



Religious Education Subject Content Overview

Nursery		Reception
PSED	<ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. 	<ul style="list-style-type: none"> See themselves as a valuable individual. Think about the perspectives of others.
UW	<ul style="list-style-type: none"> Continue to develop positive attitudes about the differences between people. 	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.
Early Learning Goals	<ul style="list-style-type: none"> Show sensitivity to their own and others' needs. Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling. 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. 	
Enquiry objectives for Reception from Understanding Christianity	<ul style="list-style-type: none"> Understand that we were all babies once. Know that Jesus was born in Bethlehem. Know the nativity story. Recognise some ways in which Christians celebrate the birth of Christ. Know that for Christians the word 'God' is important as it's the name of the Creator of the universe and all that is in it, including people and animals. Know that harvest is an opportunity for Christians to say thankyou to God as a creator and provider. Join in with a Harvest Festival. Know that the Bible has important Christian stories in it that teach about God and Jesus. Understand what special feels like. Know the Gospel story of Jesus blessing the children. Explain which groups they belong to including any religious groups Identify what is happening in a Christian Baptism. 	

- Know how babies are welcomed in Islam
- Know the significance of a cross to Christians.
- Identify different ways in which the cross can be found as a reminder at Easter for Christians.
- Know the Easter story.
- Understand how Christians celebrate Easter.
- Be respectful and sensitive to others ideas and opinions.
- Know what makes a church special to Christians.
- Know why a Mosque is special to Muslims.
- Recognise similarities and differences between places of worship.
- Listen and include different ideas to create a special place.
- Know what is special to us and that religions have special books
- In the bible there are stories
- Bible stories are special to Christians
- Muslims have a special text
- Muslims have stories that help them live

Curriculum Content and Progression Year 1

	<u>What makes some places sacred?</u> (1.5)	<u>What does it mean to belong to a faith community?</u> (1.7)	<u>Incarnation (UC)</u>	<u>Gospel (UC)</u>	<u>Salvation (UC)</u>
Knowledge and understand	<ul style="list-style-type: none"> • Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.(A3) 	<ul style="list-style-type: none"> • Give an account of what happens at a traditional Christian infant baptism / dedication and suggest what the actions and symbols mean. (A1) • Identify two ways people show they belong to each other when they get married.(A1) • Recognise and name some symbols of 	<ul style="list-style-type: none"> • We all belong to something and belonging is an important part of our lives • Identify some signs of Christian belonging • Understand what a story about the prophet shows about belonging to the Muslim community • Know why Christian babies are baptised and Islamic ceremonies 	<ul style="list-style-type: none"> • Can link the idea of Gospel and good news using Bible stories as a foundation. • Use Bible story Luke 6:37–38. Jesus taught: ‘Forgive and you will be forgiven’ to identify how important forgiveness is to Christians. 	<ul style="list-style-type: none"> • Can explain that Easter is a festival that occurs in Spring to remember a very important part of the Bible and it is a story of sadness, followed by great happiness. • Can identify where Easter is on the frieze and its importance to Christians. • Give examples of how Christians show their beliefs about Jesus’ death

		<p>belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers. (A3)</p>	<ul style="list-style-type: none"> Know why people make promises to each other when they get married 		<p>and resurrection in church worship, at Easter.</p> <ul style="list-style-type: none">
Expressing and Communicate	<ul style="list-style-type: none"> Ask good questions during a school visit about what happens in a church, synagogue or mosque. (B1) Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe. (B2) 			<ul style="list-style-type: none"> Use St George's Crypt homeless project to aid discussion about loving God and their neighbour Investigate how church is a place that Christians go to for all of these things 	<ul style="list-style-type: none"> Explain different ways in which Easter can be celebrated – relate to Easter workshop.
Gain and deploy skill	<ul style="list-style-type: none"> Describe some ways in which people use music in worship, and talk about how different kinds of music makes them feel.(C1) 	<ul style="list-style-type: none"> Respond to examples of co-operation between different people. (C2) 			

Unit 1.1 runs throughout Spring and all objectives will be covered and opportunities for consolidation during Spring 2. See catch up plan.

Curriculum Content and Progression Year 2

	<u>What can we learn from sacred books?</u> (1.4)	<u>How should we care for others and the world and why does it matter?</u> (1.8)	<u>Creation (UC)</u>	<u>Incarnation (UC)</u>	<u>Salvation (UC)</u>
Knowledge and understand	<ul style="list-style-type: none"> Re-tell stories from the Christian Bible and stories from another faith, suggest the meaning of these stories. (A2) 	<ul style="list-style-type: none"> Re-tell Bible stories and stories from another faith about caring for others and the world. (A2) 	<ul style="list-style-type: none"> Know that Genesis 1 tells the story about how Christians believe the world was created. Know that humans should take care of the world as it belongs to God. Understand why Christians celebrate the Harvest Festival. Give examples of how Christians say thank you to God for the creation. 	<ul style="list-style-type: none"> Know that Christmas is a Christian celebration about the birth of Jesus who is God. Know that there are other stories in the bible about Jesus being born. Know that gifts don't have to be expensive to be valuable. Understand that other faiths celebrate Christmas but only Christians believe Jesus is God in the flesh. 	<ul style="list-style-type: none"> Can understand how the frieze tells the story of Incarnation, Gospel and salvation and what they mean. Can explain how Christians believe the world is spoiled by 'sin'.
Expressing and Communicate	<ul style="list-style-type: none"> Recognise that sacred texts contain stories which are special to many people and should be treated with respect.(B3) 	<ul style="list-style-type: none"> Identify ways that some people make a response to God by caring for others and the world. (B1) 	<ul style="list-style-type: none"> Know that this is one way in which God is looking after them and the world. 		

Gain and deploy skill	<ul style="list-style-type: none"> • Ask and suggest answers to questions arising from stories Jesus told from another religion. (C1) • Talk about issues of good and bad, right and wrong arising from the stories.(C3) 	<ul style="list-style-type: none"> • Use creative ways to express their own ideas about the creation story and what it says about what God is like. (C1) • Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.(C2) • Talk about issues of good and bad, right and wrong arising from the stories.(C3) 		<ul style="list-style-type: none"> • Know that Jesus is part of the 'Big Story' and can identify it on the frieze. 	<ul style="list-style-type: none"> • Explain different ways in which Easter can be celebrated – relate to Easter workshop. • Can create a timeline of events to show what happened in Holy week.
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Green objectives to be covered in Spring 2 upon return with opportunities to revisit objectives covered remotely to ensure understanding.

Curriculum Content and Progression – Year 3

	<u>What do different people believe about God? (L2.1)</u>	<u>What does it mean to be a Christian in Britain today? (L2.7)</u>	<u>Incarnation (UC)</u>	<u>Salvation (UC)</u>	<u>Creation/Fall (UC)</u>
Knowledge and understand	<ul style="list-style-type: none"> Describe some of the ways in which Christians, Hindus and / or Muslims describe God. (A1) 	<ul style="list-style-type: none"> Describe some examples of what Christians do to show faith, and make connections with some Christian beliefs and teachings (A1) Describe some ways in which Christians express their faith through hymns and modern worship songs. (A2) 	<ul style="list-style-type: none"> Know that water has a symbolic meaning to Christians. Know Christians believe that the Trinity is a way of describing God as the father, the son and the holy spirit. Know how prayer is used in a baptism. Identify the different ways in which the trinity is explored in Christianity. 	<ul style="list-style-type: none"> Can order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. Know how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Can understand that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. 	<ul style="list-style-type: none"> Know that God cares for all he creates including humans and as human beings are part of God's good creation, they do best when they listen to God. Make clear links between Genesis 1 and what Christians believe about God and Creation.
Expressing and Communicate	<ul style="list-style-type: none"> Identify how and say why it makes a difference in people's lives to believe in God. (B1) Suggest why having a faith or belief in something can be hard. (B2) 	<ul style="list-style-type: none"> Suggest at least two reasons why being a Christian is a good thing in Britain today and two reasons why it might be hard sometimes. (B2) 	<ul style="list-style-type: none"> Identify on the frieze examples of Trinity. 		

Gain and deploy skill	<ul style="list-style-type: none"> Ask questions and suggest some of their own responses to ideas about God. (C1) This unit is to be covered in Spring 2 with extra time allocated if required once quiz has been completed. 	<ul style="list-style-type: none"> Discuss links between the actions of Christians helping others and the ways in which people of other faiths and beliefs, including pupils themselves, help others. (C2) 		<ul style="list-style-type: none"> Can 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"> 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. 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.)
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Units were swapped so that L2.5 was taught online

Curriculum Content and Progression – Year 4

	<u>What does it mean to be a Hindu in Britain today? (L2.8)</u>	<u>Why are festivals important to religious communities? (L2.5)</u>	<u>Gospel (UC)</u>	<u>People of God (UC)</u>	<u>Kingdom of God (UC)</u>
Knowledge and understand	<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. (A1) Describe some ways in which Hindus express their faith through puja, aarti and bhajans. (A2) 	<ul style="list-style-type: none"> Make connections between stories, symbols and beliefs with what happens in at least two festivals. (A2) Identify similarities and differences in the way festivals are celebrated within and between religions. (A3) 	<ul style="list-style-type: none"> Can link the idea of Gospel and good news using Bible stories. (Mathew) Can make links between Bible texts and the concept of Gospel. Can find out about the role of Rev G in the church.(visit?) Can identify what they would like the world to be like and how this is same/ different from how Jesus would like the world to be. 	<ul style="list-style-type: none"> Know that 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 Understand that the People of God try to live in the way God wants, following his commands and worshipping him. Know some Bible stories which show how God keeps his promises. 	<ul style="list-style-type: none"> Can make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. Know that Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him Can consider why Christians believe allowing God to rule in their life is a good thing, which guides and comforts them.
Expressing and Communicate	<ul style="list-style-type: none"> 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. (B2) 	<ul style="list-style-type: none"> Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter and Eid) (B2) 			

Gain and deploy skill	<ul style="list-style-type: none"> 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. (C2) 	<ul style="list-style-type: none"> Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. (C1) 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Make links between the story of Noah and how we live in school and the wider world. 	<ul style="list-style-type: none"> Can 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.
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Curriculum Content and Progression – Year 5

	<u>What does it mean to be a Muslim in Britain today?</u> <u>(U2.6)</u>	<u>God (UC)</u>	<u>Salvation (UC)</u>	<u>Incarnation (UC)</u>	<u>People of God (UC)</u>
Knowledge and understand	<ul style="list-style-type: none"> Make connections between the key functions of the mosque and the beliefs of Muslims. (A1) Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. (A2) Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. (A2) 	<ul style="list-style-type: none"> Consider how God may behave. Recognise Christians follow Gods path but may not agree about everything. Understand about the significance of the parts of a Cathedral (relate to Wakefield) Recognise that not all people are religious and but still follow rules. Understand that Christians believe that God is loving and forgiving. Apply their understanding of Christianity to 21st century concerns reflecting on Desmond Tutu / Martin L King. 	<ul style="list-style-type: none"> Can use the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. Can explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. Can make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. Consider the value and impact of sacrifice in their own lives and the world today 	<ul style="list-style-type: none"> Know the true meaning of Christmas to Christians. Know that Christians believe Jesus was God in the flesh. Know the Old Testament talks about a Messiah and Christians believe Jesus was it. Know that any message God sent now would need to be for everyone not just Christians. 	<ul style="list-style-type: none"> Can explain the first 4 events that happened to Moses. Can recognise that Christians believe that Jesus brings salvation from sin.
Expressing and Communicate	<ul style="list-style-type: none"> Describe and reflect on the significance of the Holy Qur'an to Muslims. (B1) 				<ul style="list-style-type: none"> Can reflect on why freedom and justice are important for everyone. Can explain their ideas about if the commandments are still relevant today.

Gain and deploy skill	<ul style="list-style-type: none"> Respond to examples of co-operation between different people. (C2) 			<ul style="list-style-type: none"> Use the Bible to collect evidence. 	<ul style="list-style-type: none"> Can generate 10 lessons for living as a class.

Curriculum Content and Progression – Year 6

	<u>What do religions say to us when life gets hard?</u> <u>(U2.3)</u>	<u>Is it better to express your religion in arts and architecture or in charity and generosity?</u> <u>(U2.5)</u>	<u>Kingdom of God (UC)</u>	<u>Gospel (UC)</u>	<u>Salvation (UC)</u>
Knowledge and understand	<ul style="list-style-type: none"> Outline Christian, Hindu and /or non-religious beliefs about life after death. (A1) 	<ul style="list-style-type: none"> Describe and make connections between examples of religious creativity (buildings and art). (A1) 	<ul style="list-style-type: none"> Know the key teachings from the 3 Gospels Matthew, Mark and Luke. Know the Lords Prayer and create a simple one to follow. Consider the changes that Jesus would like made today. Know how we / they can make the world a better place. Know that forgiveness is a Christian belief but that forgiveness can be difficult to offer. Know about Gods kingdom of justice and love. 	<ul style="list-style-type: none"> Can consider what Jesus would do using evidence from the Bible. Can use knowledge of any faith to consider how prayer is used. Can understand why Christians are generous and the work that they do. (charity) Can understand that dilemmas and conflicts can be resolved. Can identify what Christians can do to make the world better and follow Jesus. 	<ul style="list-style-type: none"> Can make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. Can consider what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.

Expressing and Communicate	<ul style="list-style-type: none"> Express ideas about how and why religion can help believers when times are hard, giving examples. (B2) Explain some similarities and differences between beliefs about life after death. (B2) Explain some reasons why Christians and Humanists have different ideas about life after death. (B3) 	<ul style="list-style-type: none"> Suggest reasons why some believers see generosity and charity as more important than buildings and art. (B2) Show understanding of the value of sacred buildings and art. (B3) 			<ul style="list-style-type: none"> Can outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. Can 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
Gain and deploy skill		<ul style="list-style-type: none"> Apply ideas about values and from scriptures to the title question. (C2) 			