	This person or God has some inner strength that does not depend on outward things.
	Interpretations	A particular adaptation of a belief.
	Cosmology	The study of outer space or the universe. It seeks to explain how the universe came to be, what its structure is like, and what the future may hold for it.
	Evolution	The theory that all the kinds of living things that exist today developed from earlier types. The differences between them resulted from changes that happened over many years.

Understanding Christianity - Unit: Fall		
LKS2	Timeline	A graph of events in the order they happened.
	Responsible	Being dependable, making good choices, and taking accountability for your actions.
	Design	Planning and creating something.
	Garden of Eden	The place where the first man, Adam, and the first woman, Eve, lived after they were created by God.
	Temptation	Thinking about or causing someone else to think about doing something wrong or unwise.
	Human Nature	Ways of thinking, feeling and acting which humans have naturally but which are not always fair, just or wise.
	Forgiveness	Making a decision to free yourself from holding on to anger and feelings of revenge toward someone who hurt you.
	Punishment	Giving some kind of pain or suffering to the wrongdoer rather than trying to change that person's behaviour.
	Sin	Sin is the bad stuff we do that makes God sad and separates us from Him. For example disobeying parents or lying to friends.
	Commandments	10 rules/laws given by God to humans to live by.

Understanding Christianity - Unit: People of God		
LKS2	Promises	A statement by a person that he or she will do or not do something
	Agreements	An understanding between people or groups that says what kind of action is to be taken and what each person's responsibility will be.
	Covenant	A promise between people and God.
	Vows	Solemn promises to God (and other people) deliberately and freely to do something good and worthwhile.
	Faith	Trusting in God. Believing that He can and will do all that He has promised. A person who has faith in God chooses to love and obey Him above all else.
	Trust	The firm belief in the character, strength and truth of God.
UKS2	Freedom	A gift given by God when He takes away guilt and the trapping power of sinful behaviour.
	Justice	The protection of what is fair, just, and right.
	Theological	The study and explanation of religious faith, practice, and experience.
	Exodus	When God led His people (Israelite) from slavery in Egypt to the promise Land.
	Slavery	People owning other people.
	Obedience	Christians believe that it is to do what the Lord asks out of reverence and love for the Lord, not because they are living in fear of punishment.
	Salvation	God's gift of rescue from sin and death to humans.
	Commandments	10 rules/laws given by God to humans to live by.
	Covenant	A promise between people and God.
	Christian Church	
	Injustice	Absence of justice, a violation of right or of the rights of another person. An act, which is unfair. An act, which is wrong.
	Mission	A task that is regarded as a very important duty
	Nomads	A member of a people having no permanent home but moving from place to place usually in search of food or to graze livestock.

Understanding Christianity - Unit: Incarnation		
EYFS	Christmas	Feast day of Christ. A Christian holiday that celebrates the birth of Jesus (whom Christians believe is the Son of God).
	Nativity	The story of Jesus' birth and place of birth.
	Special	Unique.
	Celebrate	Rejoicing through prayer, song, reflection, giving and/or receiving.
	Thanksgiving	Giving thanks for all the good things God has given humans.
	Welcome	A warm or hospitable greeting.
	Precious	Valued.
	Advent	The period before Christmas Day.
KS1	Bethlehem	The birthplace of Jesus.
	Good News	The message that Jesus saves humans from sin and death.
	Gospels	'Good News' written in four books of the Bible, Mathew, Mark, Luke and John.
	Gratitude	An acknowledgment of God's generosity
	Church	A building for Christian worship.
	Crib	A long open box for feeding animals.
	Incarnate	God in human form.
UKS2	Messiah	Jesus chosen by God to bring salvation to humankind.
	Prophecy	Seeing into the future with God's help.
	Trinity	The Father, The Son and The Holy Spirit.
	Incarnation	God in human form
	Saviour	Jesus.
	Anointed	To rub, sprinkle or pour on the head an oil to bless or make sacred in a ceremony.
	Transformation	An inward change occurring inside of a believer as they take Christ into their lives.
	Transfiguration	An event in Jesus' life in which his appearance was radiantly transformed.
	Revolution	A sudden, radical, or complete change in the world.

Understanding Christianity - Unit: Gospel		
KS1	Good News	'Good News' written in four books of the Bible, Mathew, Mark, Luke and John.
	Friendship	A relationship between friends.
	Forgiveness	An act of love, mercy, and grace, which wipes the slate clean, or pardons or cancels a debt.
	Peace	Completeness, success, fulfilment, wholeness, harmony, security and well being.
	Instructions	Detailed information about how something should be done.
	Community	A gathering of people or believers together.
	Sharing	Giving a portion of (something) to another or others.
	Thankful	To give thanks.
LKS2	Neighbour	Anyone in our world.
	Disciple	Someone who believes in Jesus and seeks to follow him in his or her daily life.
	Clergy	Official leaders of the religious activities of a particular group of believers.
	Teachings	Lessons taught to people by Jesus and recorded in the Bible.
	Parable	A lesson which is a short story used by Jesus to teach people.
	Hidden Meaning	A meaning hidden inside a story. You will need to use inference and deduction to work out the meaning.
	Love	The nature of God.
	Hypocrisy	Insincere worship.
	Social Justice	Fair and just relations between the people and society as measured by the distribution of wealth, opportunities for personal activity, and social privileges.
UKS2	National	A country.
	Global	The world.
	Sermon	A talk on a religious or moral subject, especially one given during a church service and based on a passage from the Bible.
	Commandments	Rules that must be obeyed, especially one handed down by God.
	Miracle	A miracle is an extraordinary event that goes against nature, cannot be explained by science and that Christians believe is caused by God.
	Transformation	An inward change occurring inside of a believer as they take Christ into their lives.
	Sacrament	A sacrament is a special rite. ... It is a visible token of the reality of God.
	Discipleship	The process by which disciples grow in the Lord Jesus Christ and are equipped by the Holy Spirit,

Understanding Christianity - Unit: Salvation

EYFS	Easter	A celebration of the resurrection of Jesus Christ.
	Palm Sunday	The Sunday before Easter, on which Christ's entry into Jerusalem.
	King	Ruler
	Save	Keep safe or rescue
	Rescue	The act of saving someone from something dangerous or difficult.
	Palm	A leaf of a tropical plant
	Good Friday	The Friday before Easter Sunday, on which the Crucifixion of Christ is remembered by Christians.
	Easter Saturday	The Saturday before Easter Sunday.
	Easter Sunday	The day on which Christians celebrate their belief in the resurrection, or the rising from the dead, of Jesus Christ.
	Commandment	Rules that must be obeyed, especially one handed down by God.
	Risen	Come back to life.
	Hero	A person who is admired for their courage, outstanding achievements, or noble qualities.
	Samaritan	A member of a people who lived in Samaria during Bible times.
	Gospel	'Good News' written in four books of the Bible, Mathew, Mark, Luke and John.
Hosanna	An expression of love, praise, or joy.	
KS1	Incarnation	God in human form.
	Holy Week	The week before Easter, starting on Palm Sunday.
	Worship	To regard with respect, honour, or devotion.
	Festival	A festival is an event celebrated by a community which is religious.
	Symbol	An object or picture that represents something else.
	Cross	An upright wooden pole with a horizontal one across it. A cross is a symbol for Jesus' sacrifice in Christianity.
	Crucifix	A cross with the figure of Jesus crucified upon it
	Suffering	To feel or endure pain, illness, or injury.
	Forgiveness	A decision to free yourself from holding on to resentment and feelings of revenge toward someone who hurt you.
	Lent	A time in which Christians are supposed to be quiet and thoughtful, preparing themselves for Easter.
LKS2	Creation	When the universe and everything in it was made by God.
	Fall	When Adam and Eve disobeyed God in the Garden of Eden.
	Maundy Thursday	The last day of freedom Jesus had before he was arrested. Jesus washed his disciples feet and ate the Last Supper with them.
	Last Supper	The final meal that Jesus shared with his disciples in Jerusalem before his crucifixion.
	Holy Communion	Holy Communion is the most important religious service in the Christian church, people share bread and wine as a symbol of the Last Supper and the death of Christ.
	Passover	A celebration of the freedom of the Jews from slavery in ancient Egypt.
	Death	The end or ending of life.
	Crucifixion	Jesus was nailed by his feet and hands to a cross and killed.
	Resurrection	Jesus brought back to life by God after he had died.
	Ritual	A ceremony or series of acts that is always performed the same way.
	Betrayal	When a person breaks the trust and faith of others that trust them.
Trust	A person or thing in which confidence is placed.	
UKS2	Pesach	Another way of saying Passover.
	Sacrifice	To give up (something) especially for the sake of something or someone else. Christians believe that Jesus sacrificed himself to save human beings.
	Eucharist	Also called holy communion, the sacrament, or the Lord's supper. Christians take bread and wine to remind themselves of the sacrifice Jesus made for humans.
	Mass	The act of worship of the Roman Catholic Church.
	Victory	Jesus' defeat over the grave.
	Restoration	An act of returning something to its original condition.
	Epitaph	A brief statement on a tombstone in memory of a dead person.
	Memorial	A monument serving to honour the memory of a person or event.

Understanding Christianity - Unit: Kingdom of God		
LKS2	Pentecost	Fifty days after Easter. A celebration of the day the Holy Spirit descended on the apostles, causing them to speak in tongues.
	Holy Spirit	God's continued presence on Earth and the Third person of the Trinity.
	Kingdom	God's family together.
	Anxieties	Feelings of unease, such as worry or fear.
	Worries	Concern about something that might or may not happen.
	Bereaved	Grieving over the death of a loved one
	King	The head of God's family who rules over everyone.
	Comforter	Jesus who gives comfort.
	Fruits of the Spirit	The fruit of the Spirit are love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control given by God to humans.
	Virtues	Good behaviour or character.
	Parish	The people who attend a particular church.
	Fellowship	Related to God as His children, born into His family by the Holy Spirit through faith in Christ.
	Narrative	Story.
	Letter (as text)	A written message, written by one person and sent to another.
	Inaugurated	To introduce into office with suitable ceremonies.
	Invisible	Cannot be seen.
Body of Christ	Christians believe that people have special God-given abilities are different from others but should work together to help and support one another. Christians believe that if they do this they act as the body of Christ on Earth.	
Father	God the Father is the first person of the Trinity,	
Son	Jesus the Son of the Father and the second person of the Trinity.	
UKS2	Unjust	Not fair.

Understanding Christianity - Unit: God		
EYF5	God	The eternal being who created and preserves all things
	Bible	The book sacred to Christians, which they consider to be the inspired word of God.
	Creation	God's act of bringing the universe into being.
	Church	The whole body of Christian believers or a building for public Christian worship.
	Worship	The act of praising God with a deep respect.
	Pray	A conversation with God.
	Harvest	God's provision for humans and God's blessing for humans.
	Christian	Follower of Christ (Jesus)
	Lord's Prayer	The special prayer that Jesus taught his followers.
	Thanks	Being grateful to God.
	Baptism	An act where a person joins the church family and is supported to follow Jesus.
Charity	Giving, not just of money but of love to other humans.	
UKS2	Omnipotent	All powerful.
	Eternal	Forever.
	Omniscient	All knowing.
	Holy	Sacred, separate and apart
	Loving	Acts, which are unconditional, divine and selfless.
	Forgiving	An act of love, mercy, and grace, which wipes the slate clean, or pardons or cancels a debt.
	Spirit	God is not physical — God does not have a body.
	Sin	To go away from the way to live outlined in the Bible.
	Grace	The love and mercy given to humans by God because God desires humans to have it, not necessarily because of anything they have done to earn it.
	Injustice	Absence of justice, a violation of right or of the rights of another person. An act, which is unfair. An act, which is wrong.
	Confessional	An open declaration of faith, an acknowledgment of sins to God or an acknowledgment of sins to a neighbour whom we have wronged.
	Reconciliation	As the peace between humanity and God that results from making amends from sin. It is part of the salvation plan.
	Holiness	The quality or state of being holy.
Psalms	A sacred poem, one of the 150 lyrical poems and prayers in a Christian and Jewish book of worship called the Book of Psalms.	

Progression of RE Skills

	Emerging	Expected	Exceeding
EYFS		<p>Talk about ... things, places, times, feelings, what people do.</p> <p>Think about ...</p> <p>Recognise some ...</p> <p>Identify some ...</p> <p>Say what ...</p> <p>Recall some simple stories</p> <p>Recall what happens</p> <p>Get to know and use appropriate words to talk about their thoughts and feelings</p> <p>Give examples linked to their own lives</p> <p>Share and record occasions when things have happened in their lives</p> <p>Observe, notice and wonder</p>	
Key stage 1	<p>Talk about the fact</p> <p>Recognise some simple facts</p> <p>Identify at least xxx objects</p>	<p>Talk about some simple ideas</p> <p>Retell a story</p> <p>Talk about issues</p> <p>Ask and suggest some good questions</p> <p>Offer ideas of their own</p> <p>Recognise some objects and suggest why these are important</p> <p>Identify some ways</p> <p>Identify ...</p> <p>Describe some ways</p> <p>Collect examples</p> <p>Give an account</p> <p>Use creative ways to express their own ideas</p>	<p>Make links between what xxx taught and what xxx believe.</p> <p>Respond thoughtfully</p> <p>Express own ideas about xxx in light of their learning</p> <p>Suggest their own ideas</p> <p>Suggest meanings</p> <p>Identify some similarities and differences</p> <p>Answer the title question thoughtfully</p> <p>Give examples of ways</p>
Lower Key stage 2	<p>Identify beliefs</p> <p>Retell and suggest the meanings of stories</p> <p>Recall and name</p> <p>Recognise</p>	<p>Describe some ways</p> <p>Ask questions and suggest some of their own responses</p> <p>Suggest why</p> <p>Identify how</p> <p>Make connections between stories</p> <p>Give examples of how and suggest reasons why</p> <p>Discuss their own and others ideas</p> <p>Explore and suggest ideas</p> <p>Link up some questions and answers</p>	<p>Identify some similarities and differences</p> <p>Discuss and present their own ideas about why</p> <p>Express their own understanding</p> <p>Present their own ideas about attitudes</p> <p>Make between key concepts and the big story of the Bible</p> <p>Consider and evaluate</p> <p>Suggest how and why</p> <p>Express ideas</p>
Upper Key stage 2	<p>Define the term</p> <p>Give two reasons</p> <p>Recall</p> <p>Find out</p> <p>Respond with their own ideas</p> <p>Identify the</p> <p>Describe</p>	<p>Outline clearly</p> <p>Give examples of ways</p> <p>Express thoughtfully</p> <p>Present different views</p> <p>Express their own understanding</p> <p>Explain the impact</p> <p>Express ideas</p> <p>Explain some similarities and differences between</p> <p>Explain some reasons why</p> <p>Make connections between</p> <p>Suggest some reasons why</p> <p>Describe and reflect</p>	<p>Explain how xxx disagree and interpret things differently</p> <p>Explain the links between ... giving reasons why</p> <p>Enquire into ... using evidence and examples</p> <p>Interpret a range of ...</p> <p>Investigate and explain ... expressing their own ideas</p> <p>Examine the title question from different perspectives including their own.</p> <p>Apply ideas ..</p> <p>Consider and evaluate</p>