



Heene Church of England Primary School

'Together in faith, we love, grow and learn'



Religious Education

West Sussex West RE Syllabus /EYFS 2020-2025

<p>Early Years 30-50months Understanding of the World People and Communities</p> <ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <p>The World</p> <ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. <p>Shows care and concern for living things and the environment.</p> <p>40-60months Understanding of the World People and communities</p> <p>Enjoys joining in with family customs and routines.</p> <p>The World</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>ELG Communication and language:</p> <ul style="list-style-type: none"> children listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions use talk to organise, sequence and clarify thinking, ideas, feelings and events; answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources; talk about how they and others show feelings; develop their own narratives in relation to stories they hear from different traditions. <p>Personal, social and emotional development:</p> <ul style="list-style-type: none"> children understand that they can expect others to treat their needs, views, cultures and beliefs with respect; work as part of a group, taking turns and sharing fairly, understanding that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously; think and talk about issues of right and wrong and why these questions matter; respond to significant experiences showing a range of feelings <p>have a developing awareness of their own needs, views and feelings and are sensitive to those of others;</p> <ul style="list-style-type: none"> have a developing respect for their own cultures and beliefs, and those of other people; show sensitivity to others' needs and feelings, and form positive relationships. <p>Understanding the world</p> <ul style="list-style-type: none"> children talk about similarities and differences between themselves and others, among families, communities and traditions; begin to know about their own cultures and beliefs and those of other people; explore, observe and find out about places and objects that matter in different cultures and beliefs. <p>Expressive arts and design</p> <ul style="list-style-type: none"> children use their imagination in art, music, dance, imaginative play, and role play and stories to represent their own ideas, thoughts and feelings; respond in a variety of ways to what they see, hear, smell, touch and taste. 	<p>Key Stage 1 Aim A - Knowledge and Understanding A1 Describe and explain beliefs, and practices, recognising the diversity which exists within and between communities At the end of KS1, pupils will be able to:</p> <ul style="list-style-type: none"> Recall and name different beliefs, practices, major festivals, rituals, artefacts and ways of life particular to the religions and worldviews studied. Find out about the meaning behind these. <p>A2 Identify, discuss and respond to sources of wisdom found in religion and worldviews At the end of KS1, pupils will be able to:</p> <ul style="list-style-type: none"> Retell and suggest meanings to some religious and moral stories. Explore and discuss sacred writings and sources of wisdom, recognising the communities from which they derive. <p>A3 Investigate the nature and diversity of different religious practices, ways of life and ways of expressing meaning At the end of KS1, pupils will be able to:</p> <ul style="list-style-type: none"> Recognise different symbols and actions and key practices associated with religious communities. Identify and make connections between religious communities. <p>Aim B - Application and Interpretation B1 Interpret key concepts and ideas and apply them to questions of belonging, meaning and truth expressing their own ideas and opinions At the end of KS1, pupils will be able to:</p> <ul style="list-style-type: none"> Explore questions about belonging, meaning and truth. Express their own ideas and opinions about these questions. Respond using words, music, art or poetry. <p>B2 Draw conclusions about what enables different communities to live together respectfully for the well-being of all At the end of KS1, pupils will be able to:</p> <ul style="list-style-type: none"> Find out about examples of co-operation between people who are different. Respond to this with their own ideas. <p>B3 Articulate clearly learning about beliefs, values and commitments and explain why they may be important in pupils' own and other people's lives At the end of KS1, pupils will be able to:</p> <ul style="list-style-type: none"> Find out about questions of right and wrong. Express their own ideas and opinions in response to this enquiry. <p>Aim C - Analysis and Evaluation C1 Justify their ideas about how beliefs and practices and forms of expression influence individuals and communities At the end of KS1, pupils will be able to:</p> <ul style="list-style-type: none"> Observe and understand varied examples of religion and worldviews. Explain, with reasons, the practices of the religion and worldviews studied to individuals and communities. <p>C2 Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value At the end of KS1, pupils will be able to:</p> <ul style="list-style-type: none"> Understand the challenges of commitment to a community of faith or belief. Suggest why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. <p>C3 Appreciate and appraise varied dimensions of religion linking these to British values At the end of KS1, pupils will be able to:</p> <ul style="list-style-type: none"> Understand and evaluate the value of diversity within religion. Identify and evaluate some religious and cultural differences between religions with the aim of promoting mutual respect and interfaith dialogue. 	<p>Key Stage 2 Aim A - Knowledge and Understanding A1 Describe and explain beliefs, and practices, recognising the diversity which exists within and between communities At the end of KS2, pupils will be able to:</p> <ul style="list-style-type: none"> Describe and make connections between different features of the religion and worldviews studied. Talk about celebrations, worship, pilgrimages, and the rituals, which mark important points in life. Reflect on their own ideas and make a personal response. <p>A2 Identify, discuss and respond to sources of wisdom found in religion and worldviews At the end of KS2, pupils will be able to:</p> <ul style="list-style-type: none"> Describe and understand links between stories and other aspects of the communities they are investigating. Respond thoughtfully to the beliefs and teachings that arise from a range of sources of wisdom within different communities. <p>A3 Investigate the nature and diversity of different religious practices, ways of life and ways of expressing meaning At the end of KS2, pupils will be able to:</p> <ul style="list-style-type: none"> Explore and describe the meaning of a range of beliefs, symbols, and practices. Understand the significance of symbols and practices. <p>Aim B - Application and Interpretation B1 Interpret key concepts and ideas and apply them to questions of belonging, meaning and truth expressing their own ideas and opinions At the end of KS2, pupils will be able to:</p> <ul style="list-style-type: none"> Discuss and present their own and other's views on challenging questions about belonging, meaning, purpose and truth. Draw upon a variety of creative means to further understand their knowledge and understanding of key religious concepts. <p>B2 Draw conclusions about what enables different communities to live together respectfully for the well-being of all At the end of KS2, pupils will be able to:</p> <ul style="list-style-type: none"> Consider ways in which diverse communities can live together for the well-being of all and how these might be applied. Respond thoughtfully to ideas about community, values, and respect <p>B3 Articulate clearly learning about beliefs, values and commitments and explain why they may be important in pupils' own and other people's lives At the end of KS2, pupils will be able to:</p> <ul style="list-style-type: none"> Discuss and apply their own, and other's ideas about ethical questions, including ideas about what is right or wrong and what is just and fair. Express their own views clearly in response to this enquiry <p>Aim C - Analysis and Evaluation C1 Justify their ideas about how beliefs and practices and forms of expression influence individuals and communities At the end of KS2, pupils will be able to:</p> <ul style="list-style-type: none"> Observe and understand varied examples of religion and worldviews. Explain, with reasons, the practices of the religion and worldviews studied to individuals and communities. <p>C2 Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value At the end of KS2, pupils will be able to:</p> <ul style="list-style-type: none"> Understand the challenges of commitment to a community of faith or belief. 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RE Curriculum Overview

	Autumn		Spring		Summer	
EYFS	<p>Getting to know you</p> <p>What makes every single person unique and precious?</p> <p>Belonging to Heene Primary St Matthews</p> <p>Divali</p> <p>Including an encounter with Hindus celebration at Raksha Bandhan</p>	<p>Incarnation</p> <p>Why do Christians perform Nativity Plays at Christmas?</p> <p>Including an encounter with A Muslim story: Muhammad and the Ants</p> <p>Hanukah</p>	<p>Salvation</p> <p>How can we help others when they need it? UC - Salvation 2</p> <p>Including an encounter with A Sikh story: Har Gobind and the 52 Princes</p>	<p>Salvation</p> <p>Why do Christians put a cross in an Easter garden?</p> <p>Including an encounter with A Buddhist story: The Monkey King</p>	<p>Creation</p> <p>Why is the word 'God' so important to Christians?</p> <p>Including an encounter with A Muslim whispering Allah in a baby's ear</p>	<p>Creation</p> <p>How can we care for our wonderful world?</p> <p>Including an encounter with Tu b'Shevat: the Jewish 'Birthday of Trees'</p>
Year 1	<p>God</p> <p>What do Christians believe God is like?</p> <ul style="list-style-type: none"> Identify what a parable is. Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving 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; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. 	<p>Incarnation</p> <p>Why does Christmas matter to Christians?</p> <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 the 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 	<p>Creation</p> <p>Who Made the World?</p> <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. 	<p>Salvation</p> <p>Why does Easter matter to Christians?</p> <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. 	<p>Islam</p> <p>What does it mean to be a Muslim?</p> <ul style="list-style-type: none"> Islam is a way of life. Muslims believe that there is One God and that the prophet Muhammed (pbuh) is his messenger. The Qur'an is the holy book for Muslims revealed to the prophet Muhammad (pbuh). Muslims believe it to be the word of God. Babies are welcomed into the world by having the adhaan recited into their right ear. Prayer is very important to a Muslim's daily life and for many Muslims takes place five times a day. Muslims often use a prayer mat to pray because the prayer space needs to be clean. Muslims face towards the Ka'bah in Makkah when they pray. 	<p>Gospel</p> <p>What is the Good news about Jesus?</p> <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 (such as the story of Matthew the tax collector) 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 (for example: charity, confession). <ul style="list-style-type: none"> think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.
Year 2	<p>Creation</p> <p>How did God make the world? (Digging Deeper)</p> <ul style="list-style-type: none"> Retell the story of creation from Genesis 1:1–2:3 simply. Say what the story tells Christians about God, creation and the world. Give at least two examples of what Christians do to look after the world for God. Think, talk and ask questions about living in an amazing world. 	<p>Incarnation</p> <p>Why does Christmas matter to Christians? (Digging Deeper)</p> <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; for example, using nativity scenes and carols to celebrate Jesus' birth. Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous. 	<p>Islam</p> <p>How do some Muslims show Allah is compassionate?</p> <ul style="list-style-type: none"> ENGAGE with the concept of compassion ENQUIRE into Muslim stories about compassion to animals EXPLORE (1) compassion in stories and words from the Quran / Hadith EXPLORE (2) learning compassion through fasting in Ramadan EXPLORE (3) living out compassion at Eid-ul-Fitr EVALUATE your RE learning about how Muslims show how Allah is compassionate. EXPRESS your learning and share it. 	<p>Salvation</p> <p>Why does Easter matter to Christians? (Digging Deeper)</p> <ul style="list-style-type: none"> Recognise that God, Incarnation, Gospel and Salvation 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 (for example, about whether forgiveness is important), exploring different ideas. 	<p>Islam</p> <p>How do Muslims show their submission and obedience to Allah?</p> <ul style="list-style-type: none"> ENGAGE with idea of willing obedience ENQUIRE into the importance of obedience / submission to Allah for a Muslim EXPLORE ideas about submission and obedience in Muslim stories or in the Qur'an EXPLORE Muslim Community Practice – showing submission / obedience in ritual prayer EXPLORE Muslim Living - aspects of obedience and submission to Allah in everyday life 	<p>Gospel</p> <p>What God is like</p> <p>What is the Good News of Jesus? (Digging Deeper)</p> <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: for example, thanking God in prayer. Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives. Think, talk and ask questions about whether Jesus' 'good news'

						matters to anyone other than Christians, exploring different ideas.
Year 3	<p>Creation</p> <p>What do Christians learn from the creation story?</p> <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. 	<p>Incarnation</p> <p>What is the Trinity?</p> <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. <ul style="list-style-type: none"> 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. 	<p>Islam</p> <p>How do Muslims show their submission and obedience to Allah?</p> <ul style="list-style-type: none"> ENGAGE with idea of willing obedience ENQUIRE into the importance of obedience / submission to Allah for a Muslim EXPLORE ideas about submission and obedience in Muslim stories or in the Qur'an EXPLORE Muslim Community Practice – showing submission / obedience in ritual prayer EXPLORE Muslim Living - aspects of obedience and submission to Allah in everyday 	<p>Salvation</p> <p>Why do Christians call the day Jesus died Good Friday?</p> <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. 	<p>God</p> <p>When Jesus left what was the impact of Pentecost?</p> <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. <p>Make links between ideas about the Kingdom of God explored in the Bible</p>	<p>Judaism</p> <p>What symbols and stories help Jewish people remember their covenant with God?</p> <ul style="list-style-type: none">
Year 4	<p>Creation</p> <p>What do Adam and Eve's actions teach us?</p> <ul style="list-style-type: none"> Place the concepts of God, Creation and the Fall on a timeline of the Bible's 'Big Story'. Offer suggestions about what the story of Adam and Eve might show about human nature and how to act. Describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness. Make links between what stories in the Bible say about human beings, and pupils' own ideas about how people should behave. 	<p>Incarnation</p> <p>Do you believe God came to Earth at Christmas?</p> <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 	<p>Islam</p> <p>Why do Muslims call Muhammad the 'seal of the prophets'?</p> <ul style="list-style-type: none"> ENGAGE with idea of prophethood ENQUIRE into the character of Muhammad as the 'seal' of the EXPLORE (1) Muhammad's role as the final prophet in Muslim narrative EXPLORE (2) ideas about prophethood in a mosque / Muslim Community practise EXPLORE (3) different ideas of respect and love for the Prophet as shown in Muslim living EVALUATE what pupils have learnt about the Muslim concept of PROPHETHOOD Why do Muslims call Muhammad the 'seal of the prophets'? 	<p>God</p> <p>When Jesus left what was the impact of Pentecost?</p> <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. <p>Make links between ideas about the Kingdom of God explored in the Bible</p>	<p>Judaism</p> <p>What is holiness for Jewish people?</p> <ul style="list-style-type: none"> ENGAGE with the idea of holiness Enquire into the idea of holy ground EXPLORE (1) ideas about holiness in a key story from the Torah Explore (2) 'holy time' for the Jewish community EXPLORE (3) the idea of being responsible for living holy lives EVALUATE what pupils have learnt about the Jewish concept of Holiness and the key question What is holiness for Jewish people? 	<p>God</p> <p>What is it like to follow God?</p> <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 world.

<p>Year 5</p>	<p>Creation Creation and science: conflicting or complementary?</p> <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. 	<p>Incarnation UC - What does it mean if God is holy and loving?</p> <ul style="list-style-type: none"> Identify some different types of biblical texts, using technical terms accurately Explain connections between biblical texts and Christian ideas of God, using theological terms Make clear connections between Bible texts studied and what Christians believe about God Show how Christians put beliefs into practice in worship <p>Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. Does the world need a Messiah?</p>	<p>Islam What does the Qur'an reveal to Muslims about Allah and his guidance?</p> <ul style="list-style-type: none"> ENGAGE with the meaning and uses of the word 'reveal' and 'revelation' ENQUIRE into Muslim belief in the Qur'an as revelation EXPLORE (1) ideas about revelation in Muslim Narrative / text EXPLORE (2) ideas about revelation in Muslim Community Practice EXPLORE (3) aspects of revelation in Muslim Living EVALUATE what pupils have learnt about the Muslim concept of REVELATION and the key question What does the Qur'an reveal to Muslims about Allah and his guidance? EXPRESS your RE learning about REVELATION so it can be shared 	<p>What did Jesus do to save human beings?</p> <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. 	<p>Hinduism / (Judaism 2023) Why does a Hindu want to collect good karma?</p> <ul style="list-style-type: none"> ENGAGE with the idea of 'karma' through a game ENQUIRE into why karma is important to Hindus EXPLORE Hindu ideas of Karma and Samsara through (i) Hindu story and text EXPLORE ways Hindus encourage good 'karma' through (ii) Hindu Community action Explore the Hindu belief in 'karma' through (iii) Hindu daily life EVALUATE our RE learning about how karma impacts on a Hindu's life Why does a Hindu want to collect good karma? 	<p>Gospel What would Jesus do?</p> <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.
<p>Year 6</p>	<p>Creation Or Humanism? How do different people demonstrate responsibility for the Earth?</p> <ul style="list-style-type: none"> Identify the type of text that Psalm 8 is, and its purpose. Explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation. Make clear connections between Psalm 8 and some ways Christians respond to God as Creator. Show understanding of why some Christians find science and faith compatible. Respond to the idea that humans have great responsibility for the Earth. Weigh up how well humans are responding to this responsibility, taking into account religious and nonreligious viewpoints. 	<p>Incarnation Was Jesus the Messiah?</p> <ul style="list-style-type: none"> Explain the place of Incarnation and Messiah within the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms. Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives. 	<p>Islam How does tawhid create a sense of belonging to the Muslim community?</p> <ul style="list-style-type: none"> How does tawhid create a sense of belonging to the Muslim community? ENGAGE with the idea that one thing can have an affect which spreads ENQUIRE into the idea that Tawhid is at the centre of Muslim faith EXPLORE (1) ideas about Tawhid in Muslim stories or Quranic text: the establishment of the Kaaba EXPLORE (2) ideas about Tawhid in Muslim Community Practice: The Five Pillars of Wisdom EXPLORE (3) aspects of Tawhid in Muslim Living: going for Hajj / the fifth pillar EVALUATE what pupils have learnt about TAWHID and about the key question How does tawhid create a sense of 	<p>Salvation What difference does the resurrection make to Christians?</p> <p>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.</p> <ul style="list-style-type: none"> 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>Hinduism / (Karma see Yr 5 2023 only) How does the story of Rama and Sita inspire Hindus to follow their dharma?</p> <ul style="list-style-type: none"> ENGAGE with the idea of duty, roles and responsibilities ENQUIRE into the characters of Rama and Sita EXPLORE Hindu ideas of Dharma through (i) Hindu Narrative (story) EXPLORE the celebration of Rama and Sita's example of dharma in the (ii) Hindu Community EXPLORE the Hindu belief in 'dharma' in (iii) Hindu Living e.g. a wedding EVALUATE our RE learning about dharma How does the story of Rama and Sita inspire Hindus to follow their dharma? EXPRESS your RE learning and share it retell and share learning of the story of Rama and Sita. 	<p>People of God How can following God bring freedom and justice?</p> <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.

			belonging to the Muslim community? • EXPRESS your RE learning so it can be shared with others			
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RE Progression of knowledge and skills

Progression of knowledge and skills taken from Understanding Christianity and Emmanuel Project

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creation							
Incarnation							
Salvation							
Gospel							
Islam							
Judaism							

