

***“With God, all things are possible.”***  
**Matthew 19:26**

At Crowton Christ Church C.E. Primary School, we inspire and empower all members of our school community, providing the knowledge to enable everyone to thrive and flourish in an environment where passions, talents and interests are discovered. Guided by our Christian Values, we are all determined to serve and lead the diverse world we live in treating everyone with compassion, dignity and respect.

*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.*

-A Statement of Entitlement, The Church of England Education Office, February 2019

Our teaching of Religious Education enables every child to flourish and to **'live life in all its fullness'** (John 10:10). It aims to help educate for dignity and respect, enabling all to live well together. RE is a highly valued academic subject that enables understanding of how religion and beliefs affect our lives. We provide an RE curriculum that is rich and varied and studies a range of world religions and worldviews. At the heart of RE at Crowton, is the teaching of Christianity, rooted in the person and work of Jesus Christ that enables learners to acquire a thorough knowledge and understanding of the Christian faith.

## Intent

At Crowton Christ Church C.E. Primary School we aim to promote the highest academic standards in all areas of the curriculum and provide a foundation in the Christian ethos, so that our pupils can value and live their faith to realise and achieve their full potential.

Our actions are guided by adherence to our Christian values, British Values and our concern to do the best for our children and wider school communities. We aim to teach a full curriculum that prepares our pupils for the opportunities, responsibilities and diversity of life in modern Britain and the wider world through use of the Chester Diocese Syllabus.

Following the Diocese of Chester Guidelines for Religious Education, the majority of work in Religious Education will be based on the Christian faith with the introduction of one other major world religion – Judaism – at Key Stage 1.

Further concepts of world faiths (Judaism, Islam, Sikhism, Hinduism and Buddhism) are taught at Key Stage 2 where knowledge and understanding can be built upon.

### **The purpose of teaching Religious Education in school is to:**

- To show children that Christianity is about following the living God, Father, Son and Holy Spirit and is relevant to their daily lives.
- To extend children's ability to reflect upon themselves as whole people, experiencing life through body, mind and spirit.
- To help pupils understand the significance of religion and its contribution to spiritual, moral, social and cultural development of themselves and others.

### **We aim through our teaching:**

- To provide a course of Religious Education within the framework of the Diocese of Chester Agreed Syllabus appropriate to the educational needs of the children in our school, at their different stages of development. It is supported, where possible, with the Understanding Christianity resource.
- To contribute to the spiritual, social and moral development of the school as a caring community and the pupils as individuals.
- To assist and encourage experience of Christian life and worship.
- Through study of major world religions, to encourage understanding and appreciation of the rich diversity of religious belief and practice in society today.

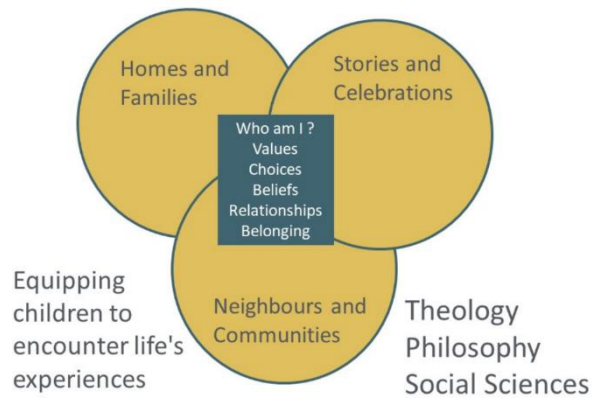
### **We aim to encourage children in our school:**

- To grow in awareness of others through learning activities involving sharing and co-operation and to develop trust and respect for others.
- To formulate their own sense of purpose in life and to embark upon a personal search for a faith by which to live.
- To learn something of the religious experiences of others.
- To develop their own beliefs, values and ideals in the light of their experiences.
- To develop respect for other people, their beliefs and their life-styles.
- To develop an enquiring attitude towards religion and to explore the purpose of activities such as prayer and worship.
- To develop their understanding of The Bible and how elements sit in The Big Story.
- To develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection of the theology, philosophy and social sciences of faiths.

## **Implementation**

Our curriculum follows the Blackburn Diocesan Board of Education RE Syllabus for Church Schools – Questful RE. Questful RE also incorporates a programme of study called **Understanding Christianity**. **Understanding Christianity** bases Christianity within a framework called "God's Big Story," which develops an understanding of the Old Testament and the New Testament and supports children to sequence the timeline of the Bible.

## What is Questful RE?



By embracing the explicit teaching of Christian concepts and God's big salvation story, it is hoped that the content of this syllabus will give pupils a deeper understanding of Christianity. In addition, pupils explore all major world faiths and discuss world views where appropriate. Whoever we are, wherever we live, whether we are a person of faith or not, we all have a view on the world. **Nobody stands nowhere.**

**Quality RE has the potential, more than any other subject, to have the most powerful and lasting effect on the child's heart and mind.** It is a subject that combines academic rigour with the development of the character and spirit of the child. RE provides opportunities for spiritual development and personal reflection. On a quest to discover more about religion and world views, pupils will discover more about themselves.

For each unit, a series of inspiring lessons are planned, with clear knowledge-based learning objectives and progressive subject-specific vocabulary. Although key celebrations such as Christmas and Easter may be visited many times during a child's time in school, a different aspect and learning experience will be covered, so that progression can be seen in the quality and depth of learning.

As RE develops children's knowledge and understanding of the nature of religion and belief, it provokes challenging questions about meaning and purpose, truth and values, identity and belonging. Pupils will experience, explore and encounter a wide range of creative and challenging multi-sensory activities that will help them to discover the answers to fundamental questions such as these:

- Who am I and what does it mean to be me?
- In what ways do/can I relate to others?
- How/where can I encounter God?
- How can I make a positive contribution to the world in which I live?
- What values, attitudes, beliefs and behaviour are important to me?
- What does it mean to have faith?
- Who/what influences and inspires me?

Through an open investigative enquiry approach the pupils will be given the sense of being on a quest of discovery. A key feature of the syllabus is the large number of questions included in each unit. The purpose of these questions is to give pupils opportunity to investigate, reflect, evaluate and make meaning. In doing so they will discover more about themselves, their relationships with others, their relationship with the world around them and their relationship with God. The questions set the route through the curriculum content.

The curriculum content is a balance of the three essential disciplines of quality RE: **Theology, Philosophy and Social Science**. This means pupils will look at concepts through a theological lens, exploring what people of faith believe. Alongside this, pupils will explore questions and answers raised in relation to the lived reality and impact of religion and world views on people's lives. They will also think like philosophers, and be equipped with the skills that will enable them to make sense of life's experiences.

RE prepares children for citizenship in today's diverse society. It enables them to develop sensitivity to, and respect for others. Through authentic encounters with living faith communities, pupils will develop diversity dexterity and be equipped with the ability to hold an informed conversation about religious beliefs and practices.

The teaching of RE is both a huge responsibility and a privilege that must be recognised by those who teach it.

## Impact

### **Religious Education at Crowton develops pupils'...**

- knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions, other religious traditions and world views;
- understanding and respect for different religions, beliefs, values and traditions (including ethical life choices), through exploring issues within and between faiths;
- understanding of the influence of faith and belief on individuals, societies, communities and cultures;
- skills of enquiry and response through the use of religious vocabulary, questioning and empathy;
- skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these.

### **Religious Education at Crowton encourages pupils to:**

- consider their own thoughts and opinions on the challenging questions of the meaning and purpose of life, beliefs about God, their own self and the nature of reality, issues of right and wrong and what it means to be human;
- understand the influence of religion on individuals, families, communities and cultures
- learn from different religions, beliefs, values and traditions while exploring questions of meaning and their own beliefs;
- learn about religious and ethical teaching, enabling them to make reasoned and informed responses to religious, moral and social issues;
- develop their sense of identity and belonging in the world, preparing them for life as citizens in a multi-cultural global society;

### **Religious Education at Crowton enhances pupils'...**

- awareness and understanding of religions and beliefs, teachings, practices and forms of expression;
- ability to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

### **Religious Education at Crowton offers:**

- opportunities for all pupils for personal reflection and spiritual development;
- preparedness for life in a multi-cultural global society where they can exist in harmony with others and live life to the full.

### **Entitlement of RE and Time Allocation**

Across the school, from EYFS to Y6, pupils will have a discrete lesson of Religious Education per week. RE lessons will focus on Christianity – this being the majority religion taught. In addition to this, religious traditions from world faiths will be explored in depth. Rather than a study of the whole religion, pupils will explore an element of it. Therefore, there can be more depth to the learning, providing opportunities to look at diversity within religions, identifying similarities and differences between religious and non-religious practices.

Lesson content includes the following world faiths; **Islam, Judaism, Sikhism, Buddhism and Hinduism.**

Not all faiths are studied in each unit, however, during their time in primary school, pupils will have encountered all of the religions, as well as non-religious traditions. In addition to the RE curriculum, pupils will have daily collective worship, regular visits to places of worship and visits from key people linked to faith and / or leadership.

### **RE and SMSC**

Spiritual, Moral, Social and Cultural (SMSC) development in a church school is distinctive because these four aspects of the school curriculum are inextricably rooted in the reality of God the Holy Trinity – Father, Son and Holy Spirit.

The Religious Education curriculum in a church school is the place where excellent and distinctive SMSC is seen most clearly.

### **Spiritual Development**

*“For you created my inmost being; you knit me together in my mother’s womb. I praise you because I am fearfully and wonderfully made; your works are wonderful.”*

### ***Psalm 139.13-14***

Spiritual development within RE in a church school enriches and encourages the pupils’ discovery of God the creator, of their ‘inmost being’ and of the wonder of the environment.

### **This is promoted through:**

- exploring their relationship with God and the sense that they are his children, unique and loved by him;

- exploring and experiencing prayer and worship from a variety of Christian traditions;
- giving thanks to God for all aspects of school life;
- discussing and reflecting upon key questions of meaning and truth such as the existence of God, the origins and purpose of the universe, good and evil, life after death;
- considering the value of human beings and their relationship with God, with one another and with the natural world;
- discovering how the creative and expressive arts enable spiritual development;
- opportunities to discuss feelings and emotions openly;
- recognising and encouraging the use of personal and group gifts and talents;
- opportunities to develop their gift of imagination and creativity;
- encouraging curiosity and questioning so that their own views and ideas on religious and spiritual issues can be developed within a secure environment where faith is valued;
- developing a sense of personal significance and belonging;
- encountering Christian fellowship.

### **Moral Development**

*“Do not be conformed to this world, but be transformed by the renewing of your minds, so that you may discern what is the will of God – what is good and acceptable and perfect.”*

### ***Romans 12.2***

Moral development in RE in a church school is based on the teachings of Jesus Christ, which offer pupils a secure foundation stone on which to make decisions and build their lives.

### **This is promoted through:**

- developing a sense of right and wrong based on the teaching of Jesus Christ;
- recognising the values identified within the Bible: truth, justice, trust, love, peace, compassion, forgiveness, reconciliation and redemption;
- learning to follow a path through the conflicting demands of faith, family, peers, society, the media and the world of ideas;
- recognising the importance of personal integrity;
- developing mutual respect across racial and religious divides;
- recognising that people’s rights also imply responsibilities;
- developing a sensitive conscience.

### **Social Development**

*“As I have loved you, so you must love one another. By this everyone will know that you are my disciples.”*

### ***John 13.34-35***

Social development in RE in a church school develops pupils' understanding of what it means to live in a Christian community where Jesus' command to love one another is put into practice.

**This is promoted through:**

- developing a sense of empathy, compassion and concern for others;
- building relationships within the school and between the school, the parish and the local community;
- considering how Christian beliefs affect decisions at local and national level;
- investigating social issues from the perspective of Christianity and of other faiths, recognising the common ground and diversity that exists between them;
- providing opportunities for pupils to articulate their own views on a range of current issues and to show respect for the opinions of others and a willingness to learn from their insights.

**Cultural Development**

*“There is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus.”*

***Galatians 3.28***

Cultural development in RE in a church school provides opportunities to develop an understanding of Christianity as a worldwide, multi-cultural faith that has an impact on the lives of millions of people.

**This is promoted through:**

- promoting an understanding of Christianity from a global perspective through encounters with people, literature and the creative arts from different cultures;
- exploring the diversity of Christianity worldwide with particular reference to the diversity of the Anglican community;
- considering the relationship between British and European culture and Christianity;
- appreciating the diversity of cultures within Britain.

RE also promotes an understanding of all religions and World views. Through the exploration of texts, beliefs, and practices lived out worldwide, pupils will develop respect and understanding. Cultural diversity should be recognised and celebrated as we remove barriers and build communities.

## Understanding Christianity



1. GOD



2. CREATION



3. FALL



4. PEOPLE OF GOD



5. INCARNATION



6. GOSPEL



7. SALVATION



8. KINGDOM OF GOD

At Crowton, we use Understanding Christianity as a resource to support the teaching of Christianity in Religious Education throughout school. The key purpose of this project is to help all teachers support pupils in developing their own thinking and their understanding of Christianity, as a contribution to their understanding of the world and their own experience within it.

Understanding Christianity units are mixed with diocese planning to ensure that pupils leave Crowton with a coherent understanding of Christian belief and practice. In addition, the resource support teachers in developing their own knowledge and understanding of Christianity theology to be able to teach with confidence.

The key purpose of these materials is to support pupils in developing their understanding of Christianity, as a contribution to their understanding of the world and their own experience within it.

### Aim of this work:

- To enable pupils to know about and understand Christianity as a living world faith, by exploring core theological concepts
- To enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians
- To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience.

## God's Big Story

### Eight core concepts of Christianity and God's salvation plan.

Throughout this syllabus, pupils will be introduced to and given opportunities to explore the big ideas of Christianity. These are eight concepts at the heart of Christianity that together tell God's big story. The eight core concepts in this syllabus match those identified by the authors of Understanding Christianity so that the two resources are compatible. The core concepts are expressed in the Bible and lived out by Christian people each day. These big ideas reveal God's salvation plan, the big story.

Concept	Story
God Father, Son and Holy Spirit	In the beginning God...



Creation	...created the heavens and the earth and everything was good.
Fall	Humankind spoilt creation and broke the relationship with God. Therefore, humans became in need of rescue.
People of God	In the Old Testament, God tried to restore his relationship with people, choosing particular people to work with him. He spoke through the words of the prophets, but the people did not listen and were awaiting the Messiah.
Incarnation	The arrival of the Messiah, the Saviours, to rescue the people from the results of the fall and restore their relationship with God. Jesus, the Son of God, who came to live among us.
Gospel	Jesus' good news for everyone. His life, ministry and teaching, showing people what it means to live in relationship with God who is their father and loves them.
Salvation	The death and resurrection of Jesus is the ultimate rescue plan. God's people are saved because through Jesus, sin is dealt with and forgiveness offered. People can now choose to follow the way back to God.
Kingdom of God	God's kingdom is the world as God intended it to be. Christians look forward to the day when God's kingdom fully comes and earth and heaven are transformed. Until that time, they strive to build the kingdom in their communities, empowered by the Holy Spirit and reflecting Jesus example in the world.

### Ladder of Expectation and Achievement

The ladder of expectation and achievement is intended primarily to contribute to planning excellent tasks at the right level appropriate for the pupils' experience, knowledge and ability. If the right tasks are set then the outcomes will be achieved. However, the ladder can be used to make judgements about the level of individual pupils' achievement.

Teachers set appropriate tasks and make judgements as to whether or not pupils in their class are working at, towards or exceeding expectations of achievement. The recording sheet is designed to be used once each term at the end of a unit. There are no specific assessment tasks as every task, potentially, can be assessed and contribute to the expected achievements.

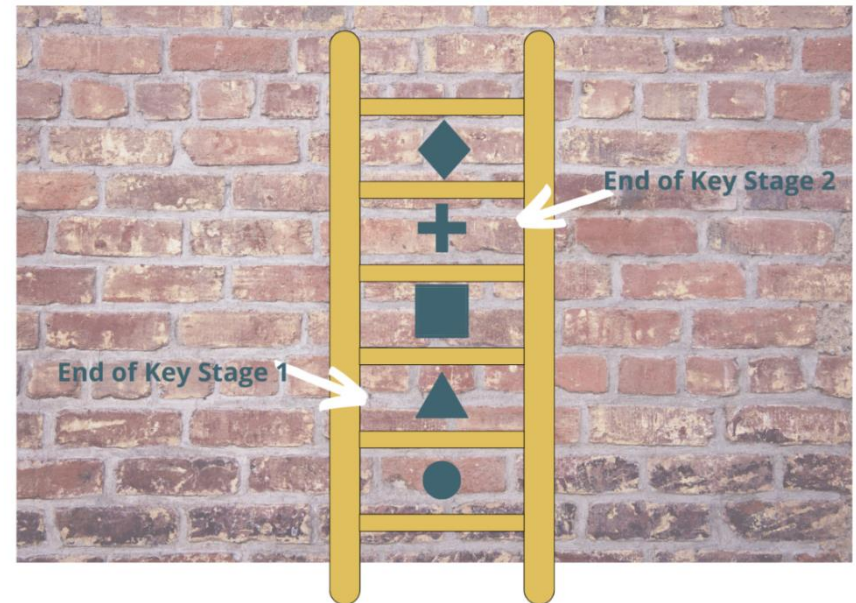
At the end of Key Stage 1 pupils are expected to be achieving at rung 2 of the ladder. At the end of Key Stage 2 pupils are expected to be achieving at rung 4 of the ladder.

In each unit there are lists of expected outcomes all of which relate to the statements in the ladder and they are marked with the symbols from the ladder. These lists are generic and it is expected that teachers will incorporate them into learning objectives.

These expectations have been converted into 'I know' and 'I can' statements that can be used by pupils to self-assess or peer assess. These charts can be filled in with a positive tick or a thoughtful cross. They can be used by individuals, in groups, as a class or by the teacher. As with the outcomes these statements relate closely to the ladder and therefore teachers can quickly see whether or not pupils are meeting or exceeding expected levels of achievement.


The syllabus units give clear suggestions as to how the outcomes of the activities can be recorded. From Year 1 onwards, each child will have their own RE book and each class will have a class RE 'scrapbook'. The two books work together to provide the evidence that can be assessed and monitored.

The 'scrapbooks' contain evidence such as pupils' discussions, comments and ideas, records of visits and visitors, photographs, group work, post it notes and printed work from the interactive whiteboard.



The RE Co-ordinator carries out an RE book/work scrutiny across the school regularly. In addition, The RE Co-ordinator has a portfolio of evidence of the RE taking place throughout the school. The purpose of the portfolio is to monitor standards and achievements and to ensure that all children are experiencing creative and challenging RE. It is a working document that can be shown to staff, governors, parents and inspectors. The portfolio is a celebration of success and the distinctive quality of RE at Crowton.

### Questful Learning Maps

<p>My answers to the question <b>Is the cross a symbol of sadness or joy?</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; text-align: center;">Date</td><td style="height: 40px;"></td></tr> <tr><td style="width: 20px; text-align: center;">Date</td><td style="height: 40px;"></td></tr> <tr><td style="width: 20px; text-align: center;">Date</td><td style="height: 40px;"></td></tr> </table> 	Date		Date		Date		<p><b>Is it possible to describe the events of Holy week and Easter simply as events of Joy or sadness? Why? Why not?</b></p>	<p><b>Explain.....</b> Why is Easter so important to Christians ?</p>
Date								
Date								
Date								
	<p><b>Is Good Friday the beginning or the end? Why?</b></p>	<p><b>Encounter.....</b> How do some Christians celebrate Easter?</p>						
	<p><b>Is Easter Sunday the end or the beginning? Why?</b></p>	<p><b>Experience.....</b> Write here a question you would like to ask about the events in Holy Week?</p>						

Each Unit of Questful RE includes a Questful Learning Map so pupils can record their learning and discoveries as they journey through. Maps are usually full of information, these maps are full of questions. Therefore, the map doesn't help you find the way it records the learning path pupils have taken.

The Questful Learning Map is the key tool for assessment. All the questions and tasks in the maps relate closely to the suggestions for the lesson content, key questions, outcomes in the unit. By filling in the map, either individually, in pairs, groups or as a class pupils will provide the teacher with strong evidence of their levels of knowledge and understanding

Maps do not have to be completed for every unit. They can be used as and when teachers feel it would be appropriate and helpful. If pupils are recording on the map, they do not have to repeat their responses to the questions in their RE books. Maps can be included in pupils books and class scrapbooks.



## The ladder of expectation and achievement in RE

- Pupils can explain the impact of religion on believers' lives and communities.
- Pupils can suggest possible reasons for distinctive beliefs within and between religions.
- Pupils can explain how religious texts are used to answer the big questions in life.
- Pupils can describe why people belong to religions and the challenges they face.
- Pupils ask ultimate questions and can express their own and others' views.

- Pupils can recognise similarities and differences within and between religions and make links between them.
- Pupils can describe the impact of religion of people's lives.
- Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs.
- Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.
- Pupils are beginning to apply their own ideas to the experiences of others and describe what inspires and influences them.

- Pupils can make links between sacred texts/stories and beliefs.
- Pupils can recognise similarities and differences between key features of religions and use religious vocabulary to describe them.
- Pupils can identify what influences them and the connections between values, commitments, attitudes and behaviour.
- Pupils are beginning to identify the impact of religion on believers' lives.
- Pupils can describe forms of religious expression.
- Pupils can ask important and relevant questions about religion and belief.

- Pupils can retell religious stories.
- Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.
- Pupils can identify different ways in which religion is expressed noticing similarities in religion.
- Pupils are beginning to ask good questions about their own and others' experiences.
- Pupils are recognising their own values and the values of others.

- Pupils can recall details of stories.
- Pupils can name features of religious life and practice.
- Pupils can recognise symbols and use some religious words.
- Pupils talk about their own experiences and feelings, what is of value to themselves and others and what they find interesting and puzzling.

## Early Years Areas of Learning and Development

**The areas of learning and development covered by the EYFS Units in this syllabus are:**

- communication and language
- personal, social and emotional development
- literacy
- understanding the world
- expressive arts and design

**Early Learning Goals:** The content of the EYFS units in this syllabus contribute to the attainment of the following early learning goals.

### Communication and Language

#### **ELG: Listening, Attention and Understanding**

- listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- make comments about what they have heard and ask questions to clarify their understanding.
- hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

#### **ELG: Speaking**

- participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- express their ideas and feelings about their experiences using full sentences.

#### **Opportunities for developing children's communication and language in RE:**

- Listening to Bible Stories
- Bible stories in the book corner
- Making visits
- Welcoming and interviewing visitors
- Role play
- Asking and answering questions
- Discussion about special events, people places and food etc

### **Opportunities for developing children's communication and language in RE:**

- Talking about their experiences and things that puzzle them
- Learning and using new vocabulary associated with religious behaviour, artefacts and stories

## **Personal Social and Emotional Development**

### **ELG: Self-Regulation**

- show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

### **ELG: Building Relationships**

- work and play cooperatively and take turns with others.
- form positive attachments to adults and friendships with peers.
- show sensitivity to their own and to others' needs.

### **Opportunities for personal, social and emotional development in RE:**

- Talk about family events e.g. baptisms, weddings etc.
- Talk about their feelings and experiences including times of joy, anger, sadness, disappointment and laughter.
- Talk about friendships and relationships including respect, trust, care and concern
- Talk and listen in Circle time
- Use of Persona Dolls
- Role Play
- Talk about behaviour in a variety of scenarios
- Sharing times of celebration
- Discuss prayer and the concept of having a relationship with God
- Enjoying times of calm

## **Literacy**

### **ELG: Comprehension**

- demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

### **ELG: Writing**

- write simple phrases and sentences that can be read by others.

### **Opportunities for developing children's literacy in RE**

- Reading Bible story books
- Retelling Bible stories
- Sequencing pictures
- Writing opportunities e.g. prayers, stories, children's own experiences, cards, letters, labels and invitations.

## **Understanding the World**

### **ELG: Past and Present**

- talk about the lives of the people around them and their roles in society.
- know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- understand the past through settings, characters and events encountered in books read in class and storytelling.

### **ELG: People, Culture and Communities**

- describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.
- explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.

### **Opportunities for developing children's understanding of the world in RE:**

- Visiting places of worship / meeting people of faith
- Celebrations and festivals including family events
- Making a collage with natural objects
- Handling artefacts
- Looking at the similarities and differences between our world and Jesus' world
- Making and tasting festival food

## **Expressive Arts and Design**

### **ELG: Creating with Materials**

- share their creations, explaining the process they have used.
- make use of props and materials when role playing characters in narratives and stories.

**ELG: Being Imaginative and Expressive**

- Invent, adapt and recount narratives and stories with peers and their teacher.

**Opportunities for developing children's art and design skills in RE:**

- Listening to a variety of religious music
- Dancing
- Singing
- Role play
- Creating pictures
- Looking at Christian artwork
- Colour, pattern and shape in Islam and Hinduism
- Making models and artefacts of places of worship



## End of Key Stage Expectations

### By the end of Key Stage 1 children are expected to:

- know that Christians believe that God is the creator of the world and everything in it.
- know that Christians believe that God is three in one, Father, Son and Holy Spirit.
- be able to retell both the nativity and Easter stories.
- use religious words to talk about the celebrations of Christmas, Easter and Pentecost.
- know that Christians believe Jesus is the Son of God who died on the cross and rose again.
- know that Jesus had 12 special friends called disciples.
- know that the Bible is the Christian holy book and it contains God's big story, the salvation plan.
- be able to retell stories of Jesus' miracles.
- have visited a church and confidently talk about their experience and what they have learnt.
- have had opportunity to ask reflective questions that wonder about religious practice, values and beliefs.
- be able to give examples of how people of faith put their beliefs into action.
- know the names and significance of holy books from at least three world faiths.
- be developing a sense of their own values and the values of others.
- be able to identify and talk about the places of worship of at least three world faiths.

### By the end of Key Stage 2 children are expected to:

- know that Christians believe that God is three in one, Father, Son and Holy Spirit – the Trinity.
- know that Christians believe that in the beginning God created everything and it was good. People spoilt the environment and their relationship with God. This is known as the Fall.
- know that Christians believe that Jesus is the Messiah, the Saviour who came to rescue all people and restore their relationship with God.
- know that Christians believe Jesus is the Son of God who died on the cross, rose again and is alive with us today.
- know that Christians believe that Jesus will come again and Earth and Heaven will be transformed to be as God intended (the Kingdom of God).
- know that Christians try to put the teaching of Jesus, the good news, into practice in their everyday lives and build God's Kingdom on earth as best they can.
- know that Pentecost was the start of the church.

- know that Christians believe that the Holy Spirit is at work in their lives today.
- know that Christianity is a worldwide multi-cultural faith.
- know that prayer is an important part of the life of a believer and explain why.
- know the names and stories of at least 3 people in the past and present times who have been called by God to do his work and speak his word.
- describe the impact that responding to God's call has on a believer's life.
- use developing religious vocabulary to talk about the impact religion has on believers' lives.
- be able to make comparisons and identify the similarities and differences between the rules for living in at least three world faiths.
- ask important questions about religion and belief that improves their learning.
- experience a visit to a place of worship other than a church building.
- talk knowledgeably about places of worship, the names and features of buildings and the worship that takes place there.
- retell in detail the stories of Christmas and Easter describing core Christian beliefs and concepts.
- connect Christian practices, values and beliefs to events and teaching in the Bible.
- be able to describe and show understanding of the links between the teachings in Holy Books and the behaviour of the believers.
- be able to express and explain their own opinions on issues they have discussed.
- use an increasingly wide religious vocabulary to talk about the meaning of rites of passage and pilgrimage experienced by believers as they journey through life.
- describe what they think motivates people of faith and explain what inspires and influences them personally.
- ask and suggest answers to questions that show their understanding of distinctive beliefs about God across three world religions.
- know and be able to talk about the links between Christianity and Judaism.
- describe the similarities and differences within and between Christian denominations with particular reference to the Eucharist.

## Progression of Skills

Skill	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<b>Investigate/Enquire</b>	Pupils are beginning to ask good questions about their own and others' experiences.	Pupils can ask important and relevant questions about religion and belief.	Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.
<b>Express</b>	Pupils can retell religious stories.	Pupils are beginning to identify the impact of religion on believers' lives.	Pupils ask ultimate questions and can express their own and others' views.
<b>Interpret</b>	Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.	Pupils can describe forms of religious expression.	Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs.
<b>Reflect</b>	Pupils are recognising their own values and the values of others.	Pupils can identify what influences them and the connections between values, commitments, attitudes and behaviour.	Pupils are beginning to apply their own ideas to the experiences of others and describe what inspires and influences them.
<b>Empathise</b>	Pupils talk about their own experiences and feelings, what is of value to themselves and others and what they find interesting and puzzling.	Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.	Pupils can describe the impact of religion of people's lives.
<b>Apply</b>	Pupils can identify different ways in which religion is expressed noticing similarities in religion.	Pupils can recognise similarities and differences between key features of religions and use religious vocabulary to describe them.	Pupils can recognise similarities and differences within and between religions and make links between them.
<b>Analyse</b>	Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.	Pupils can make links between sacred texts/stories and beliefs.	Pupils can suggest possible reasons for distinctive beliefs within and between religions.
<b>Synthesise</b>	Pupils can identify different ways in which religion is expressed noticing similarities in religion.	Pupils can make links between sacred texts/stories and beliefs.	Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs.
<b>Evaluate</b>	Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.	Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.	Pupils can explain how religious texts are used to answer the big questions in life. Pupils can describe why people belong to religions and the challenges they face.

EYFS and KS1 (Y1 and Y2)		KS2 (Y3 – Y6)
Autumn 1	<p><b>1.1 Harvest</b> How can we help those who do not have a good harvest? How do people of Jewish faith celebrate the harvest? (Judaism)</p> <p><b>1.8 Joseph</b> Why is Joseph a Bible hero?</p>	<p><b>6.1 Life as a Journey</b> Is every person’s journey the same? Why do people of faith make pilgrimages? (Hinduism Islam Judaism Sikhism)</p>
Autumn 2	<p><b>EYFS 4 Christmas</b> How do Christians celebrate Jesus’ birthday? Unit F2 Why do Christians perform nativity plays at Christmas? Why do Hindus light candles at Diwali? (Hinduism)</p>	<p><b>3.2 Christmas</b> How does the presence of Jesus impact on people’s lives?</p>
Spring 1	<p><b>2.3 Jesus</b> Why did Jesus welcome everyone?</p>	<p><b>3.3 Jesus</b> How did/does Jesus change lives?</p>
Spring 2	<p><b>EYFS 7 Easter</b> Why do Christians believe that Easter is all about love? Unit F3 Why do Christians put a cross in an Easter garden?</p>	<p><b>5.4 Easter</b> Why do Christians believe that Easter is a celebration of victory?</p>
Summer 1	<p><b>2.1 The Bible</b> Why is the Bible such a special book? Do people of all world faiths holy books? (Islam Judaism Sikhism)</p>	<p><b>4.5 The Church</b> Are all churches the same? Are all places of worship the same? Do people worship God in the same way? (Hinduism Islam Judaism Sikhism)</p>
Summer 2	<p><b>1.9 My World, Jesus World</b> How is the place where Jesus lived different from how we live now? (Judaism)</p>	<p><b>S4 Christian Worship</b> Why do Christians sing in worship?</p>

EYFS and KS1 (Y1 and Y2)		KS2 (Y3 – Y6)
Autumn 1	<p><b>1.2 Creation</b>                      What are your favourite things that God created?                      What do people of Muslim and Hindu faith believe about how God made the world? (Hinduism Islam)</p>	<p><b>3.6 Harvest</b>                      How do people of faith say thank you to God for the harvest?                      How do people of faith say thank you to God for the harvest? (Judaism Hinduism)</p>
Autumn 2	<p><b>S3 Old Testament</b>                      What does this story teach us about God? What do you think is the most important part of this story?</p> <p><b>1.3 Christmas</b>                      Why do we give and receive gifts?                      Unit 1.3 Why does Christmas matter to Christians?</p>	<p><b>4.1 David and the Psalms</b>                      What values do you consider to be important?</p> <p><b>5.2 Christmas</b>                      How do our celebrations reflect the true meaning of Christmas?                      Unit 2B.4 Was Jesus the Messiah?</p>
Spring 1	<p><b>EYFS 5 Stories Jesus Heard</b>                      Which stories did Jesus hear when he was a child?</p>	<p><b>6.3A The Exodus</b>                      Why is the Exodus such a significant event in Jewish and Christian history?                      Jewish festival of Passover (throughout the unit)</p>
Spring 2	<p><b>EYFS 6 Stories Jesus Told</b>                      Why did Jesus tell stories?</p> <p><b>2.4 Easter</b>                      How do Symbols help us understand the Easter story?</p>	<p><b>6.3 The Eucharist</b>                      Why do Christians celebrate the Eucharist?</p> <p><b>3.4 Easter</b>                      Is the cross a symbol of sadness or Joy?                      Unit 2A.5 Why do Christians call the day Jesus died ‘Good Friday’?</p>
Summer 1	<p><b>2.5 The Church</b>                      Why is the church a special place for Christians?                      Why are holy buildings important to people of faith? (Hinduism Islam Judaism)</p>	<p><b>6.6 God</b>                      What is the nature and character of God?                      Have you discovered any beliefs about God in common across different faiths? (Hinduism Islam)                      Unit 2B.1 What does it mean if God is loving and holy?</p>
Summer 2	<p><b>2.6 Ascension and Pentecost</b>                      What happened at the Ascension and Pentecost?</p>	<p><b>S2 The Lord’s Prayer</b>                      What do the words of the Lord’s Prayer really mean?</p>

EYFS and KS1 (Y1 and Y2)		KS2 (Y3 – Y6)
Autumn 1	<p><b>EYFS 2 Harvest</b> Why do people of faith say thank you to God at Harvest time? Unit F1 Why is the word ‘God’ so important to Christians</p> <p><b>S5 Christian Art</b> How do Christians express their faith through Art? How do people of faith express their beliefs through art? (Hinduism Islam Judaism)</p>	<p><b>5.1 The Bible</b> How and why do Christians read the Bible? Why are sacred texts so important to people of faith?</p>
Autumn 2	<p><b>2.2 Christmas</b> Why do we give and receive gifts?</p>	<p><b>4.2 Christmas</b> Why is Jesus described as the light of the world? Why is light an important symbol in world faiths?</p>
Spring 1	<p><b>1.4 Jesus</b> What made Jesus special?</p>	<p><b>4.3 Jesus</b> Why do Christians believe Jesus is the Son of God? Why do Jewish people believe that the Sabbath/Shabbat is so important?</p>
Spring 2	<p><b>1.5 Easter</b> What do you think is the most important part of the Easter story? Unit 1.5 Why does Easter matter to Christians</p>	<p><b>6.4 Jesus - Easter</b> Who was Jesus? Who is Jesus? Unit 2B.8 What kind of King is Jesus?</p>
Summer 1	<p><b>1.7 Baptism</b> Why is baptism special? How do people of world faiths welcome new babies?</p>	<p><b>5.5 Old Testament Women:</b> Did she make the right choice? Jewish Festival of Purim</p>
Summer 2	<p><b>EYFS 3 Special People</b> Why do Christians believe Jesus is special? Founders and leaders of faith (Buddhism Islam Sikhism)</p>	<p><b>S7 Change the World</b> How can I make a difference? Looking from different perspectives. (Buddhism Hinduism Islam Judaism)</p>

EYFS and KS1 (Y1 and Y2)		KS2 (Y3 – Y6)
Autumn 1	<p><b>1.4 Harvest</b> How can we help those who do not have a good harvest? How do people of Jewish faith celebrate the harvest? (Judaism)</p> <p><b>1.8 Joseph</b> Why is Joseph a Bible hero?</p>	<p><b>3.1 Called by God</b> What does it mean to be called by God? Local Faith Leaders: Who are they and what do they do? Unit 2A.2 What is it like to follow God?</p>
Autumn 2	<p><b>EYFS 4 Christmas</b> How do Christians celebrate Jesus’ birthday? Unit F2 Why do Christians perform nativity plays at Christmas? Why do Hindus light candles at Diwali? (Hinduism)</p>	<p><b>6.2 Advent</b> How do Christians prepare for Christmas? Unit 2B.4 Was Jesus the Messiah?</p>
Spring 1	<p><b>2.3 Jesus</b> Why did Jesus welcome everyone?</p>	<p><b>5.3 Jesus</b> Why do Christians believe Jesus was a great Teacher? Unit 2B.5 What would Jesus do?</p>
Spring 2	<p><b>EYFS 7 Easter</b> Why do Christians believe that Easter is all about love? Unit F3 Why do Christians put a cross in an Easter garden?</p>	<p><b>4.4 Easter</b> A story of betrayal or trust? What do world faiths say about forgiveness? Unit 2A.5 Why do Christians call the day Jesus died ‘Good Friday’?</p>
Summer 1	<p><b>2.1 The Bible</b> Why is the Bible such a special book? Do people of all world faiths holy books? (Islam Judaism Sikhism)</p>	<p><b>3.5 Rules for Living</b> Which rules should we follow? Does everybody follow the same rules? Why? Why not?</p>
Summer 2	<p><b>1.9 My World, Jesus World</b> How is the place where Jesus lived different from how we live now? (Judaism)</p>	<p><b>6.7 People of Faith</b> How does having faith affect people’s lives? How does having faith affect people’s lives? (Hinduism, Buddhism and Islam)</p>