



Dishforth CE Primary School Religious Education Progression of Skills document

At Dishforth CE Primary School we follow the North Yorkshire Agreed Syllabus (2019-2023) and use Understanding Christianity to support our teaching of Christianity.

The North Yorkshire Agreed Syllabus (2019-2023) follows the teaching strands of *Living, Expressing* and *Believing* and supports the teaching of a range of religions and beliefs.







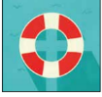

Understanding Christianity supports our teaching of Christianity. Understanding Christianity resources have been selected and explore eight concepts because they offer a coherent series of ideas that underpin Christian belief and practice. The eight key concepts are: *God, Creation, Fall, People of God, Incarnation, Gospel, Salvation* and *Kingdom of God*.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
FS2	F5 Being special: where do we belong?	UC F2 Why is Christmas special for Christians?	UC F1 Why is the word God so important to Christians?	UC F3 Why is Easter special to Christians?	F3 What places are special and why?	F1 What times/stories are special and why?
Y1	1.7 What does it mean to belong to a faith community?	UC 1.1 What do Christians believe God is like?	1.3 Who is Jewish and what do they believe?		UC 1.2 Who do Christians say made the world?	1.7 How should we care for the world and for others, and why does it matter? (C, J, NR)
Y2	1.2 Who is a Muslim and what do they believe?	UC 1.3 Why does Christmas matter to Christians?	1.2 Who is a Muslim and what do they believe? part 2.	UC 1.5 Why does Easter matter to Christians?	UC 1.4 What is the 'good news' Christians believe Jesus brings?	1.5 What makes some places sacred? (C,M)
Y3	UC L2.1 What do Christians learn from the Creation story? UC L2.2 What is it like for someone to follow God?		L2.4 Why do people pray? (M/C)	L2.5 Why are festivals important to religious communities? (J/M)	L2.4 What kind of world did Jesus want?	L2.9 What can we learn from religions about deciding what is right and wrong? (C, M/J, NR)
Y4	UC L2.3 What is the 'Trinity' and why is it important for Christians?	L2.8 What does it mean to be Hindu in Britain today?	L2.8 What does it mean to be Hindu in Britain today?	UC L2.5 Why do Christians call the day Jesus died 'Good Friday'?	UC L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	L2.6 Why do some people think that life is a journey and what significant experiences mark this? (C, H, NR)
Y5	UC U2.1 What does it mean if Christians believe God is holy and loving?	UC U2.3 Why do Christians believe Jesus was the Messiah?	U2.6 What does it mean to be a Muslim in Britain today?		UC U2.4 Christians and how to live: 'What would Jesus do?'	U2.7 What matters most to Humanists and Christians? (C, M/J, NR)
Y6	U2.1 Why do some people believe in God and some people not? (C, NR)	UC U2.2 Creation and science: conflicting or complementary?	U2.5 Is it better to express your belief in arts and architecture or in charity and generosity? (C, M, NR)	UC U2.5 What do Christians believe Jesus did to 'save' people?	UC U2.6 For Christians, what kind of King is Jesus?	U2.3 What do religions say to people when life gets hard? (C, H, NR)



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North Yorkshire Agreed Syllabus			Understanding Christianity										
Living		Expressing		Believing		God 	Creation 	Fall 	People of God 	Gospel 	Incarnation 	Salvation 	Kingdom of God 
Discover	FS: Being Special: Where do we belong?	Discover	FS: What places are special and why?	Discover	FS: What times/stories are special and why?	Y1 UC1.1 What do Christians believe God is like?	FS2 F1 Why is the word God so important to Christians?	Y6 U2.2 Creation and science: Conflicting or complementary (creation/fall)	Y3 L2.2 What is it like for someone to follow God?	Y2 UC1.4 What is the "good news" Christians believe Jesus brings?	FS2 UC Why do Christians perform a nativity play at Christmas?	FS F3 Why is Easter special to Christians?	Y4 L2.6 For Christians, when Jesus left, what was the impact of Pentecost?
Explore	Y1:7 What does it mean to belong to a faith community?	Explore	Y2 L2.5 What makes some places sacred?	Explore	Y1 L2.3 Who is Jewish and what do they believe?	Y5 UC U2.1 What does it mean if Christians believe God is holy and loving?	Y1 UC1.2 Who do Christians say made the world?			Y3 L2.4 What kind of world did Jesus want?	Y2 UC 1.3 Why does Christmas matter to Christians?	Y2 L2.5 Why does Easter matter to Christians?	Y6 UC2.6 For Christians, what kind of King is Jesus?
Explore	Y1:7 How should we care for the world and for others and why does it matter?	Connecting	Y3 L2.4 Why do people pray?	Explore	Y2 L2.2 Who is a Muslim and what do they believe?		Y3 L2.1 What do Christians learn from the creation story?			Y5 U2.4 Christians and how to live: "What would Jesus do?"	Y4 UC L2.3 What is the "Trinity" and why is it important to Christians?	Y4 L2.5 Why do Christians call the day Jesus died "Good Friday"?	
Connecting	Y3 L2.9 What can we learn from religions about deciding what is right and wrong?	Connecting	Y3 L2.5 Why are festivals important to religious communities?	Connecting	Y6 U2.1 Why do some people believe in God and some people not?		Y6 U2.2 Creation and science: Conflicting or complementary (creation/fall)				Y5 UC 2.3 Why do Christians believe Jesus was the Messiah?		
Connecting	Y4 L2.8 What does it mean to be a Hindu in Britain today?	Connecting	Y4 L2.6 Why do some people think that life is a journey and what significant experiences mark this?	Connecting	Y6 U2.3 What do religions say to people when life gets hard?								
Connecting	Y5 U2.6 What does it mean to be a Muslim in Britain today?	Connecting	Y6 U2.5 Is it better to express your belief in arts and architecture or in charity and generosity?										



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Connecting	Y5 U2.7 What matters most to Humanists and Christians?										
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EYFS

End of Nursery	End of EYFS
<ul style="list-style-type: none"> Showing interest in the lives of people who are familiar to them Remembering and talking about significant events in their own experience Recognising and describing special times or events for family or friends Starting to show an interest in different occupations and ways of life 	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly 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 Talk about the lives of the people around them and their roles in society

EYFS Long Term Plan Year A and B

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
FS2	F5 Being special: where do we belong?	UC F2 Why is Christmas special for Christians?	UC F1 Why is the word God so important to Christians?	UC F3 Why is Easter special to Christmas?	F3 What places are special and why?	F1 What times/stories are special and why?



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F5 Being special: where do we belong?	UC F2 Why is Christmas special for Christians?	UC F1 Why is the word God so important to Christians?	UC F3 Why is Easter special to Christmas?	F3 What places are special and why?	F1 What times/stories are special and why?
Religions explored – Christianity and Islam	Religions explored – Christianity	Religions explored – Christianity	Religions explored – Christianity	Religions explored – Christianity and Islam	Religions explored – Christianity and Islam
Strand	Strand	Strand	Strand	Strand	Strand
LIVING (NY)	INCARNATION (UC)	CREATION (UC)	SALVATION (UC)	EXPRESING (NY)	BELIEVING (NY)
Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes
<p>Children can:</p> <ul style="list-style-type: none"> • re-tell religious stories making connections with personal experiences • 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 • additional opportunity if you have children from religions other than Christianity in your setting 	<p>Children will know that:</p> <ul style="list-style-type: none"> • 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. 	<p>Children will know that:</p> <ul style="list-style-type: none"> • 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. 	<p>Children will know that:</p> <ul style="list-style-type: none"> • Christians 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. 	<p>Children can</p> <ul style="list-style-type: none"> • talk about somewhere that is special to themselves, saying why • be aware that some religious people have places which have special meaning for them • talk about the things that are special and valued in a place of worship • identify some significant features of sacred places • recognise a place of worship • get to know and use appropriate words to talk about 	<p>Children can</p> <ul style="list-style-type: none"> • talk about some religious stories • recognise some religious words, e.g. about God • identify some of their own feelings in the stories they hear • identify a sacred text e.g. Bible, Qur’an • talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do • talk about what Jesus teaches about saying ‘thank you’, and why it

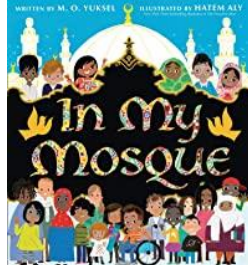


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<ul style="list-style-type: none"> recall simply what happens when a baby is welcomed into a religion other than Christianity. 				<p>their thoughts and feelings when visiting a church.</p>	<p>is good to thank and be thanked.</p>
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
<p>Respect Love Care Feelings/Emotions Belong/belonging Special Welcome God Unique Valuable Christian Christianity Baptism Dedication Font Holy water Baptismal candle Sign of the cross God parents Islam Aqiqah ceremony <i>Adhan</i></p>	<p>Bible Nativity Play Christians God's son Jesus God Mary Joseph Bethlehem Stable Shepherds Angels Wise men Presents/gifts King Herod Star Christmas Carols Good news Celebrate/celebration</p>	<p>God Creator Giver of life Thanks/thankful Harvest Harvest festival Ten commandments The Lord's Prayer The Precious Pearl The Creation Story Creation Adam and Eve Church service</p>	<p>Easter Jesus Holy week Palm Sunday Palm Crosses Hosanna Jerusalem Disciples Easter Symbols Cross Hot cross bun Good Friday Easter Sunday Tomb/cave Easter garden Easter eggs New life Forgiveness</p>	<p>Place of worship Christian Church Font Pulpit Altar Pews Stained Glass window Lectern Bible Muslim Mosque Dome Minaret Shoe rack Prayer mat Mecca</p>	<p>Bible Qu'ran Jesus Muhammad Thank you Teacher Teaching Promises</p>



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Bible story/teachings coverage	Bible story/teachings coverage	Bible story/teachings coverage	Bible story/teachings coverage	Bible story/teachings coverage	Bible story/teachings coverage
	The Nativity Story	The Precious Pearl The Creation Story	The Easter story – Palm Sunday, Good Friday and Easter Sunday		David the Shepherd Boy (1 Samuel 17); The story of Ruth (book of Ruth in the Bible); Jesus as friend to the friendless (Zacchaeus, Luke 19); Saying 'thank you' (Ten Lepers Luke 17:11–19).
Stories/teachings other religions	Stories/teachings other religions	Stories/teachings other religions	Stories/teachings other religions	Stories/books/teachings other religions	Stories/teachings other religions
					Qu'ran – Prophet Muhammad and the night of power



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End of Key Stage 1 Outcomes North Yorkshire

RE teaching and learning should enable pupils to...




A. Know about and understand a range of religions and worldviews.	B. Express ideas and insights about the nature, significance and impact of religions and worldviews.	C. Gain and deploy the skills needed to engage seriously with religions and worldviews.
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End of key stage outcomes

RE should enable pupils to:

A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	C2. Find out about and respond with ideas to examples of co-operation between people who are different.
A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	B3. Notice and respond sensitively to some similarities between different religions and worldviews.	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

End of Key Stage 1 Outcomes Understanding Christianity

Teaching and learning approach	End KS1 outcomes Pupils will be able to:
 <p>ELEMENT 1: Making sense of the text</p> <p>Developing skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of meanings of texts for Christians.</p>	<ul style="list-style-type: none"> - Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible. - Identify at least two different types of texts from the Bible; for example, examples of a story, a parable, a gospel account of Jesus' life, and instructions about how to behave. - Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation. - Give clear, simple accounts of what the texts mean to Christians.
 <p>ELEMENT 2: Understanding the impact</p> <p>Examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world.</p>	<ul style="list-style-type: none"> - Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities. - Give at least three examples of how Christians put their beliefs into practice in church worship.
 <p>ELEMENT 3: Making connections</p> <p>Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.</p>	<ul style="list-style-type: none"> - Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.



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Key Stage 1 Scheme of work Year A (2021/22) (2023/24)

Y1	1.7 What does it mean to belong to a faith community?	UC 1.1 What do Christians believe God is like?	1.3 Who is Jewish and what do they believe?	UC 1.2 Who do Christians say made the world?	1.7 How should we care for the world and for others, and why does it matter? (C, J, NR)
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1.7 What does it mean to belong to a faith community?	UC 1.1 What do Christians believe God is like?	1.3 Who is Jewish and what do they believe?	UC 1.2 Who do Christians say made the world?	1.7 How should we care for the world and for others, and why does it matter? (C, J, NR)
Religions explored – Christianity, Judaism and Islam	Religions explored – Christianity	Religions explored – Judaism	Religions explored – Christianity	Religions explored – Christianity, Judaism
Strand LIVING (NY)	Strand GOD (UC)	Strand BELIEVING (NY)	Strand CREATION (UC)	Strand LIVING (NY)
Learning outcomes	Learning outcomes	Learning outcomes	Learning outcomes	Learning outcomes
Children can: <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 these might mean and why they matter to believers (A3). Give an account of what happens at a 	Children will know that: <ul style="list-style-type: none"> Christians believe in God, and that they find out about God in the Bible. Christians believe God is loving, kind, fair, and also Lord and King; and there are some stories that show this. 	Children can: <ul style="list-style-type: none"> Talk about how the mezuzah in the home reminds Jewish people about God (A3). 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 Shabbat (B1). Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2). Ask some questions about believing in God and offer some ideas of their own (C1). 	Children will know that: <ul style="list-style-type: none"> Christians believe God created the universe. The Earth and everything in it are important to God. God has a unique relationship with human beings as their Creator and Sustainer. Humans should care for the world because it belongs to God. 	Children can: <ul style="list-style-type: none"> Re-tell Bible stories and Stories/teachings another faith about caring for others and the world (A2). Identify ways that some people make a response to God by caring for others and the world (B1). Talk about issues of good and bad, right and wrong arising from the stories (C3).

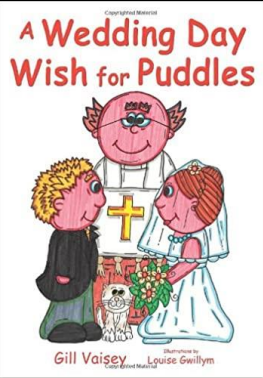
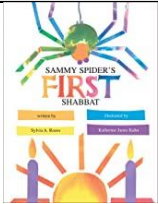


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<p>traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</p> <ul style="list-style-type: none"> Identify two ways people show they belong to each other when they get married (A1). Respond to examples of co-operation between different people (C2) 	<ul style="list-style-type: none"> Christians worship God, and try to live in ways that please him 			<ul style="list-style-type: none"> Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2) Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
<p>Belonging symbol Christianity baptismal candles, christening clothes, crosses fish/ICHTHUS badges infant <i>baptism</i> dedication Judaism naming ceremony for girls – <i>brit bat</i> or <i>zeved habat</i>; Islam: <i>Aqiqah</i>. • Wedding ceremony, rings Gifts chuppah hymn prayer Jewish ketubah • community worship</p>	<p>Forgiveness Parable God the forgiving father Hidden meaning Forgiveness Right/wrong Prayer Peter Praise Suzy Sorry Andrew Ask Thea Thanks</p>	<p>Jewish God Shema i.e. God is one, creator and cares for all people. Mezuzah Shabbat Candle blessing the children wine challah bread family meal rest 'day of delight' Sukkoth Chanukah or Pesach (Passover) Menorah (7 branched candlestick) Chanukiah Chanukah.</p>	<p>Creation Creator Praise Thankful Praise Grace (Prayer) Harvest festival</p>	<p>Christian teaching Benefits Responsibilities Friendship Zakat, alms giving tzedekah Mother Teresa Dr Barnardo Religious scriptures 'Golden Rule' Creation Tikkun olam (repairing the world) Tu B'shevat (new year for trees).</p>



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<p>religious communities. charity work Christian Aid Islamic Relief Remembrance</p>				
<p>Bible story/Books/teachings coverage</p>	<p>Bible story/teachings coverage</p>	<p>Bible story/teachings coverage</p>	<p>Bible story/teachings coverage</p>	<p>Bible story/teachings coverage</p>
	<p>The Lost Son (Luke 15:1-2, 11-32)</p>		<p>The story of creation from Genesis 1:1-2.3</p>	<p>God values everyone (Matthew 6.26); Jesus blesses the children (Matthew 19, Mark 10, Luke 18); David praises God's creation and how each person is special in it (Psalm 8) Jesus' special friends (Luke 5 v.1-11) Four friends take the paralysed man to Jesus (Luke 5 v 17-26) 'The good Samaritan' (Luke 10: 25-37)</p>
<p>Stories/teachings other religions</p>	<p>Stories/teachings other religions</p>	<p>Stories/books/teachings other religions</p>	<p>Stories/teachings other religions</p>	<p>Stories/teachings other religions</p>
				<p>Christianity and Judaism – Genesis 1 and 2</p>



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Key Stage 1 Scheme of work Year B (2022/23)

Y2	1.2 Who is a Muslim and what do they believe?	UC 1.3 Why does Christmas matter to Christians?	1.2 Who is a Muslim and what do they believe? part 2.	UC 1.5 Why does Easter matter to Christians?	UC 1.4 What is the 'good news' Christians believe Jesus brings?	1.5 What makes some places sacred? (C,M)
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1.2 Who is a Muslim and what do they believe?	UC 1.3 Why does Christmas matter to Christians?	1.2 Who is a Muslim and what do they believe? part 2.	UC 1.5 Why does Easter matter to Christians?	UC 1.4 What is the 'good news' Christians believe Jesus brings?	1.5 What makes some places sacred? (C,M)
Religions explored – Islam	Religions explored – Christianity	Religions explored – Islam	Religions explored – Christianity	Religions explored – Christianity	Religions explored – Christianity, Judaism, Islam
Strand BELIEVING (NY)	Strand INCARNATION (UC)	Strand BELIEVING (NY)	Strand SALVATION (UC)	Strand GOSPEL (UC)	Strand EXPRESSING (NY)
Learning Outcome	Learning Outcome	Learning Outcome	Learning Outcome	Learning Outcome	Learning Outcome
Children can: <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 (A1). • Re-tell a story about the life of the Prophet Muhammad (A2). • Recognise some objects used by Muslims and suggest why they are important (A2). 	Children will know that: <ul style="list-style-type: none"> • Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that his birth showed 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). 	Children can: <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 (A1). • Re-tell a story about the life of the Prophet Muhammad (A2). • Recognise some objects used by Muslims and suggest why they are important (A2). 	Children will know that: <ul style="list-style-type: none"> • 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. 	Children will know that: <ul style="list-style-type: none"> • Christians believe Jesus brings good news for all people. • For Christians, this good news includes being loved by God, and being forgiven for bad things. • Christians believe Jesus is a friend to the poor and friendless. • Christians believe Jesus' 	Children can <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 what they mean and how they are used (A3). • Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or



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<ul style="list-style-type: none"> Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). 	<p>Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming.</p>	<ul style="list-style-type: none"> Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). 	<ul style="list-style-type: none"> Christians believe Jesus rose from the dead, giving people hope of a new life. 	<p>teachings make people think hard about how to live and show them the right way.</p>	<p>synagogues show what people believe (B2).</p> <ul style="list-style-type: none"> Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1). Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1)
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
<p>Belief Islam Muslim Allah Muhammed Creation Fast Ramadan Eid-ul-fitr Calligraphy Shahadah Holy Qu'ran Angel Jibril Mount Hira Prayer beads Prayer mat, Qur'an and stand, Compass, Headscarf</p>	<p>Jesus Christian God on Earth Nativity Nazareth Gabriel Mary Joseph Bethlehem. Stable Angels Shepherds Rich Poor Advent Secular Advent wreath Traditions Christmas Day</p>	<p>Belief Islam Muslim Allah Muhammed Creation Fast Ramadan Eid-ul-fitr Calligraphy Shahadah Holy Qu'ran Angel Jibril Mount Hira Prayer beads Prayer mat, Qur'an and stand, Compass, Headscarf</p>	<p>Easter Holy week Entry into Jerusalem Jesus' betrayal Arrest at the Mount of Olives Crucifixion The empty tomb Jesus' appearance to Mary Magdalene and the disciples Symbol New life Salvation Death Resurrection Emotions Hot cross bun Life after life Heaven Incarnation</p>	<p>Christian Follower God Bible Gospel Disciple New Testament Good News Peace Worry Illness Conflict Fear Forgiveness Love your neighbour Homeless Crypt St George's Crypt</p>	<p>Sacred Holy Place of Worship Church Synagogue Mosque Sign Symbol Artefact Church - altar, cross, crucifix, font, lectern, candles and the symbol of light: icons, stations of the cross; baptismal pool; pulpit Synagogue - ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl)</p>




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	<p>Christmas Eve Church Thankfulness Gratitude</p>				<p>and kippah (skullcap), hanukkah, bimah o Mosque/masjid: wudu; calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin.</p>
Bible story/teachings coverage	Bible story/teachings coverage	Bible story/teachings coverage	Bible story/teachings coverage	Bible story/teachings coverage	Bible story/teachings coverage
	<p>The Christmas Story (not including the Wise men)</p>		<p>Bible stories covered The Easter story – Entry into Jerusalem, Jesus' betrayal and arrest, The Crucifixion, The Empty Tomb, Jesus' resurrection, Jesus appears to Mary Magdalene and the Disciples</p>	<p>Jesus and the Tax Collector</p>	
Stories/books/teachings other religions	Stories/teachings other religions	Stories/teachings other religions	Stories/teachings other religions	Stories/teachings other religions	Stories/books/teachings other religions
		<p>Muhammed and the cat <i>Seven New Kittens</i></p> 			



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End of Key Stage 2 Outcomes North Yorkshire

RE teaching and learning should enable pupils to...

A. Know about and understand a range of religions and worldviews.	B. Express ideas and insights about the nature, significance and impact of religions and worldviews.	C. Gain and deploy the skills needed to engage seriously with religions and worldviews.
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End of key stage outcomes

RE should enable pupils to:

A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.	C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

End of Lower Key Stage 2 Outcomes

Understanding Christianity

Teaching and learning approach	End Lower KS2 outcomes Pupils will be able to:
ELEMENT 1: Making sense of the text Developing skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of meanings of texts for Christians.	<ul style="list-style-type: none"> - Order at least five key concepts within a timeline of the Bible's 'big story'. - List two distinguishing features of at least three different types of biblical text, for example, Gospel, parable, letter. - Make clear links between biblical texts and the key concepts studied. - Offer suggestions about what texts might mean, and give examples of what the texts studied mean to some Christians.
ELEMENT 2: Understanding the impact Examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world.	<ul style="list-style-type: none"> - Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities. - Describe how Christians show their beliefs in worship and in the way they live.
ELEMENT 3: Making connections Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.	<ul style="list-style-type: none"> - Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live. - 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.



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Lower Key Stage 2 Scheme of work Year A (2021/22) (2023/24)

Y3	UC L2.1 What do Christians learn from the Creation story? UC L2.2 What is it like for someone to follow God?	L2.4 Why do people pray? (M/C)	L2.5 Why are festivals important to religious communities? (J/M)	L2.4 What kind of world did Jesus want?	L2.9 What can we learn from religions about deciding what is right and wrong? (C, M/J, NR)
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UC L2.1 What do Christians learn from the Creation story? UC L2.2 What is it like for someone to follow God?	L2.4 Why do people pray? (M/C)	L2.5 Why are festivals important to religious communities? (J/M)	L2.4 What kind of world did Jesus want?	L2.9 What can we learn from religions about deciding what is right and wrong? (C, M/J, NR)
Religions explored – Christianity	Religions explored – Christianity, Hinduism, Islam, Atheism	Religions explored – Christianity, Islam, Hinduism, Judaism	Religions explored – Christianity	Religions explored Judaism, Christianity, Humanist
Strand	Strand	Strand	Strand	Strand
CREATION/PEOPLE OF GOD (UC)	EXPRESSING (NY)	EXPRESSING (NY)	GOSPEL (UC)	LIVING (NY)
Learning Outcome	Learning Outcome	Learning Outcome	Learning Outcome	Learning Outcome
Children will know that Christians believe: <ul style="list-style-type: none"> • 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 (in Genesis 3) about how humans spoiled their friendship with God (sometimes called ‘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 	Children can: <ul style="list-style-type: none"> Describe the practice of prayer in the religions studied (A2). • Make connections between what people believe about prayer and what they do when they pray (A3). • Describe ways in which prayer can 	Children can: <ul style="list-style-type: none"> Describe the practice of prayer in the religions studied (A2). • Make connections between what people believe about prayer and what they do when they pray (A3). • Describe ways in which prayer can 	Children will know that: <ul style="list-style-type: none"> • Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first. • Christians believe Jesus challenges people who pretend to be good 	Children can: <ul style="list-style-type: none"> Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). • Make connections between stories of temptation and why people can find it difficult to be good (A2).



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<p>them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short.</p> <ul style="list-style-type: none"> • Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short. <p>Children will know that:</p> <ul style="list-style-type: none"> • The Old Testament tells the story of a particular group of people, the children of Israel – the People of God – and their relationship with God. • The People of God try to live in the way God wants, following his commands and worshipping him. • They believe he promises to stay with them, and Bible stories show how God keeps his promises. • The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God, and to attract all other nations to worshipping God. • Christians believe that, through Jesus, all people can become the People of God. 	<p>comfort and challenge believers (B2).</p> <ul style="list-style-type: none"> • Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). 	<p>comfort and challenge believers (B2).</p> <ul style="list-style-type: none"> • Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). 	<p>(hypocrisy), and shows love and forgiveness to unlikely people.</p> <ul style="list-style-type: none"> • Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour. • Christians try to be like Jesus – they want to know him better and better. • Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice. 	<ul style="list-style-type: none"> • Give examples of ways in which some inspirational people have been guided by their religion (B1). • Discuss their own and others' ideas about how people decide right and wrong (C3).
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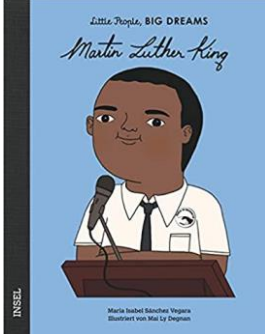
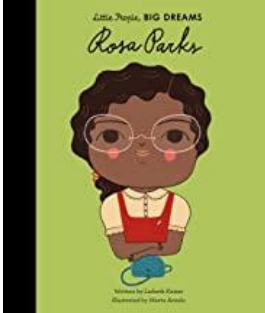
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Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
<p>Creation Steward/caretaker Forest Church Ruth Valerio Living Lightly campaign The tree, God's command, Adam, Eve, the serpent, eating of the fruit, hiding from God and the punishment Temptation, tempted, disobedient The Fall Sacrament called confession/reconciliation /penance Pact Covenant Responsibilities God's promises Wedding promises Faith Descendants Salvation Army</p>	<p>Pray/prayer Muslim First Surah of the Qur'an Christian Lord's Prayer Hindu Gayatri Mantra Spiritual Atheist</p>	<p>Christmas Easter Pentecost Harvest Diwali Pesach Rosh Hashanah Yom Kippur Eid Similarities and differences Shared values Story Beliefs Hopes and commitments.</p>	<p>Disciple Gospel – good news Fisher of people Biography Leprosy Leper Leprosy mission Follower Church leader/clergy Parable Hidden meaning Samaritan</p>	<p>Right/wrong Rules Temptation Talmud Siddur "Baruch atah Adonai" Commands Guidance Dilemmas Desmond Tutu Martin Luther King Jr Love, forgiveness, honesty, kindness, generosity and service</p>
Bible story/teachings coverage	Bible story/teachings coverage	Bible story/teachings coverage	Bible story/teachings coverage	Bible story/teachings coverage
<p>Creation story from Genesis 1:1–25 Adam and Eve (Genesis 2:15–17 and Genesis 3) Noah from Genesis 6:5–9:17. Abraham Genesis 12:1</p>			<p>The calling of the first disciples (Matthew 4:18–19 Jesus healing a leper (Mark 1:40–44). The Good Samaritan</p>	<p>The Ten Commandments (Exodus 20:1–21, Deuteronomy 5:1– 22), The Two Commandments of Jesus (Mark 12:28–34),</p>
Stories/teachings other religions	Stories/teachings other religions	Stories/teachings other religions	Stories/teachings other religions	Stories/teaching from other religions



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				<p>Jewish teachings about being thankful (the Talmud teaches that Jews should say thank you 100 times a day! The Siddur prayer book contains numerous 'baruch atah Adonai' prayers - 'Blessed are you, King of the universe');</p>  
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Lower Key Stage 2 Scheme of work Year B (2022/23)

Y4	UC L2.3 What is the 'Trinity' and why is it important for Christians?	L2.8 What does it mean to be Hindu in Britain today?	L2.8 What does it mean to be Hindu in Britain today?	UC L2.5 Why do Christians call the day Jesus died 'Good Friday'?	UC L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	L2.6 Why do some people think that life is a journey and what significant experiences mark this? (C, H, NR)
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<p>UC L2.3 What is the 'Trinity' and why is it important for Christians?</p>	<p>L2.8 What does it mean to be Hindu in Britain today?</p>	<p>UC L2.5 Why do Christians call the day Jesus died 'Good Friday'?</p>	<p>UC L2.6 For Christians, when Jesus left, what was the impact of Pentecost?</p>	<p>L2.6 Why do some people think that life is a journey and what significant experiences mark this? (C, H, NR)</p>
<p>Religions explored – Christianity</p>	<p>Religions explored – Hinduism</p>	<p>Religions explored – Christianity</p>	<p>Religions explored – Christianity</p>	<p>Religions explored – Christianity, Hinduism, Judaism</p>
Strand	Strand	Strand	Strand	Strand
INCARNATION (UC)	LIVING (NY)	SALVATION (UC)	KINGDOM OF GOD (UC)	EXPRESSING (NY)
Learning Outcome	Learning Outcome	Learning Outcome	Learning Outcome	Learning Outcome
<p>Children will know that:</p> <ul style="list-style-type: none"> • Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit. 	<p>Children can</p> <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 (A1). • Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). 	<p>Children will know that:</p> <ul style="list-style-type: none"> • Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. 	<p>Children will know that:</p> <ul style="list-style-type: none"> • Christians believe that Jesus inaugurated the 'Kingdom of God' – i.e. Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but 	<p>Children can</p> <ul style="list-style-type: none"> • Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). • Describe what happens in Christian,



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<ul style="list-style-type: none"> • 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 artists 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 	<ul style="list-style-type: none"> • 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 (B2). • 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 (C2). 	<ul style="list-style-type: none"> • 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 	<p>here and now ('Your kingdom come, your will be done on earth as it is in heaven').</p> <ul style="list-style-type: none"> • Christians believe Jesus is still alive, and rules in their hearts and lives through the Holy Spirit, if they let him. • Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible kingdom visible by living lives that reflect the love of God. • Christians celebrate Pentecost as the beginning of the Church. • Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians. 	<p>Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3).</p> <ul style="list-style-type: none"> • Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). • Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).
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Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
<p>God is three in one Trinity Father Son Holy Spirit 'Gospel' a life-story or biography The water The voice The dove. Baptism – adult, baby, Jesus' Baptism The Grace, a blessing</p>	<p>'Hinduism' is called 'Sanatana Dharma' Items found in the home . murtis, family shrine, statues and pictures of deities, puja tray including incense, fruit, bells, flowers, candles; some sacred texts such as the Bhagavad Gita, OM symbols. Daily puja, blessing food, aarti ceremony, singing hymns, reading holy texts, visit the temple The four aims of life (punusharthas) dharma: religious or moral duty; artha: economic development, providing for family and society by honest means; kama: regulated enjoyment of the pleasures and beauty of life; moksha: liberation from the cycle of birth and rebirth; reincarnation. Kahma temple/mandir, performing rituals, including prayer, praise such as singing hymns/songs (bhajans), offerings before the murtis, sharing and receiving prashad (an apple or sweet) representing the grace of God; looking at Hindu iconograph Mahatma Gandhi, Pandurang Shastri Athavale.</p>	<p>Holy Week Palm Sunday Good Friday Easter Sunday Mary Palm Cross Crucifix Plain cross Joy Sadness Hope Triptych Judas Betrayal Maundy Thursday Denial</p>	<p>Kingdom of God Day of Pentecost Dove Fire Speaking tongues The Holy Spirit</p>	<p>Journey Confirmation 'Believers' baptism' Adult baptism First communion Confession (Roman Catholic); Sacred thread ceremony in Hinduism; Bar/bat mitzvah/chayil in Judaism• Map of life Wedding Funeral</p>
Bible story/teachings coverage	Bible story/teachings coverage	Bible story/teachings coverage	Bible story/teachings coverage	Bible story/teachings coverage
THE STORY OF JESUS' BAPTISM: MATTHEW 3:11-17		The Last Supper, from Matthew 26:17-25	The Day of Pentecost: Acts 2: 1-15, 22 and 37-41.	
Stories/teachings other religions	Stories/teachings other religions	Stories/teachings other religions	Stories/teachings other religions	Stories/teachings other religions



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End of Key Stage 2 Outcomes North Yorkshire

RE teaching and learning should enable pupils to...

A. Know about and understand a range of religions and worldviews.	B. Express ideas and insights about the nature, significance and impact of religions and worldviews.	C. Gain and deploy the skills needed to engage seriously with religions and worldviews.
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End of key stage outcomes

RE should enable pupils to:

A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.	C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

End of Upper Key Stage 2 Outcomes

Understanding Christianity

Teaching and learning approach	End KS2 outcomes Pupils will be able to:
ELEMENT 1: Making sense of the text Developing skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of meanings of texts for Christians.	<ul style="list-style-type: none"> · Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied. · Identify at least five different types of biblical texts, using technical terms accurately. · Explain connections between biblical texts and the key concepts studied, using theological terms. · Taking account of the context(s), suggest meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.
ELEMENT 2: Understanding the impact Examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world.	<ul style="list-style-type: none"> · Make clear connections between Bible texts and concepts studied with what Christians believe, how Christians worship and how Christians behave in their whole lives, their church communities, and in the wider world. · Show how Christians put their beliefs into practice in different ways, for example in different denominations.
ELEMENT 3: Making connections Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.	<ul style="list-style-type: none"> · Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses. · Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.



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Upper Key Stage 2 Scheme of work Year A (2021/22) (2023/24)

Y5	UC U2.1 What does it mean if Christians believe God is holy and loving?	UC U2.3 Why do Christians believe Jesus was the Messiah?	U2.6 What does it mean to be a Muslim in Britain today?	UC U2.4 Christians and how to live: 'What would Jesus do?'	U2.7 What matters most to Humanists and Christians? (C, M/J, NR)
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UC U2.1 What does it mean if Christians believe God is holy and loving?	UC U2.3 Why do Christians believe Jesus was the Messiah?	U2.6 What does it mean to be a Muslim in Britain today?	UC U2.4 Christians and how to live: 'What would Jesus do?'	U2.7 What matters most to Humanists and Christians? (C, M/J, NR)
Religions explored – Christianity	Religions explored – Christianity	Religions explored – Islam	Religions explored – Christianity	Religions explored – Christianity and Humanism
Strand GOD (UC)	Strand INCARNATION (UC)	Strand LIVING (NY)	Strand GOSPEL (UC)	Strand LIVING (NY)
Learning Outcome	Learning Outcome	Learning Outcome	Learning Outcome	Learning Outcome
Pupils will know that: : • Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. • Christians believe God is both holy and loving,	Pupils will know that: • 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	Pupils can Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). • Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).	Pupils will know that: Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to	Pupil's can Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).



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<p>and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving, and full of grace.</p> <ul style="list-style-type: none"> • Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love. • Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. • Christians believe getting to know God is like getting to know a person rather than learning information. 	<p>to restore the relationship between humans and God.</p> <ul style="list-style-type: none"> • 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 fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) • Christians see Jesus as their Saviour (see Salvation) 	<ul style="list-style-type: none"> • Make connections between the key functions of the mosque and the beliefs of Muslims (A1) 	<p>heal the damage done by human sin.</p> <ul style="list-style-type: none"> • Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable. • Christians believe that Jesus' good news transforms lives now, but also points towards a restored, transformed life in the future (see Salvation and Kingdom of God). • Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community 	<ul style="list-style-type: none"> • Describe some Christian and Humanist values simply (B3). • Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3). • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2)
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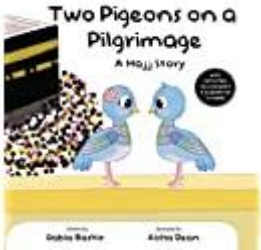


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Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
<p>Christians believe God is omnipotent, omniscient and eternal</p> <p>Cathedral</p> <p>Holy</p> <p>Loving</p> <p>Pure</p> <p>Forgiving</p> <p>Humanist</p> <p>Supernatural</p> <p>Ten commandments</p> <p>Desmond Tutu, Martin Luther King Jnr</p>	<p>Messiah</p> <p>resurrection</p> <p>'rescuer'</p> <p>'anointed one'</p> <p>Saviour</p> <p>Messianic expectations</p> <p>ad campaigns</p> <p>Foundations for life</p> <p>5 pillars of Islam</p> <p>The Leprosy Mission</p>	<p>5 Pillars of Islam</p> <p>Ibadah (worship and belief in action)</p> <p>Shahadah (belief in one God and his Prophet)</p> <p>Salat (daily prayer)</p> <p>Sawm (fasting)</p> <p>Zakat (alms giving)</p> <p>Haji (pilgrimage).</p> <p>Muslim community (Ummah)</p> <p>Shahadah ('There is no god except Allah')</p> <p>Tawhid</p> <p>Holy Qur'an</p> <p>Prophet Muhammad</p> <p>Surah 1, Al-Fatihah (The Opening)</p> <p>Surah 17 (the Prophet's Night Journey)</p> <p>(hafiz, hafiza).</p> <p>Sunnah (practices, customs and traditions of the Prophet Muhammad)</p> <p>Hadith (sayings and actions of the Prophet Muhammad).</p>	<p>Types of Gospel texts (for example, teachings, parable, narrative).</p>	<p>Humanist</p> <p>Code for living</p> <p>Sin</p> <p>Moral/Morals</p> <p>Fairness</p> <p>Freedom</p> <p>Truth</p> <p>Honesty</p> <p>kindness, peace.</p> <p>Values</p>
Bible story/teachings coverage	Bible story/teachings coverage	Bible story/teachings coverage	Bible story/teachings coverage	Bible story/teachings coverage
<p>David (Psalm 103 — a psalm or prayer/ song),</p> <p>Isaiah (Isaiah 6:1–5 — a prophet tells of a religious experience)</p> <p>John (I John 4:7–13 — a letter).</p>	<p>(Matthew 1:18–24, 2:1–12)</p> <p>The Entry into Jerusalem, Matthew 21:1–9</p> <p>The Transfiguration, Matthew 17:1–13 or Luke 9:28–36</p>		<p>The Wise and Foolish Builders, Matthew 7:24–27</p> <p>The Sermon on the Mount Matthew 5-7</p>	<p>The good Samaritan (Luke 10:25–37) and Jesus' attitude on the cross (Luke 23:32–35).</p>



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Stories/teachings from other religions	Stories/teachings from other religions	Stories/teachings from other religions	Stories/teachings from other religions	Stories/teachings from other religions
				



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Upper Key Stage 2 Scheme of work Year B (2022/23)

Y6	U2.1 Why do some people believe in God and some people not? (C, NR)	UC U2.2 Creation and science: conflicting or complementary?	U2.5 Is it better to express your belief in arts and architecture or in charity and generosity? (C, M, NR)	UC U2.5 What do Christians believe Jesus did to 'save' people?	UC U2.6 For Christians, what kind of King is Jesus?	U2.3 What do religions say to people when life gets hard? (C, H, NR)
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U2.1 Why do some people believe in God and some people not? (C, NR)	UC U2.2 Creation and science: conflicting or complementary?	U2.5 Is it better to express your belief in arts and architecture or in charity and generosity? (C, M, NR)	UC U2.5 What do Christians believe Jesus did to 'save' people?	UC U2.6 For Christians, what kind of King is Jesus?	U2.3 What do religions say to people when life gets hard? (C, H, NR)
Strand	Strand	Strand		Strand	Strand
BELIEVING	CREATION/FALL (UC)	EXPRESSING (NY)	SALVATION (UC)	KINGDOM OF GOD (UC)	BELIEVING (NY)
Learning Outcome	Learning Outcome	Learning Outcome	Learning Outcome	Learning Outcome	Learning Outcome
<p>Pupils can: Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</p> <ul style="list-style-type: none"> • Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). • Express thoughtful ideas about the impact 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> • 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 relate to the purpose and interpretation of the texts: for example, does reading Genesis as a poetic account conflict 	<p>Pupils can: Describe and make connections between examples of religious creativity (buildings and art) (A1).</p> <ul style="list-style-type: none"> • Show understanding of the value of sacred buildings and art (B3). • Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). • Apply ideas about values and from 	<p>Pupils will know that: 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.</p> <ul style="list-style-type: none"> • The Gospels give accounts of Jesus' death and resurrection. • The New Testament says that Jesus' death was somehow 'for us'. • Christians interpret this 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> • Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. • The parables suggest that there will be a future Kingdom, where 	<p>Pupils can: Express ideas about how and why religion can help believers when times are hard, giving examples (B2).</p> <ul style="list-style-type: none"> • Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1). • Explain some similarities and differences between beliefs about life after death (B2).



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<p>of believing or not believing in God on someone's life (B1).</p> <ul style="list-style-type: none">• Present different views on why people believe in God or not, including their own ideas (C1)	<p>with scientific accounts?</p> <ul style="list-style-type: none">• There are many scientists through history and now who are Christians.• The discoveries of science make Christians wonder even more about the power and majesty of the Creator.	<p>scriptures to the title question (C2).</p>	<p>in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the Devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom.</p> <ul style="list-style-type: none">• Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the 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 the 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	<p>God's reign will be complete.</p> <ul style="list-style-type: none">• The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.• Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.	<ul style="list-style-type: none">• Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3)
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			needs to the needs of others, and some are prepared to die for others and for their faith		
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
'theist' (believes in God), Agnostic (cannot say if God exists or not) Atheist (believes there is no god) Metaphors for God - God as Father, Spirit, Son, eternal, almighty, holy, shepherd, rock, fortress, light Belief Believing	Creation Science Scientific knowledge Complementary Conflicting Debate Controversy	Architecture Religious art Calligraphy geometrical art representational art Sacred buildings Generosity Charitable Charity Poverty Cathedral Mosques	Salvation Restoration Sacrifice Victory Holy Communion Eucharist Mass Resurrection Incarnate	Parable	Life Death Suffering Life after death Bereaved Bereavement Judgement Heaven salvation through Jesus karma soul, samsara reincarnation moksha Humanism Afterlife Funeral Prayers Liturgies meditation texts songs/hymn
Bible story/teachings coverage	Bible story/teachings coverage	Bible story/teachings coverage		Bible story/teachings coverage	Bible story/teachings coverage
	Genesis 1:1–2:3 The Creation Story			A range of parables	



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Stories/teachings from other religions	Stories/teachings from other religions	Stories/teachings from other religions	Stories/teachings from other religions	Stories/teachings from other religions