

# Curriculum Progression Map of Knowledge and Skills for Religious Education

\*Years 1, 2, 3, 4, 5 and 6 are taught RE in mixed aged classes – see Year A/B

At Titchmarsh C of E Primary School, pupils and their families can expect a high quality RE curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and worldviews. As a church school, the teaching of Christianity is at the heart of our RE curriculum. Through the 'Understanding Christianity' resource, the use of an enquiry approach engages with significant theological concepts and the pupil's own understanding of the world as part of their wider religious literacy. Using the Diocese of Peterborough RE syllabus, we learn about other religions and worldviews, fostering respect for them. Links with our Christian values and vision, and support for pupil's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners. We provide a wide range of opportunities for pupils to understand and to make links between the beliefs, practices and value systems of the range of faiths and worldviews studied.

Key stage	Term	Big Questions	Early Years Foundation Stage - Knowledge and skills unit outcomes		
			Making sense of belief	Understanding the impact	Making connections
Reception	Autumn 1	Unit F4: Being special: Where do we belong?  <i>Religions: Christianity, Islam, Judaism</i>	<ul style="list-style-type: none"> <li>Retell religious stories</li> </ul>	<ul style="list-style-type: none"> <li>Recall simply what happens at a Christian baptism</li> </ul>	<ul style="list-style-type: none"> <li>Making connections with personal experiences</li> <li>Share and record times when things have happened in their lives that made them feel special</li> </ul>
	Autumn 2	Unit F2: Why is Christmas special for Christians?  <i>Religions: Christianity</i>	<ul style="list-style-type: none"> <li>Begin to recognise the word 'incarnation' as describing the belief that God came to earth as Jesus</li> </ul>	<ul style="list-style-type: none"> <li>Recall what happens at Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Talk about people who are special to them</li> <li>Say what makes their family and friends special to them</li> <li>Make connections with personal experiences</li> </ul>
	Spring 1	Unit F6: Wat times/stories are special and why?  <i>Religions: Christianity, Judaism, Hinduism</i>	<ul style="list-style-type: none"> <li>Talk about some religious stories – Rama and Sita, The Ten Lepers, David and the Shepherd Boy,</li> <li>Recognise some religious words</li> <li>Identify a sacred text – Bible, Torah</li> </ul>	<ul style="list-style-type: none"> <li>Talk about some of the thing's stories teach believers</li> </ul>	<ul style="list-style-type: none"> <li>Identify some of their own feelings in the stories they hear</li> </ul>
	Spring 2	Unit F3: Why do Christians put a cross in an Garden at Easter?  <i>Religion: Christianity</i>	<ul style="list-style-type: none"> <li>Recognise and re-tell stories connected with celebration of Easter – Palm Sunday</li> <li>Say why Easter is a special time for Christians</li> </ul>	<ul style="list-style-type: none"> <li>Recognise some symbols Christians use during Holy Week,</li> <li>Talk about some ways Christians remember these stories at Easter</li> </ul>	<ul style="list-style-type: none"> <li>Talk about ideas of new life in nature and make connections with signs of new life in nature</li> </ul>
	Summer 1	Unit F1: Why is the word 'God' important to Christians?  <i>Religion: Christianity</i>	<ul style="list-style-type: none"> <li>Re-tell religious stories, talking about what they say about the world, God, human beings – The Creation Story.</li> </ul>	<ul style="list-style-type: none"> <li>Say how and when Christians may like to thank their creator.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about things they find interesting, puzzling, or wonderful and also about their own experiences and feelings about the world</li> <li>Think about the wonders of the natural world, expressing ideas and feelings</li> <li>Talk about what people do to mess up the world and what they do to look after it</li> </ul>
	Summer Term 2	Unit F5: Which places are specially valued and why?	<ul style="list-style-type: none"> <li>Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that some religious people have places which have special meaning for them – Church, Mosque</li> <li>Talk about the things that are special and valued in a place of worship</li> </ul>	<ul style="list-style-type: none"> <li>Talk about somewhere that is special to themselves, saying why</li> <li>Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church</li> </ul>

		<i>Religions: Christianity and Islam</i>			<ul style="list-style-type: none"> <li>Express a personal response to the natural world</li> </ul>
End of Reception expectations	Taken from the People and communities ELG:		Making sense of belief	Understanding the impact	Making connections
			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.		
Key stage	Term	Big Questions	Key Stage 1 - Knowledge and skills unit outcomes for Year A		
			Making sense of belief	Understanding the impact	Making connections
Key Stage 1 Year A	Autumn 1	<b>1.2 Who made the World? Harvest (Creation)</b>  <i>Religion: Christianity not UC</i>	<ul style="list-style-type: none"> <li>Retell the story of creation from Genesis 1:1–2.3 simply.</li> <li>Recognise that 'Creation' is the beginning of the 'big story' of the Bible.</li> <li>Say what the story tells Christians about God, Creation, and the world.</li> </ul>	<ul style="list-style-type: none"> <li>Give at least one example of what Christians do to say thank you to God for Creation.</li> </ul>	<ul style="list-style-type: none"> <li>Think, talk and ask questions about living in an amazing world</li> <li>Give a reason for the ideas they have and the connections they make between the Christian/Jewish Creation story and the world they live in.</li> </ul>
	Autumn 2	<b>1.8 Who am I? What does it mean to belong?</b>  <i>Thematic Unit</i>	<ul style="list-style-type: none"> <li>Recognise that loving others is important in lots of communities.</li> <li>Say simply what Jesus and one other religious leader taught about loving other people.</li> </ul>	<ul style="list-style-type: none"> <li>Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony and suggest what the actions and symbols mean.</li> <li>Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious).</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences.</li> <li>Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.</li> </ul>
	Spring 1	<b>1.1 What do Christians believe God is like? (God)</b>  <i>Religion: Christianity not UC</i>	<ul style="list-style-type: none"> <li>Identify what a parable is</li> <li>Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father.</li> <li>Give clear, simple accounts of what the story means to Christians</li> </ul>	<ul style="list-style-type: none"> <li>Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)</li> <li>Give an example of how Christians put their beliefs into practice in worship (e.g., by saying sorry to God)</li> </ul>	<ul style="list-style-type: none"> <li>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas</li> <li>Give a reason for the ideas they have and the connections they make.</li> </ul>
	Spring 2 and Summer 2	<b>1.7 Who is Jewish and how do they Live? (Jews)</b>  <i>Religion: Judaism</i>	<ul style="list-style-type: none"> <li>Recognise the words of the Shema as a Jewish prayer</li> <li>Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah)</li> <li>Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of how Jewish people celebrate special times (e.g., Shabbat, Sukkot, Chanukah)</li> <li>Make links between Jewish ideas of God found in the stories and how people live</li> <li>Give an example of how some Jewish people might remember God in different ways (e.g., mezuzah, on Shabbat)</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</li> <li>Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</li> </ul>

	Summer 1	<p><b>1.10. How do we care for the world and for others, and why does it matter? (World and others)</b></p> <p><i>Thematic Unit</i></p>	<ul style="list-style-type: none"> <li>Identify a story or text that says something about each person being unique and valuable</li> <li>Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</li> <li>Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</li> </ul>	<ul style="list-style-type: none"> <li>Give an example of how people show that they care for others (e.g., by giving to charity), making a link to one of the stories</li> <li>Give examples of how Christians and Jews can show care for the natural earth</li> <li>Say why Christians and Jews might look after the natural world.</li> </ul>	<ul style="list-style-type: none"> <li>Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world</li> <li>Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</li> </ul>
Key stage	Term	Big Questions	Key Stage 1 - Knowledge and skills unit outcomes for Year B		
			Making sense of belief	Understanding the impact	Making connections
Key stage 1 Year B	Autumn 1	<p><b>1.6 Who is a Muslim and how do they live? (Part 1) (Muslims)</b></p> <p><i>Religion: Islam</i></p>	<ul style="list-style-type: none"> <li>Recognise the words of the Shahadah and that it is very important for Muslims</li> <li>Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean</li> <li>Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of how Muslims use the Shahadah to show what matters to them</li> <li>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g., care for creation, fast in Ramadan)</li> <li>Give examples of how Muslims put their beliefs about prayer into action.</li> </ul>	<ul style="list-style-type: none"> <li>Think, talk about and ask questions about Muslim beliefs and ways of living</li> <li>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</li> <li>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</li> </ul>
	Autumn 2	<p><b>1.3 Why does Christmas Matter? (Incarnation)</b></p> <p><i>Understanding Christianity unit</i></p>	<ul style="list-style-type: none"> <li>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</li> <li>Recognise that stories of Jesus' life come from the Gospels.</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</li> </ul>	<ul style="list-style-type: none"> <li>Decide what they personally have to be thankful for, giving a reason for their ideas</li> <li>Think, talk and ask questions about Christmas for people who are Christians and for people who are not.</li> </ul>
	Spring 1	<p><b>1.6 Who is Muslim and how do they live (Part 2) (Muslims)</b></p> <p><i>Religion: Islam</i></p>	<ul style="list-style-type: none"> <li>Recognise the words of the Shahadah and that it is very important for Muslims</li> <li>Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean</li> <li>Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of how Muslims use the Shahadah to show what matters to them</li> <li>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</li> <li>Give examples of how Muslims put their beliefs about prayer into action.</li> </ul>	<ul style="list-style-type: none"> <li>Think, talk about and ask questions about Muslim beliefs and ways of living</li> <li>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</li> <li>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</li> </ul>
	Spring 2	<p><b>1.5 Why does Easter matter? (Salvation)</b></p>	<ul style="list-style-type: none"> <li>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.</li> <li>Tell stories of Holy Week and Easter from the Bible and recognise</li> </ul>	<ul style="list-style-type: none"> <li>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</li> </ul>	<ul style="list-style-type: none"> <li>Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</li> </ul>

		<i>Religion: Understanding Christianity unit</i>	<p>a link with the idea of Salvation (Jesus rescuing people).</p> <ul style="list-style-type: none"> <li>Recognise that Jesus gives instructions about how to behave.</li> </ul>		
	Summer 1	<p><b>1.4 What is the 'good news' that Jesus brings? (Gospel)</b></p> <p><i>Christianity units not UC</i></p>	<ul style="list-style-type: none"> <li>Tell stories from the Bible and recognise a link with the concept of 'Gospel' or good news.</li> <li>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</li> </ul> <p>Recognise that Jesus gives instructions to people about how to behave.</p>	<ul style="list-style-type: none"> <li>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.</li> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>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 about how to live, giving a good reason for their ideas.</li> </ul>
	Summer 2	<p><b>1.9 What makes some places sacred to believers? (Sacred places)</b></p> <p><i>Thematic Unit</i></p>	<ul style="list-style-type: none"> <li>Recognise that there are special places where people go to worship, and talk about what people do there</li> <li>Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean</li> <li>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe</li> <li>Give simple examples of how people worship at a church, mosque or synagogue</li> <li>Talk about why some people like to belong to a sacred building or a community.</li> </ul>	<ul style="list-style-type: none"> <li>Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas</li> <li>Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</li> </ul>
End of Key Stage 1 Expectations	By the end of KS1 all pupils working at the expected level should be able to...		<b>Making sense of belief</b>	<b>Understanding the impact</b>	<b>Making connections</b>
			<ul style="list-style-type: none"> <li>Identify core beliefs and concepts studied and give a simple description of what they mean</li> <li>Give examples of how stories show what people believe (e.g., the meaning behind a festival)</li> <li>Give clear, simple accounts of what stories and other texts mean to believers.</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of how people use stories, texts and teachings to guide their beliefs and actions</li> <li>Give examples of ways in which believers put their beliefs into practice</li> </ul>	<ul style="list-style-type: none"> <li>Think, talk, and ask questions about whether the ideas they have been studying, have something to say to them.</li> <li>Give a good reason for the views they have and the connections they make.</li> </ul>

Key stage	Term	Big Questions	Lower Key Stage 2 - Knowledge and skills unit outcomes for Year A		
			Making sense of belief	Understanding the impact	Making connections
Lower Key Stage 2 Year A	Autumn 1	L 2.2 What is it like to follow God? (People of God)	<ul style="list-style-type: none"> <li>Make clear links between the story of Noah and the idea of covenant</li> </ul>	<ul style="list-style-type: none"> <li>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony</li> </ul>	<ul style="list-style-type: none"> <li>Make links between the story of Noah and how we live in school and the wider world</li> </ul>
	Autumn 2	L2.9 What are the deeper meanings of festivals (part 1) (Festivals)  <i>Understanding Christianity unit</i>	<ul style="list-style-type: none"> <li>Identify the main beliefs at the heart of religious festivals (i.e. at least one festival in at least two religions)</li> <li>Make clear links between these beliefs and the stories recalled at the festivals.</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between stories, teachings, symbols and beliefs and how believers celebrate these festivals</li> <li>Describe how believers celebrate festivals in different ways (e.g. between celebrations at home and in community; and/or a variety of ways of celebrating within a religious tradition).</li> </ul>	<ul style="list-style-type: none"> <li>Raise questions and suggest answers about what is worth celebrating and remembering in religious communities and in their own lives</li> <li>Make links between the beliefs and practices studied and the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, giving good reasons for their ideas</li> <li>Talk about what they have learned, how and why their thinking has changed.</li> </ul>
	Spring 1	L2.7 What Does it Mean to be a Sikh in Britain today?	<ul style="list-style-type: none"> <li>Identify some of the core beliefs of Sikhism, e.g. one God, the message of Guru Nanak, equality and service</li> <li>Make clear links between the Mool Mantar and Sikh beliefs and actions</li> <li>Offer informed suggestions about what some of the teachings of the Gurus mean to Sikhs today.</li> </ul>	<ul style="list-style-type: none"> <li>Make simple links between the life of at least one of the Gurus and some actions Sikhs take today (e.g. Guru Nanak and the langar; Guru Gobind Singh and the Khalsa)</li> <li>Give some examples that demonstrate that remembering God, working hard and serving others are important to Sikhs today.</li> </ul>	<ul style="list-style-type: none"> <li>Raise questions about what matters to Sikhs (e.g. equality, service, honest work), and say why they still matter today</li> <li>Make links between key Sikh values and life in the world today, identifying which values would make most difference in pupils' own lives and in the world today</li> <li>Talk about what they have learned and whether they have changed their thinking.</li> </ul>
	Spring 2	L2.5 Why do Christians call the day Jesus died 'Good Friday?' Easter (Salvation)  <i>Understanding Christianity unit</i>	<ul style="list-style-type: none"> <li>Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live.</li> <li>Offer informed suggestions about what the events of Holy Week mean to Christians</li> <li>Give examples of what Christians say about the importance of the events of Holy Week</li> </ul>	<ul style="list-style-type: none"> <li>Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities</li> <li>Describe how Christians show their beliefs about Jesus in worship in different ways</li> </ul>	<ul style="list-style-type: none"> <li>Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.</li> </ul>
	Summer 1	L2.6 For Christians when Jesus left what was the impact of Pentecost? (Kingdom of God)	<ul style="list-style-type: none"> <li>Make clear links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on earth.</li> </ul>	<ul style="list-style-type: none"> <li>Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God, and how Christians live now.</li> </ul>	<ul style="list-style-type: none"> <li>Make links between ideas about the Kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas</li> </ul>





	Spring 2	Continuation of above plus RE Day: L2.5 Why do Christians call the day Jesus died 'Good Friday?' Easter (Salvation)  <i>Religion: Understanding Christianity unit</i>	<ul style="list-style-type: none"> <li>Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live.</li> <li>Offer informed suggestions about what the events of Holy Week mean to Christians</li> <li>Give examples of what Christians say about the importance of the events of Holy Week</li> </ul>	<ul style="list-style-type: none"> <li>Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities</li> <li>Describe how Christians show their beliefs about Jesus in worship in different ways</li> </ul>	<ul style="list-style-type: none"> <li>Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.</li> </ul>
	Summer 1	L2.4 What kind of world did Jesus want? (Gospel)  <i>Religion: Christianity unit – not UC</i>	<ul style="list-style-type: none"> <li>Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.</li> <li>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</li> <li>Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways</li> </ul>	<ul style="list-style-type: none"> <li>Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.</li> </ul>
	Summer 2	L2.9 What are the deeper meanings of festivals (part 2) (Festivals)  <i>Thematic unit</i>	<ul style="list-style-type: none"> <li>Identify the main beliefs at the heart of religious festivals (i.e. at least one festival in at least two religions)</li> <li>Make clear links between these beliefs and the stories recalled at the festivals.</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between stories, teachings, symbols and beliefs and how believers celebrate these festivals</li> <li>Describe how believers celebrate festivals in different ways (e.g. between celebrations at home and in community; and/or a variety of ways of celebrating within a religious tradition).</li> </ul>	<ul style="list-style-type: none"> <li>Raise questions and suggest answers about what is worth celebrating and remembering in religious communities and in their own lives</li> <li>Make links between the beliefs and practices studied and the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, giving good reasons for their ideas</li> <li>Talk about what they have learned, how and why their thinking has changed.</li> </ul>
End of Lower Key Stage 2 Expectations	By the end of lower KS2 all pupils working at the expected level should be able to...		<b>Making sense of belief</b>	<b>Understanding the impact</b>	<b>Making connections</b>
			<ul style="list-style-type: none"> <li>Identify and describe the core beliefs and concepts studied</li> <li>Make clear links between texts/sources of authority and the key concepts studied</li> <li>Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</li> <li>Describe how people show their beliefs in how they worship and in the way they live</li> <li>Identify some differences in how people put their beliefs into practice</li> </ul>	<ul style="list-style-type: none"> <li>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</li> <li>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.</li> </ul>

					<ul style="list-style-type: none"> <li>Give a good reason for the views they have and the connections they make.</li> </ul>
Key stage	Term	Big Questions	Upper Key Stage 2 - Knowledge and skills unit outcomes Year A		
			Making sense of belief	Understanding the impact	Making connections
Upper Key Stage 2 Year A	Autumn 1	U2.8 What kind of King is Jesus? (Kingdom of God)  <i>Religion: Christianity unit – not UC</i>	<ul style="list-style-type: none"> <li>Explain connections between biblical texts and the concept of the Kingdom of God.</li> <li>Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice.</li> <li>Show how Christians put their beliefs into practice in different ways</li> </ul>	<ul style="list-style-type: none"> <li>Relate the Christian 'Kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today.</li> <li>Articulate their own responses to the idea of the importance of love and service in the world today</li> </ul>
	Autumn 2	U2.4 Was Jesus the Messiah? Christmas (Incarnation)  <i>Religion: Understanding Christianity unit</i>	<ul style="list-style-type: none"> <li>Explain the place of Incarnation and Messiah within the 'big story' of the Bible.</li> <li>Identify Gospel and prophecy texts, using technical terms.</li> <li>Explain connections between biblical texts, Incarnation and Messiah, using theological terms</li> </ul>	<ul style="list-style-type: none"> <li>Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</li> <li>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible</li> </ul>	<ul style="list-style-type: none"> <li>Weigh up how far the idea of Jesus as 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, giving good reasons for their answers</li> </ul>
	Spring 1	U2.1 What does it mean if God is Holy and Loving? (God)  <i>Religion: Understanding Christianity unit</i>	<ul style="list-style-type: none"> <li>Identify some different types of biblical texts, using technical terms accurately.</li> <li>Explain connections between biblical texts and Christian ideas of God, using theological terms</li> </ul>	<ul style="list-style-type: none"> <li>Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed.</li> <li>Show how Christians put their beliefs into practice in worship</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
	Spring 2	U2.10 What does it mean for a Jewish person to follow God? (Jews)  <i>Religion: Judaism</i>	<ul style="list-style-type: none"> <li>Identify and explain Jewish beliefs about God</li> <li>Give examples of some texts that say what God is like and explain how Jewish people interpret them</li> </ul>	<ul style="list-style-type: none"> <li>Make clear connections between Jewish beliefs about the Torah and how they use and treat it</li> <li>Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)</li> <li>Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between orthodox and progressive Jewish practice)</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today</li> <li>Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today and articulate responses on how far they are valuable to people who are not Jewish</li> </ul>
	Summer 1	U2.15 Why do Hindus try to be good?	<ul style="list-style-type: none"> <li>Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately</li> <li>Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live</li> <li>Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus</li> <li>Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world,</li> <li>recognising different points of view.</li> </ul>



		<i>Thematic unit</i>		<ul style="list-style-type: none"> <li>• Give evidence and examples to show how Hindus put their beliefs into practice in different ways</li> </ul>	
	Summer 2	<p>U2.11 Why do some [people believe in God and some people not? (Believing /not believing in God)</p>	<ul style="list-style-type: none"> <li>• Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs</li> <li>• Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from</li> <li>• Give examples of reasons why people do or do not believe in God.</li> </ul>	<ul style="list-style-type: none"> <li>• Make clear connections between what people believe about God and the impact of this belief on how they live</li> <li>• Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis).</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging</li> <li>• Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not</li> <li>• Make connections between belief and behaviour in their own lives, talking about what they have learned and how and why their thinking may or may not have changed in the light of their learning.</li> </ul>
Key stage	Term	Big Questions	Upper Key Stage 2 - Knowledge and skills unit outcomes Year B		
			Making sense of belief	Understanding the impact	Making connections
Upper Key Stage 2 Year B	Autumn 1 and 2	<p>U2.9 What does is mean for a Muslim to follow God? (Muslims)</p>	<ul style="list-style-type: none"> <li>• Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Muhammad as the Messenger, Qur'an as the message).</li> <li>• Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on five pillars; hajj practices follow example of the Prophet)</li> </ul>	<ul style="list-style-type: none"> <li>• Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, mosques, art)</li> <li>• Give evidence and examples to show how Muslims put their beliefs into practice in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Peterborough today</li> <li>• Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims</li> <li>• Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views</li> </ul>
	Spring 1	<p>U2.2 Creation &amp; Science – Conflict or Complimentary (Creation)</p>	<ul style="list-style-type: none"> <li>• Identify what type of text some Christians say Genesis 1 is, and its purpose.</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Make clear connections between Genesis 1 and Christian belief about God as Creator.</li> <li>• Show understanding of why many Christians find science and faith go together</li> </ul>	<ul style="list-style-type: none"> <li>• Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</li> <li>• Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views</li> </ul>
	Spring 2	<p>U2.4 How can following God bring freedom and justice? (Incarnation)</p> <p>R.E Day U2.6 what did Jesus do to save human beings? Or U2.7 what difference does the resurrection make for Christians?</p>	<ul style="list-style-type: none"> <li>• Explain the place of Incarnation and Messiah within the 'big story' of the Bible.</li> <li>• Identify Gospel and prophecy texts, using technical terms.</li> <li>• Explain connections between biblical texts, Incarnation and Messiah, using theological terms</li> </ul>	<ul style="list-style-type: none"> <li>• Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</li> <li>• Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible</li> </ul>	<ul style="list-style-type: none"> <li>• Weigh up how far the idea of Jesus as 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, giving good reasons for their answers</li> </ul>

		Easter <i>Religion: Christianity unit – not UC</i>			
	Summer 1	U2.13 Why is pilgrimage important to some religious believers? (Pilgrimage)	<ul style="list-style-type: none"> <li>Identify some of the beliefs that lie behind places and times of pilgrimage in at least two religions (e.g. ummah in Islam; Mary in Roman Catholic Christianity)</li> <li>Explain ways in which stories that lie behind sites of pilgrimage connect with beliefs (e.g. Shiva and the Ganges in Hinduism; Israel as G-d's Chosen or Favoured people in Judaism).</li> </ul>	<ul style="list-style-type: none"> <li>Explain the spiritual significance and impact of pilgrimage on pilgrims in at least two religions</li> <li>Compare the similarities and differences between ways in which people undertake pilgrimage and how they affect the way they live.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and explain the importance of pilgrimage in the world today, giving good reasons for their views</li> <li>Reflect on and articulate lessons that people might gain from the idea and practice of pilgrimage, including their own responses</li> <li>Consider and weigh up the value of e.g. reflection, repentance and remembrance, in the world today, including in their own lives</li> <li>Talk about how and why their thinking has developed through this unit.</li> </ul>
	Summer 2	Thematic unit U2.5 What would Jesus do?	<ul style="list-style-type: none"> <li>Make connections between some of Jesus' teachings and the way Christians live today</li> <li>Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas</li> </ul>	<ul style="list-style-type: none"> <li>Outline Jesus' teaching on how his followers should live</li> <li>Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live</li> <li>Explain the impact Jesus' example and teachings might have on Christians today</li> <li>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today</li> </ul>	<ul style="list-style-type: none"> <li>Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus</li> <li>Investigate and explain the challenges of following Jesus' teaching about love, forgiveness justice and/or generosity, expressing their own ideas (C3).</li> </ul>
End of Upper Key Stage 2 Expectations	By the end of upper KS2 all pupils working at the expected level should be able to...		<b>Making sense of belief</b> <ul style="list-style-type: none"> <li>Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions</li> <li>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</li> <li>Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority</li> </ul>	<b>Understanding the impact</b> <ul style="list-style-type: none"> <li>Make clear connections between what people believe and how they live, individually and in communities</li> <li>Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</li> </ul>	<b>Making connections</b> <ul style="list-style-type: none"> <li>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</li> <li>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.</li> <li>Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.</li> </ul>