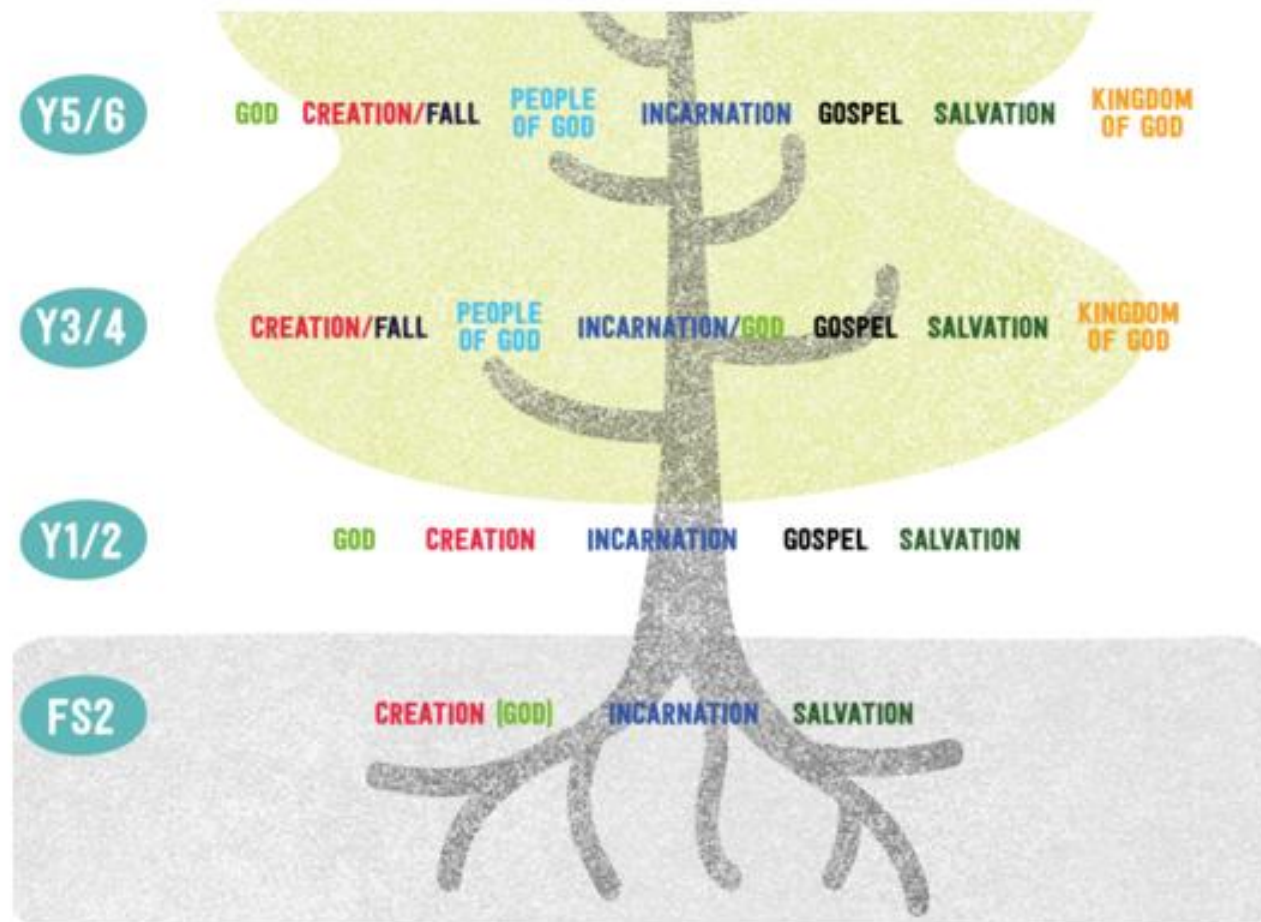


RE Knowledge and Skills Progression





Understanding Christianity Core Knowledge Expectations



As a school we will be looking at CREATION/FALL, INCARNATION, SALVATION,

Subject Intent

Our intent is that the teaching of RE will:

- 
 - Inspire children to become aware of their own beliefs and values and to have a positive attitude towards their meaning and purpose in life
- 
 - Nurture and promote children's spirituality, morality and cultural curiosity through collective worship and school assemblies.
- 
 - Provide learners with knowledge and understanding of Christianity and other principal religious traditions and beliefs represented in Great Britain.
- 
 - Encourage children to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's culture and ways of life.
 - Create a safe environment where children flourish by asking questions about different religions, world views and the wider community.
 - Help children to become inquisitive by about their own beliefs, beliefs of others and the community they live in.

Units of work

RECEPTION

- Why is the word of God so important to Christians? **GOD/CREATION**
- Why do Christians perform nativity plays at Christmas? **INCARNATION**
- F4: Being Special: Where do we belong? **(Thematic including secular viewpoints)**
- F3 Why do Christians put a cross in an Easter Garden? **SALVATION**
- F5: Which places are special and why? **(Thematic including secular viewpoints)**
- F6: Which stories are special and why? **(Thematic including secular viewpoints)**

Year 1

- 1.2 Who made the world? **CREATION CORE**
- 1.3 Why does Christmas matter to Christians? **INCARNATION CORE**
- 1.6: Who is Jewish and how do they live?
- 1.5: Why does Easter matter to Christians? **SALVATION**
- 1.7: Who is Muslim and what do they believe?
- 1.8: Who am I? What does it mean to belong? **(Thematic including secular viewpoints)**

Year 2

- 1.2 Who made the world? **CREATION Digging Deeper**
- 1.3 Why does Christmas matter to Christians? **INCARNATION Digging Deeper**
- 1.9: What makes some places sacred to believers? **(Thematic including secular viewpoints)**
- 1.5: Why does Easter matter to Christians? **SALVATION Digging Deeper**
- 1.10: How should we care for the world and for others, and why does it matter? **(Thematic including secular viewpoints)**
- Inspirational people - Natre

Year 3

- 2a.1 What do Christians learn from the creation story? **CREATION CORE**
- 2a.3 What is the Trinity? **INCARNATION Church link CORE**
- L2.9: What are the deeper meanings of festivals? **Focus on Islam (Thematic including secular viewpoints)**
- 2a.5 Why do Christians call the day Jesus died 'Good Friday'? **SALVATION CORE**
- L2.10: How and why do believers show their commitments during the journey of life? **(Thematic including secular viewpoints)**
- Natre unit: 24. How and why are people trying to make the world a better place?

Year 4

- 2a.1 What do Christians learn from the creation story? **CREATION Digging Deeper**
- 2a.3 What is the Trinity? **INCARNATION Digging Deeper**
- L2.7: What does it mean to be a Hindu in Britain today?
- 2a.5 Why do Christians call the day Jesus died 'Good Friday'? **SALVATION Digging Deeper**
- L2.8: What does it mean to be a Sikh in Britain today?
- Natre Unit 27 What do Hindus believe God is like?

Year 5

- 2b.2 Creation and Science: conflicting or complimentary? **CREATION CORE**
- 2b.4 Was Jesus the Messiah? **INCARNATION CORE**
- U2.9: What does it mean for Muslims to follow God?
- 2b.6 What did Jesus do to save human beings? **SALVATION**
- U2.10: What does it mean for a Jewish person to follow God?
- U2.11 Why do some people believe in God and some people not? **(Thematic including secular viewpoints)**

Year 6

- 2b.2 Creation and Science: conflicting or complimentary? **CREATION Digging Deeper**
- 2b.4 Was Jesus the Messiah? **INCARNATION Digging Deeper**
- U2.12 What will make our city/town a more respectful place? **(Thematic including secular viewpoints)**
- 2b.7 What difference does the Resurrection make for Christians? **SALVATION**
- U2.13 Why is pilgrimage important to some religious believers?
- U2.14 How does religion help people live through good and bad times? **(Thematic including secular viewpoints)**

KS1 Leeds agreed syllabus

Pupils should develop their knowledge and understanding of religions and world views, recognising local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions about beliefs and find out about questions of right and wrong and begin to respond with their own views. Teaching and learning should be focused around **Christianity and Judaism**, alongside understanding of non-religious approaches to life. Aspects of other faiths may be included as appropriate, such as teaching about specific festivals or rituals.

As part of investigating the beliefs and practices of religions and other world views, pupils should be taught to:

- Recall and name different beliefs and practices, including prayer, worship, festivals, rituals and ways of life, in order to find out about the meanings behind them;
- Retell and suggest meanings for some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come;
- Recognise some ways that people express beliefs and belonging through prayer, worship, symbols and actions, appreciating some similarities between communities.

KS2 Leeds agreed syllabus

Pupils should extend their knowledge and understanding of religions, beliefs and values, recognising personal, local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask and discuss increasingly challenging questions about beliefs, values and human life, drawing on the insights of religions and other world views. Pupils should respond with their own ideas, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

At key stage 2, teaching and learning should **build on the KS1 focus around Christianity**, and be extended to the study of **Sikhism and Islam**, alongside developing understanding of nonreligious approaches to life. Aspects of other faiths may be included as appropriate, such as teaching about a specific concept, festival or practice.

As part of investigating the beliefs and practices of religions and other world views, pupils should be taught to:

- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to beliefs and teachings that arise from them;
- Describe and make connections between different features of the religions and other world views, discovering more about prayer, celebrations, worship, pilgrimages and the rituals which mark important points in life.

Understanding Christianity Core Knowledge Expectations

Leeds and York Diocesan syllabus

EYES

Communication and Language

- Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions, or actions.
- They use talk to organise, sequence and clarify thinking, ideas, feelings, and events.
- Children answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences, and events from different sources.
- They talk about how they and others show feelings.
- They develop their own narrative in relation to stories they hear from different communities

Personal, Social and Emotional Development

- Children understand that they can expect others to treat their needs, views, cultures, and beliefs with respect.
- They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including children and adults, to work together harmoniously.
- They talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable.
- Children think and talk about issues of right and wrong and why these question matter
- They respond to significant experiences showing a range of feelings when appropriate
- They have a developing awareness of their own needs, views and feelings and are sensitive to those of others.
- Children think and talk about the issues of right and wrong and why these questions matter
- They respond to significant experiences showing a range of feelings when appropriate
- They have a developing awareness of their own needs, views and feelings and are sensitive to those of others.
- Children have a developing respect for their own cultures and beliefs, and those of other people
- They show sensitivity to others' needs and feelings, and form positive relationships.

Understanding the world

- Children talk about similarities and differences between themselves and others, among families, communities, and traditions
- They begin to know about their own cultures and beliefs and those of other people
- They explore, observe and find out about places and objects that matter in different cultures and beliefs

Expressive Art and Design

- Children use their imagination in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings.
- They respond in a variety of ways to what they see, hear, smell, touch, and taste

Literacy

Children are given access to a wide range of books, poems, and other written materials to ignite their interest

Mathematics

Children recognise, create, and describe some patterns, sorting and ordering objects simply

KS1

Element 1 Making

By the end of KS1 pupils can...

- Identify the core beliefs and concepts studied and give a simple description of what they mean
- Give examples of how stories show what people believe (e.g., the meaning behind a festival)
- Give clear, simple accounts of what stories and other texts mean to believers

Element 2 Understanding the impact

Leeds and York Diocesan syllabus

Element 1 Making sense of beliefs

By the end of lower KS1 pupils can...

- Identify and describe the core beliefs and concepts studied
- Make clear links between texts/sources of authority and key concepts studied
- Offer informed suggestions about what texts/sources or authority might mean and give examples of what these sources means to believers

Element 2 Understanding the impact

By the end of lower KS1 pupils can...

- Make simple links between stories, studied and how people live, individually and in communities
- Describe how people show their beliefs in how they worship and in the way they live
- Identify some differences in how people put their beliefs into practice

Element 3 Making connections

By the end of lower KS1 pupils can...

- Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live
- Make links between some of beliefs and practices studied and life in the world today, expressing some ideas of their own ideas clearly
- Give good reasons for the views they have and the connections they make
- Talk about what they have learned and if they have changed their thinking.

Element 1 Making sense of beliefs

By the end of KS2 pupils can....

- Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions.
- Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts
- Taking account of the context suggest meanings for texts/sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations.

Element 2 Understanding the Impact

By the end of KS2 pupils can...

- Make clear connections between what people believe and how they live, individually and in communities
- 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

Element 3 Making Connections

By the end of KS2 pupils can...

- Making connections between the beliefs and practices studied, evaluating and explaining their important to different people (believers and atheists)
- Reflect on and articulate lessons people might gain from beliefs/practices studied, including their own responses, recognising that others may think differently.
- 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 giving good reasons for the views they have and the connections they make
- Talk about what they have learned, how their thinking may have changed and why

By the end of KS1 pupils can...

- *Give examples of how people use stories, texts, and teaching to guide their beliefs and actions, individually and as communities*
- *Give examples of ways in which believers put their beliefs into practice*

Element 3 Making Connections

By the end of KS1 pupils can...

- *Think, talk, and ask questions about whether the ideas they have been studying have something to say to them*
- *Give a good reason for the views they have and the connections they make*
- *Talk about what they have learned.*

Creation and fall (also GOD)

EYES, children will know:

- The word God is a name
- Christians believe God is the creator of the universe
- Christians believe God made our wonderful world and so we should look after it

Incarnation

EYES, children will know:

- Christians believe God came to earth in human form as Jesus
- Christians believe Jesus came to show that all people are precious and special to God

Salvation

EYES, children will know:

- Children remember Jesus' last week at Easter
- Jesus' name means 'He saves'
- Christians believe Jesus came to show God's love
- Christians try to show love to others

Creation and Fall

End of KS1 children will know:

- God created the universe
- The Earth and everything in it are important to God
- God has a unique relation with human beings as their Creator and Sustainer
- Humans should care for the world because it belongs to God

Incarnation

End of KS1 children will know:

- Christians believe that Jesus is God and that he was born as a baby in Bethlehem
- The Bible points out that his birth shows that he was extraordinary (e.g., he is worshipped as a King in Matthew) and that he came to bring good news (e.g. to the poor in Luke)
- Christians celebrate Jesus' birth and Advent for Christians is a time for getting ready for Jesus' coming.

Salvation

End of KS1 children will know:

- Easter is very important in the 'big story' of the bible Jesus showed that he was willing to forgive all people even for putting him on the cross
- Christians believe Jesus builds a bridge between God and humans
- Christians believe Jesus rose from the dead, giving people hope of a new life

Creation and Fall

End of lower KS2 children will know:

- God the Creator cares for the creation, including human beings
- As human beings are part of God's good creation, they do best when they listen to God
- The bible tells a story (Gen 3) about how humans spoiled their friendship with God (the fall)
- This means that humans cannot get close to God without God's help
- The bible shows that God wants to help people to be close to him- he keeps his relationship with them, gives them guidelines on good ways to live (ten commandments) and offers forgiveness even when they fall short
- Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.

Incarnation

End of lower KS2 children will know:

- Christians believe Jesus is one of three persons of the Trinity: God the Father, God the son and God the Holy Spirit
- Christians believe the Father creates: he sends the Son who saves his people, the Son sends the Holy Spirit to his followers
- Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help to express this belief
- Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus

Salvation

End of lower KS2 children will know:

- Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection
- The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do
- Christians today trust that Jesus really did rise from the dead, and so is still alive today
- Christians remember and celebrate Jesus' last week, death and resurrection.
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Creation and Fall

End of KS2 children will know:

- There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts
- These debates and controversies related to the purpose and interpretation of the texts e.g. does reading Genesis as a poetic account conflict with scientific accounts?
- There are many scientists throughout history and now who are Christians
- The discoveries of science make Christians wonder even more about the power and majesty of the Creator

Incarnation

End of KS2 children will know:

- Jesus was Jewish
- Christians believe Jesus is God in the flesh
- They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God
- The Old Testament talks about a 'rescuer' or 'anointed one' – a messiah. Some texts talk about what this 'messiah' would be like
- Christians believe that Jesus has fulfilled these expectations and that is the Messiah. (Jewish people do not think that Jesus is the Messiah)
- Christians see Jesus as their saviour

Salvation

End of KS2 children will know:

- Christians read the 'big story' of the bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God
- The Gospels give account of Jesus's death and resurrection
- the New Testament says that Jesus' death was somehow 'for us'.
- Christians interpret this is a variety of ways e.g., as a sacrifice for sin, as a victory over sin, death and the devil, paying the punishment as a substitute for everyone's sin, rescuing the lost and leading them to God, leading from darkness to light, from slavery to freedom.
- Christians remember Jesus' sacrifice through the service of Holy Communion (Lord's Supper, Eucharist or the Mass)
- Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not then end.
- This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven)
- Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, some are prepared to die for others and for their faith