



RELIGIOUS EDUCATION

Curriculum Map for RE

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	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					
EYFS - Nursery	Year A & B Why do you love me so much?	Year A Where does snow go? Year B Why is water wet?	Year A Do dragons exist? Year B How do buildings stay up?	Year A Are eggs alive? Year B How are shadows made?	Year A How many colours in a rainbow? Year B Why can't I have chocolate for breakfast?	Year A How many pebbles on a beach? Year B How high can you jump?
	Autumn - 1: Friendship & Occupations, 2 - Nativity/Christmas Prime Areas - Establish their sense of self. Develop friendships with other children Specific Areas - Make connections between the features of their family and other families. Show interest in different occupations.		Spring - 1: Churches, Mosques, Temples, Special places, 2: Crucifixion - Jesus the light of the world - Easter Prime Areas - none Specific Areas - none		Summer - 1: Similarities and Differences positive attitudes. Prime Areas - none Specific Areas - Continue to develop positive attitudes about the differences between people	
	Visit from fire service - RE focus					

Knowledge and Understanding	Expression and Communication	Gaining and Deploying Skills
A Recall, name and talk about materials in RE, learning new vocabulary	D Observe, notice and recognise materials in RE	G Notice and find out about religions and worldviews

EYFS - Reception	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					
	Do you want to be friends?	Will you read me a story?	What happens when I fall to sleep?	Who lives in a rock pool?	Why do ladybirds have spots? -	Are we there yet?
	Autumn - 1: Celebrations, Festivals, Harvest, Eid, Diwali, 2: Special places, Nativity, Christmas Prime Areas - none Specific Areas - Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.		Spring - 1: Friendship, Their cultures & beliefs, 2: I'm special/Jesus is special, Different cultures & beliefs, Easter/New Life Prime Areas - none Specific Areas - none		Summer - 1: Homes & Special Places, explore the idea of a special place, 2: Actions & Gestures, explore symbols that are used in worship. Prime Areas - none Specific Areas - none	
	1.2 Religious Festivals (WA Syllabus)			1.1 Playful RE (WA Syllabus)		
	A SELECTION OF THE FOLLOWING EXAMPLES OR SIMILAR COULD BE OFFERED THROUGH CONTINUOUS PROVISION AND SPEAKING & LISTENING OPPORTUNITIES (K & U - A), (E & C - D), (G & D - G) <ul style="list-style-type: none"> Talk about a special celebration and think about how celebration makes people feel. Talk about ways in which people celebrate and how they like to celebrate. Talk about a festival story and say something about how people celebrate the festival. Talk about and show interest in a festival story. Talk about the Easter story and say something about how people celebrate the festival and why it is special for Christians. Talk about the story of Diwali and say something about how people celebrate the festival. Talk about some elements of what happens at Eid-ul-Fitr. They can say how they think Muslims will feel at Eid-ul-Fitr and talk about whether they have ever felt like that. 			A SELECTION OF THE FOLLOWING EXAMPLES OR SIMILAR COULD BE OFFERED THROUGH CONTINUOUS PROVISION (K & U - A), (E & C - D), (G & D - G) <ul style="list-style-type: none"> Listen to and begin to respond to religious stories about faith leaders through play and classroom talk Join in with and respond well to a trip to a holy building. They can correctly name and talk about important features during role play and setting up of the role play area. Learn about objects that are important in some different religions. They build up their ideas of what religion means and why it is important to some people. Classroom activities help them to notice we are all different, and all similar too. They respond in a variety of ways to what they see, hear, smell, touch and taste. Join in with a retelling of the wise and foolish builders and from this begin to respond to questions about building in our lives. Pupils are able to order the story fairly accurately. They can take part in the story telling and recall some elements of it correctly using the books they have made. 		

<ul style="list-style-type: none"> • Speak about their experience and the experience of others, recalling some elements of festivals they have learnt about. They can say what they like about different festivals. 	<ul style="list-style-type: none"> • Talk about how we can tell a wedding is a special day, and about what matters on a day like this and how people might feel at a wedding. 	
<p>Why do Christians perform Nativity plays at Christmas? (UC...Incarnation)</p> <ul style="list-style-type: none"> • Know special stories from the Bible about Jesus • Know what happens at church at Christmas for Christians • Know how Christians share God's love at Christmas <p>(K & U - A), (E & C - D), (G & D - G)</p>	<p>Why do Christians put a cross in an Easter Garden? (UC...Salvation)</p> <ul style="list-style-type: none"> • Know why is a Palm Cross a special symbol for Christians? • Know how Christians use crosses to celebrate Easter at home and at church? <p>(K & U - A), (E & C - D), (G & D - G)</p>	<p>Why is the word "God" so important to Christians? (UC...Creation)</p> <ul style="list-style-type: none"> • Know that Christians believe God is the creator of all life • Know that Christians say and sing words of praise and worship to God. They thank God for all he does and all he has made • Know that Christians use God's name with care because he is King of the world <p>(K & U - A), (E & C - D), (G & D - G)</p>

Knowledge and Understanding	Expression and Communication	Gaining and Deploying Skills
<p>A Recall, name and talk about materials in RE, learning new vocabulary</p> <p>B Retell stories, suggesting meanings for sources of wisdom, festivals, worship, learning new vocabulary</p> <p>C Describe religions and worldviews, connecting ideas, building knowledge</p>	<p>D Observe, notice and recognise materials in RE</p> <p>E Ask questions and give opinions about religions, beliefs and ideas</p> <p>F Give thoughtful responses using different forms of expression in RE</p>	<p>G Notice and find out about religions and worldviews</p> <p>H Collect, use and respond to ideas in RE</p> <p>I Consider and discuss questions, ideas and points of view</p>

KS1 - Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>RE Statement of Entitlement</p> <p>To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.</p> <p>To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.</p> <p>To engage with challenging questions of meaning and purpose raised by human existence and experience.</p> <p>To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.</p> <p>To explore their own religious, spiritual and philosophical ways living, believing and thinking.</p>						
	<p>What can we learn from stories and prayers of Jesus? (WA Syllabus)</p> <ul style="list-style-type: none"> Recognise the importance of the Lord's Prayer for Christians (K & U - D) Know the outline of the Lord's Prayer (K & U - A) Talk about the powers of Jesus in stories (K & U - A, B) Talk about their own power to care, or to say thank you (E & C - F) 	<p>Why does Christmas matter to Christians? (U C ...Incarnation)</p> <ul style="list-style-type: none"> Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. (K & U - B) (E & C - E) Recognise that stories of Jesus' life come from the Gospels. (K & U - A) 	<p>What do Christians believe God is like? (UC...God)</p> <ul style="list-style-type: none"> Identify what a parable is. (K & U - A) Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. (K & U - B, C) Give clear, simple accounts of what the story means to Christians. 	<p>Questions that puzzle us. (WA Syllabus)</p> <ul style="list-style-type: none"> Talk about puzzles and mysteries that are interesting, even if we don't know 'the answers' (K & U - A) Identify some puzzles and mysteries about our lives and our thoughts (E & C - D) (G & D - I) 	<p>Christianity in Wton (WA Syllabus)</p> <ul style="list-style-type: none"> Use their senses to explore and ask questions about religious stories, pictures, artefacts (E & C - E, F) Identify simply some of the ways in which Christians describe the characteristics of God (K & U - A) Express in simple terms their own thoughts about God (E & C - E, F) 	<p>Beginning to learn from Sikhism (WA Syllabus) VISIT GURDWARA</p> <ul style="list-style-type: none"> Name some Sikh artefacts and symbols (K & U - A) Identify and recall a Sikh story (K & U - B) Talk about being generous and meeting generous people (K & U - A) (E & C - E, F)

	<ul style="list-style-type: none"> Identify some feelings associated with thanking and being thanked, praising and being praised (E & C - F) (G & D - G, H, I) 	<ul style="list-style-type: none"> Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. (K & U - A, B, C) Decide what they personally have to be thankful for at Christmas time (E & C - F) (G & D - G, H, I) 	<p>(K & U - B) (E & C - E)</p> <ul style="list-style-type: none"> Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. (K & U - C) (E & C - D) Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. (K & U - C) (E & C - D) Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. (E & C - E, F) (G & D - G, H, I) 	<ul style="list-style-type: none"> Experience the sense of wonder and talk about it (E & C - F) Talk about stories that include mysteries and puzzling questions (K & U - B) Talk about a number of puzzling questions and notice what is of concern to themselves and to others (K & U - A) (E & C - E, F) (G & D - G) Recognise that religious beliefs can answer puzzling questions for many people (K & U - C) 		<ul style="list-style-type: none"> Talk about why Sikhs like to share and why they like to share (K & U - C) (E & C - E, F) (G & D - G, H, I)
--	--	--	--	--	--	---

Knowledge and Understanding	Expression and Communication	Gaining and Deploying Skills
<p>A Recall, name and talk about materials in RE, learning new vocabulary</p> <p>B Retell stories, suggesting meanings for sources of wisdom, festivals, worship, learning new vocabulary</p> <p>C Describe religions and worldviews, connecting ideas, building knowledge</p>	<p>D Observe, notice and recognise materials in RE</p> <p>E Ask questions and give opinions about religions, beliefs and ideas</p> <p>F Give thoughtful responses using different forms of expression in RE</p>	<p>G Notice and find out about religions and worldviews</p> <p>H Collect, use and respond to ideas in RE</p> <p>I Consider and discuss questions, ideas and points of view</p>

KS1 - Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>RE Statement of Entitlement</p> <p>To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.</p> <p>To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.</p> <p>To engage with challenging questions of meaning and purpose raised by human existence and experience.</p> <p>To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.</p> <p>To explore their own religious, spiritual and philosophical ways living, believing and thinking.</p>						
	<p>Beginning to Learn from Islam (WA Syllabus)</p> <ul style="list-style-type: none"> Name two things found in the mosque (K & U - A) Retell a story of the Prophet (K & U - B) Talk thoughtfully about kindness to animals or about sacred words (K & U - A) (E & C - F) Respond sensitively to Muslim ideas and 	<p>Holy Books (WA Syllabus)</p> <ul style="list-style-type: none"> Retell a story from the Muslim religion (K & U - B) Retell a story from the Christian religion (K & U - B) Recall that the Qur'an was revealed to Prophet Muhammad. (K & U - A) Respond sensitively to simple questions about the stories they have heard (E & C - F) 	<p>Holy Places: Worship at the Church & Mosque (WA Syllabus)</p> <p>VISIT CHURCH & MOSQUE</p> <ul style="list-style-type: none"> Identify some of the main features of the sacred places they have visited and / or studied (K & U - A) Recognise how these are used by the faith community. Identify symbols and recognise their meaning. (E & C - D) 	<p>Why does Easter matter to Christians? (UC...Salvation)</p> <ul style="list-style-type: none"> Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. (K & U - A) (E & C - D) Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). (K & U - B, C) 	<p>What is the Good News Jesus brings? (UC... Gospel)</p> <ul style="list-style-type: none"> Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. (K & U - B, C) Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. (K & U - B, C) Recognise that Jesus gives instructions to people about how 	<p>Who made the World? (UC... Creation)</p> <ul style="list-style-type: none"> Retell the story of creation from Genesis 1:1-2,3 simply. (K & U - B, C) Recognise that 'Creation' is the beginning of the 'big story' of the Bible. (K & U - A) (E & C - D) Say what the story tells Christians about God, Creation and the world. (K & U - B)

	<p>simple stories (E & C - F)</p>	<p>(G & D - G, H, I)</p>	<ul style="list-style-type: none"> Respond sensitively to the idea of a special place of their own and its importance (E & C - F) 	<ul style="list-style-type: none"> Recognise that Jesus gives instructions about how to behave. (E & C - D) 	<p>to behave. (E & C - D)</p>	<ul style="list-style-type: none"> Give at least one example of what Christians do to say thank you to God for the Creation. (K & U - C) (E & C - D)
	<p>(G & D - G, H, I)</p>	<p>(G & D - G, H, I)</p>	<ul style="list-style-type: none"> Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. (K & U - C) (E & C - D) Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas. (E & C - E, F) <p>(G & D - G, H, I)</p>	<ul style="list-style-type: none"> Give at least two examples of how Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. (K & U - C) (E & C - D) 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). (K & U - C) (E & C - D) Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas (E & C - E, F) <p>(G & D - G, H, I)</p>	<ul style="list-style-type: none"> 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. (K & U - C) (E & C - D) 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). (K & U - C) (E & C - D) Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas (E & C - E, F) <p>(G & D - G, H, I)</p>	<ul style="list-style-type: none"> Think, talk and ask questions about living in an amazing world. (E & C - D, E, F)

Knowledge and Understanding	Expression and Communication	Gaining and Deploying Skills
<p>B Retell stories, suggesting meanings for sources of wisdom, festivals, worship, learning new vocabulary</p> <p>C Describe religions and worldviews, connecting ideas, building knowledge</p> <p>J Understand ideas and practices, linking different viewpoints, building knowledge</p> <p>K Explain the impact of and connections between ideas, practices, viewpoints</p>	<p>E Ask questions and give opinions about religions, beliefs and ideas</p> <p>F Give thoughtful responses using different forms of expression in RE</p> <p>L Express ideas of their own thoughtfully in RE</p> <p>M Explain diverse ideas and viewpoints clearly in various forms</p>	<p>H Collect, use and respond to ideas in RE</p> <p>I Consider and discuss questions, ideas and points of view</p> <p>N Apply ideas about religions and worldviews thoughtfully</p> <p>O Investigate and explain why religions and worldviews matter</p>

KS2 - Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>RE Statement of Entitlement</p> <p>To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.</p> <p>To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.</p> <p>To engage with challenging questions of meaning and purpose raised by human existence and experience.</p> <p>To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.</p> <p>To explore their own religious, spiritual and philosophical ways living, believing and thinking.</p>						
	<p>Why do some people think Jesus is inspirational? (WA Syllabus)</p> <ul style="list-style-type: none"> Use a developing religious vocabulary, such as resurrection, forgiveness to describe key aspects of Jesus' life and teachings. (K & U - B) Begin to identify the impact that believing in Jesus has on a Christian's life. (K & U - K) 	<p>What is the Trinity? (UC... Incarnation /God)</p> <ul style="list-style-type: none"> Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. (K & U - A) Offer suggestions about what texts about baptism and Trinity might mean. (K & U - B, C) 	<p>What is it like to be a Hindu? (WA Syllabus) VISIT MANDIR</p> <ul style="list-style-type: none"> Use a range of religious words to describe Hindu beliefs about God and worship. (K & U - B) List some similarities and differences between the Hindu way of life and another way of life they know well (K & U - J) 	<p>What do we celebrate & why? (Easter...use UC Salvation) & Vaisakhi) (WA Syllabus) (adjust timings to fit with dates of celebrations)</p> <ul style="list-style-type: none"> Make links between the story of Vaisakhi and how Sikhs celebrate today. (K & U - C, K) Suggest why these festivals are important to the 	<p>Stewardship Project</p>	<p>Exploring Key Leaders: Sikhs (Guru Nanak) & Hindus (Gandhi) (WA Syllabus)</p> <ul style="list-style-type: none"> Use a developing religious vocabulary to describe key aspects of Guru Nanak's life and teachings. (K & U - B) Make links between Sikh and Hindu beliefs about following the way of God and the example

	<ul style="list-style-type: none"> Describe some ways in which Jesus has been represented in art or music (G & D - H) Make links between some Christian beliefs and some stories about Jesus found in the New Testament. (K & U - C, K) Ask and consider some important questions of their own about Jesus, making links between their own and others' responses. (E & C - E) (G & D - I) 	<ul style="list-style-type: none"> Give examples of what these texts mean to some Christians today. (K & U - J, K) Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. (K & U - J, K) Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like. (K & U - C, J) (E & C - E, F, L) (G & D - H, I, N, O) 	<ul style="list-style-type: none"> Make links between art, stories and holy writings that help people to be good or generous rather than bad or mean (K & U - K) (G & D - G, H, I) 	<ul style="list-style-type: none"> believers. (E & C - E, F) Make a link between these religious festivals and occasions they celebrate (K & U - J) (E & C - E, F, L) (G & D - H, I, N, O) 		<ul style="list-style-type: none"> of other people. (K & U - J) Describe how Guru Nanak is honoured (but never worshipped) in Sikhism. (K & U - C) Describe how Hindu people try to live by following the teaching and example of Hindu leaders and traditions. (K & U - C) Ask questions about the importance of leaders, role models and inspiring examples for all of us, making links between their own and others' responses. (K & U - K) (E & C - E, F, L, M) (G & D - H, I, N, O)
--	--	--	--	---	--	---

Knowledge and Understanding	Expression and Communication	Gaining and Deploying Skills
<p>B Retell stories, suggesting meanings for sources of wisdom, festivals, worship, learning new vocabulary</p> <p>C Describe religions and worldviews, connecting ideas, building knowledge</p> <p>J Understand ideas and practices, linking different viewpoints, building knowledge</p> <p>K Explain the impact of and connections between ideas, practices, viewpoints</p>	<p>E Ask questions and give opinions about religions, beliefs and ideas</p> <p>F Give thoughtful responses using different forms of expression in RE</p> <p>L Express ideas of their own thoughtfully in RE</p> <p>M Explain diverse ideas and viewpoints clearly in various forms</p>	<p>H Collect, use and respond to ideas in RE</p> <p>I Consider and discuss questions, ideas and points of view</p> <p>N Apply ideas about religions and worldviews thoughtfully</p> <p>O Investigate and explain why religions and worldviews matter</p>

KS2 - Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>RE Statement of Entitlement</p> <p>To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.</p> <p>To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.</p> <p>To engage with challenging questions of meaning and purpose raised by human existence and experience.</p> <p>To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.</p> <p>To explore their own religious, spiritual and philosophical ways living, believing and thinking.</p>						
	<p>What do Christians learn from the Creation story? (UC...Creation)</p> <ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. (K & U - J) Make clear links between Genesis 1 and what Christians believe about God and Creation. (K & U - J) 	<p>Why does the prophet matter to Muslims? (WA Syllabus)</p> <ul style="list-style-type: none"> Use a developing religious vocabulary to describe key aspects of The Prophet Muhammad's (PBUH) life and teachings. (K & U - B) Make links between Muslim beliefs and stories about the Prophet Muhammad 	<p>Keeping the 5 Pillars of Islam & Eid (WA Syllabus) (adjust timings to fit with dates of Ramadan)</p> <ul style="list-style-type: none"> Describe how a Muslim practices some of the Pillars (K & U - C) Make simple links between the teaching of Islam and what Muslims do (K & U - K) Make simple links between their own 	<p>Why do Christians call the day Jesus died "Good Friday"? (UC...Salvation)</p> <ul style="list-style-type: none"> Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. (K & U - J) Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus 	<p>What is it like to follow God? (UC...People of God)</p> <p>VISIT CHURCH</p> <ul style="list-style-type: none"> Make clear links between the story of Noah and the idea of covenant. (K & U - J) Make simple links between promises in the story of Noah and promises that Christians make at a 	<p>What kind of a world did Jesus want? (UC... Gospel)</p> <ul style="list-style-type: none"> Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. (K & U - J) Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers

	<ul style="list-style-type: none"> 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.) (K & U - K) 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 (E & C - E, F, L, M) <p>(G & D - H, I, N, O)</p>	<p>(PBUH) (K & U - C, K)</p> <ul style="list-style-type: none"> Begin to identify the impact that believing in Allah will have on a Muslim's life. (K & U - K) Describe how the Prophet Muhammad (PBUH) is honoured (but never worshipped) in Islam. (K & U - C) Ask questions about the importance of the Prophet Muhammad (PBUH), making links between their own and others' responses (K & U - K) (E & C - E, F, L, M) <p>(G & D - H, I, N, O)</p>	<p>experience and choices and the Muslims who choose to practice the Pillars (answering a question about similarities and differences) (E & C - E, F, L, M)</p> <ul style="list-style-type: none"> Describe some ways in which Muslims celebrate Eid-ul-Fitr and say why they are important for Muslims. (K & U - J) Say what I think about giving to charity and showing kindness to others, making links with what Muslims do at Eid-ul-Fitr. (K & U - J) (E & C - L) <p>(G & D - H, I, N, O)</p>	<p>might mean. (E & C - E, F, L)</p> <ul style="list-style-type: none"> Give examples of what the texts studied mean to some Christians. (K & U - C, J, K) Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. (K & U - B) Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. (K & U - J, K) 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. (K & U - B) (E & C, - E, F, L, M) <p>(G & D - H, I, N, O)</p>	<p>wedding ceremony. (K & U - K)</p> <ul style="list-style-type: none"> Make links between the story of Noah and how we live in school and the wider world. (K & U - K) (E & C - E, F, L) <p>(G & D - H, I, N, O)</p>	<p>of people'. (K & U - K)</p> <ul style="list-style-type: none"> Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. (E & C - E, F, L) Make simple links between Bible texts and the concept of 'Gospel' (good news). (K & U - J) Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. (K & U - C, J, K) Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly. (K & U - B) (E & C, - E, F, L, M) <p>(G & D - H, I, N, O)</p>
--	--	---	--	---	--	--

Knowledge and Understanding	Expression and Communication	Gaining and Deploying Skills
<p>B Retell stories, suggesting meanings for sources of wisdom, festivals, worship, learning new vocabulary</p> <p>C Describe religions and worldviews, connecting ideas, building knowledge</p> <p>J Understand ideas and practices, linking different viewpoints, building knowledge</p> <p>K Explain the impact of and connections between ideas, practices, viewpoints</p>	<p>E Ask questions and give opinions about religions, beliefs and ideas</p> <p>F Give thoughtful responses using different forms of expression in RE</p> <p>L Express ideas of their own thoughtfully in RE</p> <p>M Explain diverse ideas and viewpoints clearly in various forms</p>	<p>H Collect, use and respond to ideas in RE</p> <p>I Consider and discuss questions, ideas and points of view</p> <p>N Apply ideas about religions and worldviews thoughtfully</p> <p>O Investigate and explain why religions and worldviews matter</p>

KS2 - Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>RE Statement of Entitlement</p> <p>To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.</p> <p>To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.</p> <p>To engage with challenging questions of meaning and purpose raised by human existence and experience.</p> <p>To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.</p> <p>To explore their own religious, spiritual and philosophical ways living, believing and thinking.</p>						
	<p>Creation & Science Conflicting or Complimentary? (UC...Creation)</p> <ul style="list-style-type: none"> Outline the importance of Creation on the timeline of the 'big story' of the Bible. (K & U - C, J) Identify what type of text some Christians say Genesis 1 is, and its purpose. (K & U - J, K) Taking account of the context, suggest 	<p>What would Jesus do? (UC...Gospel)</p> <p>VISIT CHURCH</p> <ul style="list-style-type: none"> Identify features of Gospel texts (for example, teachings, parable, narrative). (K & U - C) Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of 	<p>What can we learn from religion about temptation? (WA Syllabus)</p> <ul style="list-style-type: none"> Describe some things Muslims or Christians think are wrong, and some things they think are good. (K & U - C) Use the vocabulary of the unit such as dilemma, temptation, resist, give in, commit, good and bad, right and wrong (G & D - N) 	<p>What did Jesus do to save humans? (UC...Salvation)</p> <ul style="list-style-type: none"> Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. (K & U - C, J) Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. (E & C - M) Suggest meanings for narratives of Jesus' 	<p>Hindu & Islamic Prayer (WA Syllabus)</p> <ul style="list-style-type: none"> Use the right words to describe the impact of prayer in the two religions (K & U - B, K) Show that they understand why prayer is important in Islam and Hinduism (K & U - J) (E & C - M) Apply the idea that silence is good for you to the topics of prayer and to their 	<p>When, how and why do Christians pray? (WA Syllabus)</p> <ul style="list-style-type: none"> Describe how Christians pray and show understanding how these practices are linked to teaching from the Bible. (K & U - B, J) Understand some similarities and differences between Christian ideas on prayer, describing how these beliefs affect how Christians live. (K & U - J, K)

	<p>what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. (K & U - J, K) (E & C - E, F, L, M)</p> <ul style="list-style-type: none"> Make clear connections between Genesis 1 and Christian belief about God as Creator. (K & U - C, J, K) Show understanding of why many Christians find science and faith go together. (K & U - C, J, K) (E & C - M) Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. (K & U - J) (E & C - E, F, L, M) (G & D - H, I, N, O) Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account (E & C - E, F, L, M) (G & D - H, I, N) 	<p>different interpretations. (K & U - J, K) (E & C - E, F, L, M)</p> <ul style="list-style-type: none"> Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. (K & U - C, J, K) Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own. (K & U - K) (E & C - E, F, L, M) (G & D - N, O) 	<ul style="list-style-type: none"> Make links between the teachings of one of the religions studied and the way people might choose to behave (K & U - J) (E & C - E, F, L, M) (G & D - H, I, N, O) 	<p>death/ resurrection, comparing their ideas with ways in which Christians interpret these texts. (K & U - B, J, K)</p> <ul style="list-style-type: none"> Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. (K & U - C, J, K) Show how Christians put their beliefs into practice. (K & U - J) Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. (E & C - E, F, L, M) (G & D - H, I, N, O) 	<p>own lives (G & D - N)</p>	<ul style="list-style-type: none"> Ask questions about prayer and share their own ideas about it. (E & C - E, L) Describe what commands their respect and why (E & C - E, F, L) (G & D - H, I, N, O)
--	--	---	---	---	--------------------------------------	---

Knowledge and Understanding	Expression and Communication	Gaining and Deploying Skills
<p>B Retell stories, suggesting meanings for sources of wisdom, festivals, worship, learning new vocabulary</p> <p>C Describe religions and worldviews, connecting ideas, building knowledge</p> <p>J Understand ideas and practices, linking different viewpoints, building knowledge</p> <p>K Explain the impact of and connections between ideas, practices, viewpoints</p>	<p>E Ask questions and give opinions about religions, beliefs and ideas</p> <p>F Give thoughtful responses using different forms of expression in RE</p> <p>L Express ideas of their own thoughtfully in RE</p> <p>M Explain diverse ideas and viewpoints clearly in various forms</p>	<p>H Collect, use and respond to ideas in RE</p> <p>I Consider and discuss questions, ideas and points of view</p> <p>N Apply ideas about religions and worldviews thoughtfully</p> <p>O Investigate and explain why religions and worldviews matter</p>

KS2 - Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>RE Statement of Entitlement</p> <p>To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.</p> <p>To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.</p> <p>To engage with challenging questions of meaning and purpose raised by human existence and experience.</p> <p>To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.</p> <p>To explore their own religious, spiritual and philosophical ways living, believing and thinking.</p>					
	<p>What will make W-ton a more respectful community? (WA Syllabus)</p> <p>VISIT OPEN DOOR PROJECT</p> <ul style="list-style-type: none"> Describe some of the religious diversity of our region, referring to people, places and events (K & U - C) (E & C - M) 	<p>Was Jesus the Messiah? (UC... Incarnation)</p> <ul style="list-style-type: none"> Explain the place of Incarnation and Messiah within the 'big story' of the Bible. (K & U - C, J) Identify Gospel and prophecy texts, using technical terms. (K & U - C) Explain connections between biblical 	<p>How can following God bring Freedom & Justice? (UC... People Of God)</p> <ul style="list-style-type: none"> Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. (E & C - M) Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. (K & U - C, J, K) Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. (K & U - J) 	<p>What does it mean if God is Holy & Loving? (UC... God)</p> <ul style="list-style-type: none"> Identify some different types of biblical texts, using technical terms accurately. (K & U - C) Explain connections between biblical texts and Christian ideas of God, using theological terms. (E & C - M) Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. (K & U - C, J, K) 		

	<ul style="list-style-type: none"> Identify similarities and differences in aspects of their lives with those of other people of different religions (K & U - J) (E & C - E, L) <p>Make links between values like respect and tolerance and their own behaviour (K & U - J) (E & C - E, L) (G & D - N, O)</p>	<p>texts, Incarnation and Messiah, using theological terms. (E & C - M)</p> <ul style="list-style-type: none"> Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. (K & U - J) Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. (K & U - J) (E & C - E, F, L) Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives (E & C - E, F, L, M) (G & D - H, I, N, O) 	<ul style="list-style-type: none"> Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses. (K & U - J) (E & C - E, F, L, M) (G & D - H, I, N, O) 	<ul style="list-style-type: none"> Show how Christians put their beliefs into practice in worship. (K & U - J) 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. (E & C - E, F, L, M) (G & D - H, I, N, O)
--	--	--	---	---