



Religious Education					
Agreed Syllabus Sequence of Units & core knowledge sequence					
			Agreed Syllabus units	Related Understanding Christianity units <small>(all UC units are linked to agreed syllabus units unless highlighted in blue)</small>	Central knowledge/core concepts Assessment starting point
Early Years	Reception	Autumn	F6: What is special about our world?	F.1 CREATION – Why is the word 'God' so important for Christians?	<ul style="list-style-type: none"> Express ideas about how to look after animals and plants Re-tell stories talking about what they say about the world, God and human-beings Talk about things they find puzzling, interesting or wonderful about the world, plus their own experiences
			F2: Which people are special and why?		<ul style="list-style-type: none"> Say what makes their family and friends special to them. Recall stories about special people and talk about what we can learn from them. Recall and talk about stories of Jesus as a friend to others.
	Spring	F1: Which stories are special and why?	F.2 INCARNATION – Why does Christmas matter to Christians?	<ul style="list-style-type: none"> Talk about some religious stories and what they have learned from them Identify some of their own feelings in the stories they hear. Talk about why Christians celebrate Christmas and retell the Christmas story 	
		F4: Which times are special and why? (festivals eg. Christmas/Easter [Christians], Eid [Muslims], Sukkot [Jews], Diwali [Hindus])	F.3 SALVATION – Why does Easter matter to Christians?	<ul style="list-style-type: none"> Give examples of special occasions and suggest features of a good celebration Talk about why Easter is a special time for Christians. Talk about why a festival from another faith is special (eg. why Diwali is important for Hindus or why Sukkot is important for Jewish people). 	
	Summer	F3: Which places are special and why? (Christians, Muslims, Jews)		<ul style="list-style-type: none"> Be aware that some religious people have places which have special meaning for them (eg. not just worship buildings, but locations like Makkah for Muslims). Talk about things that are special and valued in a place of worship. Use appropriate words to talk about their thoughts and feelings when visiting a church. 	
		F5: Where do we belong?		<ul style="list-style-type: none"> Share and record occasions when things have happened in their lives that made them feel special Recall simply what happens at a traditional Christian infant baptism and dedication Recall simply what happens when a baby is welcomed into a religion other than Christianity. 	
Key Stage 1	Yr1&2 Cycle A	Autumn	1.1 Who is a Christian and what do they believe?	1.1 GOD – What do Christians believe about God? (The Lost Son parable)	<ul style="list-style-type: none"> Talk about some simple ideas about Christian beliefs about God and Jesus. Make links between what Jesus taught and what Christians believe and do. Ask questions about believing in God and offer some ideas of their own.
		Spring	1.6 How and why do we celebrate special and sacred times? <i>Spring1 – Christians</i> <i>Spring2 – Jewish people</i>	1.3 INCARNATION – Why does Christmas matter to Christians? 1.5 SALVATION - Why does Easter matter to Christians?	<ul style="list-style-type: none"> Identify some ways in which Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion. Retell stories connected with Christmas/Easter/Harvest/Pentecost and say why these are important to Christians. Retell stories connected with another religion and say why these are important to believers.
		Summer	1.2 Who is a Muslim and what do they believe?		<ul style="list-style-type: none"> Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. Recognise some objects used by Muslims and suggest why they are important. Identify some ways in which Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.
			1.5 What makes some places sacred? (buildings & locations). (Christians, Muslims and/or Jewish people)		<ul style="list-style-type: none"> Identify special objects and symbols found in a place where people worship and be able to say something about how they are used or what they mean. Talk about how stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe. Show that they are becoming more aware that some people regularly worship God in different ways and in different places.
	Yr1&2 Cycle B	Autumn	1.8 How should we care for others and the world, and why does it matter? (Christians and Jewish people)	1.2 CREATION - Who made the world?	<ul style="list-style-type: none"> To use creative ways to express their own ideas about the creation story and what it says about what God is like To talk about issues of good, bad, right and wrong arising from the stories Identify some ways that some people make a response to God by caring for others and the world.
		Spring	1.4 What can we learn from sacred books? <i>Spring1 – Christians</i> <i>Spring 2 - Muslims</i>	1.4 GOSPEL – What is the good news that Jesus brings? (<i>Spring 1</i>)	<ul style="list-style-type: none"> Recognise that sacred texts (eg. Bible) contain stories which are special to many people and should be treated with respect. Retell stories from the Bible (NewT gospels) and suggest the meaning of these stories including how they inform the behaviour and attitudes of Christians. Ask and suggest answers to questions arising from stories Jesus told and stories from another religion.
		Summer	1.3 Who is Jewish and what do they believe?		<ul style="list-style-type: none"> Talk about how items in the home remind Jewish people about God.Talk about how Shabbat is a special day of the week for Jewish people and give some examples of what they might do to celebrate. Retell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means.
			1.7 What does it mean to belong to a faith community? (Christians and Jewish people)		<ul style="list-style-type: none"> Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what they might mean and why they matter to religions. Talk about and compare different religious ceremonies (eg. wedding, christening/dedication) and what happens at these events, focusing on how they promote a sense of belonging. Respond to examples of co-operation between different people (in the name of religion).

Yr 3&4 Cycle A	Autumn	L2.9 What can we learn from religions about deciding what is right and wrong? (<i>inc Christians, Jewish people and Humanists</i>)		<ul style="list-style-type: none"> Make connections between stories of temptation and why people can find it difficult to be good. Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. Give examples of ways in which some inspirational people have been guided by their religion. 	
		L2.7 What does it mean to be a Christian in Britain today?	2a.2 PEOPLE OF GOD - What is it like to follow God? (Noah)	<ul style="list-style-type: none"> Describe some examples of what Christians do to show their faith and make connections with beliefs and teachings in the Bible. Suggest at least two reasons why being a Christian is a good thing in Britain today and why it might be hard sometimes. Make links between the story of Noah and how we live in school and in the wider world. 	
	Spring	L2.3 Why is Jesus inspiring to some people?	2a.4 GOSPEL – What kind of world did Jesus want? (calling of the first disciples and Good Sam in DD)	<ul style="list-style-type: none"> Make connections between some of Jesus' teachings and the way Christians live today. Make simple links between the Good Samaritan parable and the importance of charity in Christian life. Offer suggestions about what Jesus' actions might mean for Christians (e.g. Jesus calling his disciples, how he healed the leper). 	
				2a.5 SALVATION – Why do Christians call the day Jesus died 'Good Friday'? (DD – Last Supper)	<ul style="list-style-type: none"> Retell the Easter story and explain why it is so important for Christians. Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean. Describe how Christians show their beliefs about Jesus in their everyday lives; for example prayer, serving and following His example.
	Summer	L2.5 Why are festivals important to religious communities? (<i>Christians, Hindus and/or Muslims and/or Jewish people</i>)		<ul style="list-style-type: none"> Make connections between stories, symbols and beliefs with what happens in at least 2 festivals from differing faiths. Identify similarities and differences in the way festivals are celebrated within and between religions. Present their own responses about the roles of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied. 	
	Yr 3&4 Cycle B	Autumn	L2.2 Why is the Bible so important for Christians today?	2a.1 CREATION – What do Christians learn from the creation story? (Digging Deeper)	<ul style="list-style-type: none"> Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation; offer suggestions about what the story of Adam and Eve might show about human nature and how to act. Discuss their own and others' ideas about why humans do bad things and how people try to put things right. Describe what Christians believe God is like based on examples/interpretations from the Bible and how they might say sorry to God.
			L2.1 What do different people believe about God? (Christians, Hindus and/or Muslims)	2a.3 INCARNATION – What is the Trinity?	<ul style="list-style-type: none"> Describe some of the ways in which Christians, Hindus and/or Muslims describe God. Identify some similarities and differences between ideas about the nature of God in different religions. Describe how Christians beliefs about 'God the Trinity' impact the way they live, worship and relate to God.
		Spring	L2.6 Why do some people think that life is a journey and what significant experiences mark this? (<i>Christians, Hindus and/or Jewish people plus non-religious responses</i>)		<ul style="list-style-type: none"> Suggest why some people see life as a journey and identify some key milestones. Explain why marking the milestones of life are important to Christians, Hindus and/or Jewish people, and what happens in ceremonies or commitment to mark these. Explain similarities and differences between ceremonies of commitment.
			L2.8 What does it mean to be a Hindu in Britain today?		<ul style="list-style-type: none"> Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (including how they express their faith through puja, aarti and bhajans). Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.
		Summer		2a.6 KINGDOM – When Jesus left, what was the impact of Pentecost?	<ul style="list-style-type: none"> Offer suggestions about what the description of Pentecost in Acts 2 might mean, making links between Pentecost, the Holy Spirit and the Kingdom of God. Make between ideas about the Kingdom of God explored in the Bible and how this impacts the way Christians live today. Describe how Christians show their belief about the Holy Spirit in worship and in the way that they live.
			L2.4 Why do people pray? (<i>Christians, and Muslims</i>)		<ul style="list-style-type: none"> Describe the practice of prayer in the religions studied (Islam & Christianity) and identify the similarities and differences. Describe ways in which prayer can comfort and challenge believers. Describe and comment on the similarities and differences between how Christians, Muslims and Hindus pray.
	Yr 5&6 Cycle A	Autumn	U2.3 What do religions say to us when life gets hard? (<i>Christians, Hindus and non-religious</i>)		<ul style="list-style-type: none"> Raise thoughtful questions and suggest some answers about life, death, suffering and what matters most in life. Outline Christian, Hindu and/or non-religious beliefs about life after death and identify some similarities and differences. Express ideas about how and why religion can help believers when times are hard, giving examples.
U2.6 What does it mean to be a Muslim in Britain today?				<ul style="list-style-type: none"> Make connections between Muslim practice and the Five Pillars and their beliefs about God and the Prophet Muhammed. Describe and reflect on the significance of the Holy Qur-an to Muslims. Make connections between the key features of a mosque and the beliefs of Muslims. 	
Spring		U2.2 What would Jesus do – can we live by the values of Jesus in the 21 st century?	2b.5 GOSPEL – What would Jesus do? (<i>including The Wise and Foolish Builders, The Sermon on the Mount, The Centurions's Servant</i>)	<ul style="list-style-type: none"> Offer interpretations of Jesus' teaching and parables he told and understand the different between them. Express their understanding about what Jesus would do to a moral dilemma from the world today. Explain the impact Jesus' teaching and example might have on Christians today and how this informs the way they live. 	
			2b.4 INCARNATION – Was Jesus the Messiah?	<ul style="list-style-type: none"> Show how Christians put their beliefs about Jesus' incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. 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. 	
Summer		U2.1 Why do some people believe God exists? (<i>Christians & non-religious</i>)	2b.2 CREATION/FALL – Creation and science: conflicting or complimentary?	<ul style="list-style-type: none"> Express thoughtful ideas about the impact of believing or not believing in God on someone's life and how believing can be helpful and also challenging. Present different views on why people believe in God or not, including their own ideas. Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently (eg. Creation). Show understanding of why many Christians find science and faith go together. 	
		U2.7 What matters most to Christians and Humanists?		<ul style="list-style-type: none"> Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples. Describe some Christian and Humanist values. Express their own ideas about some big moral concepts such as fairness, honesty etc., comparing them with the ideas of others they have studied. 	

Yr5&6 Cycle B	Autumn		2b.3 PEOPLE OF GOD – How can following God bring freedom and justice?	<ul style="list-style-type: none"> • Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. • Make clear connections between Bible texts studied and what Christians believe about being the people of God and how they should behave. • Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. 	
		U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? <i>(Christians, Muslims and non-religious)</i>	2b.1 GOD – What does it mean if God is Holy and loving? (Understanding the impact section)	<ul style="list-style-type: none"> • Describe and make connections between examples of religious creativity (buildings and art) and compare ideas from different religious groups (eg. Christians and Muslims). • Suggest reasons why some believers see generosity and charity as more important than buildings and art. • Apply ideas from scripture and morals/values to the title question. 	
	Spring	U2.4 If God is everywhere, why go to a place of worship? <i>(Christians and Jewish people)</i>		2b.7 SALVATION – What difference does the resurrection make for Christians? [Year 6]	<ul style="list-style-type: none"> • Present ideas about the importance of people in a place of worship rather than the place itself. • Give examples of how places of worship support believers in difficult times, explaining why this matters to believers. • Make clear connections between Bible texts studied and what Christians believe about God, for example through how churches are designed.
					<ul style="list-style-type: none"> • Suggest meanings for the resurrection accounts and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in resurrection. • Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. • Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.
	Summer		2b.8 KINGDOM – What kind of king is Jesus?		<ul style="list-style-type: none"> • Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations (The Feast Luke14, The Tenants in the Vineyard Matthew21). • Make clear connection between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. • Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of others, offering insights about whether or not the world could/should learn from Christian ideas.
		U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? <i>(Christians, Muslims and/or Hindus)</i>			<ul style="list-style-type: none"> • Outline the challenges of being a Hindu, Christian or Muslim in Britain today. • Consider similarities/differences between beliefs and behaviour in different faiths and how these impact behaviours of believers. • Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the 3 religions (Hinduism, Christianity and Islam).