



Religious Education

The aim of Religious Education is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and our behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development.

Religious Education is taught throughout the school in such a way as to reflect the overall aims, values, and philosophy of the school. Religious Education plays an important role, along with all other curriculum areas, particularly PSHCE and SEAL, in promoting the spiritual, moral, social, and cultural development of our children. We use the Devon agreed syllabus for RE as a basis for our planning and lessons.

RE programme of study

EYFS			
Subject	Knowledge	Skills	Vocabulary
<p>ELG 01 Listening and attention: They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions</p> <p>ELG 02 Understanding: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>ELG 13 People and communities: They know about similarities</p>	<ul style="list-style-type: none"> - Children know what they like and dislike about the world around them - Children know there are many sets of beliefs within our communities - Children know that the most common religion in the UK is Christianity. - Recognise that some religious people have places which have special meaning for them - Children know religious stories, e.g. The Nativity, Easter etc. - Children know how and when Christians like to thank God as their creator - Children know which people who are special to them - Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus - Know why Easter is a special time for Christians - Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, 	<ul style="list-style-type: none"> - Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world - Retell stories, talking about what they say about the world, God, human beings - Retell stories, making connections with personal experiences - Talk about some of the things these stories teach believers - Talk about somewhere that is special to themselves, saying why - Talk about the things that are special and valued in a place of worship - Think about the wonders of the natural world, expressing ideas and feelings - Talk about what people do to mess up the world - Children can express what they believe <i>e.g. I think everyone should be kind because...</i> - Say what makes their family and friends special to them - Talk about ideas of new life in nature 	<p>Christianity, Christian, God, Church, Cathedral, nativity, Easter, creation, incarnation, Jesus, baptism, Christmas, Bible, worship</p>

<p>and differences between themselves and others, and among families, communities and traditions.</p>	<p>eggs, etc., and make connections with signs of new life in nature</p> <ul style="list-style-type: none"> - 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. - Recall simply what happens at a traditional Christian festival (Christmas) - Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God - Identify a sacred text e.g. Bible, Torah 	<ul style="list-style-type: none"> - Talk about some ways Christians remember these stories at Easter <p>Share and record occasions when things have happened in their lives that made them feel special</p>	
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Year 1			
Subject	Knowledge	Skills	Vocabulary
<p>Creation: Who made the world?</p> <p>What does it mean to belong to a faith community?</p> <p>What do Christians believe God is like?</p> <p>Who is Jewish and how do they live?</p> <p>How should we care for the world and others and why does it matter?</p>	<p>Make sense of belief</p> <ul style="list-style-type: none"> Identify what a parable is Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father Give clear, simple accounts of what the story means to Christians Retell the story of creation from Genesis 1:1–2:3 simply Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible Say what the story tells Christians about God, Creation and the world Recognise the words of the Shema as a Jewish prayer Retell simply some stories used in Jewish celebrations (e.g. Chanukah) Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like Identify a story or text that says something about each person being unique and valuable Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world 	<ul style="list-style-type: none"> Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas Give a reason for the ideas they have and the connections they make. Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. Say why Christians and Jews might look after the natural world Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world. Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to 	<p>Parable, forgiveness, creation, Shema, Jewish, Judaism, Jew, celebrations, Shabbat, Chanukah, New Testament, Old Testament, Sukkot, mezuzah, Torah</p>

	<ul style="list-style-type: none"> • Recognise that loving others is important in lots of communities • Say simply what Jesus and one other religious leader taught about loving other people <p>Understand the impact</p> <ul style="list-style-type: none"> • Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) • Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) • Give at least one example of what Christians do to say 'thank you' to God for Creation • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) • Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories • Give examples of how Christians and Jews can show care for the natural earth • Give an account of what happens at a traditional Christian and Jewish welcome ceremony, and suggest what the actions and symbols mean 	<p>differences • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.</p>	
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	<ul style="list-style-type: none">• Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) <p>Make connection</p> <ul style="list-style-type: none">- Make connections between the Christian and Jewish creation		
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Year 2			
Subject	Knowledge	Skills	Vocabulary
<p>Who is a Muslim and how do they live?</p> <p>Incarnation: Why does Christmas matter to Christians?</p> <p>Salvation: Why does Easter matter to Christians?</p> <p>Gospel: What is the good news Jesus brings?</p> <p>What makes some places sacred to believers?</p>	<p>Make sense of belief</p> <ul style="list-style-type: none"> Recognise the words of the Shahadah and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean Give examples of how stories about the Prophet show what Muslims believe about Muhammad Recognise that stories of Jesus' life come from the Gospels Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians Recognise that Jesus gives instructions to people about how to behave Recognise that Incarnation and Salvation are part of a 'big story' of the Bible Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) Recognise that Jesus gives instructions about how to behave 	<ul style="list-style-type: none"> Think, talk about and ask questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. Think, talk and ask questions about Christmas for people who are Christians and for people who are not Decide what they personally have to be thankful for, giving a reason for their ideas. Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas. Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas. 	<p>Shahadah, Muslim, Islam, Mosque, Allah, Muhammad, Prophet, Gospels, Qur'an, Incarnation, Salvation,</p>

	<ul style="list-style-type: none"> • Recognise that there are special places where people go to worship, and talk about what people do there • Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean • Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship <p>Understand the impact</p> <ul style="list-style-type: none"> • Give examples of how Muslims use the Shahadah to show what matters to them • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action • Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) • Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter 	<ul style="list-style-type: none"> - Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas - Talk about what makes some places special to people, and what the difference is between religious and non-religious special places. 	
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	<ul style="list-style-type: none">• Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe• Give simple examples of how people worship at a church, mosque or synagogue• Talk about why some people like to belong to a sacred building or a community <p>Make connections</p> <ul style="list-style-type: none">- Make connections between Christian and Muslim beliefs		
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Year 3			
Subject	Knowledge	Skills	Vocabulary
<p>Creation: What do Christians learn from the Creation story?</p> <p>How do festivals and family life show what is important to Jewish people?</p> <p>People of God: What is it like to follow God?</p> <p>How do festivals and worship show what matters to a Muslim?</p> <p>Gospel: What kind of world did Jesus want?</p> <p>How and why do people try to make the world a better place?</p>	<p>Make sense of belief</p> <ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bible's 'big story' Make clear links between Genesis 1 and what Christians believe about God and Creation Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world Make clear links between the story of Noah and the idea of covenant Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' Identify some beliefs about God in Islam, expressed in Surah 1 Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God) Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) 	<ul style="list-style-type: none"> Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today. Make links between the story of Noah and how we live in school and the wider world Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future Make links with the value of personal reflection, saying sorry, being forgiven, 	<p>Creation, Genesis, covenant, disciples, Islam, Surah, ibadah, Exodus, sin, Ramadan,</p>

	<ul style="list-style-type: none"> • Make links between religious beliefs and teachings and why people try to live and make the world a better place <p>Understand the impact</p> <ul style="list-style-type: none"> • Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God’s creation is; care for the Earth – some specific ways) • Describe how and why Christians might pray to God, say sorry and ask for forgiveness • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony • Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus’ teaching in different ways • Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. • Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) • Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities • Make simple links between teachings about how to live and ways in which people try to make the 	<p>being grateful, seeking freedom and justice in the world today, including pupils’ own lives, and giving good reasons for their ideas.</p> <ul style="list-style-type: none"> • Offer informed suggestions about the meaning of the Exodus story for Jews today • Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better • Make links between some commands for living from religious traditions, non-religious worldviews and pupils’ own ideas - Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views. 	
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	<p>world a better place (e.g. tikkun olam and the charity Tzedek)</p> <ul style="list-style-type: none">• Describe some examples of how people try to live (e.g. individuals and organisations)- Identify some differences in how people put their beliefs into action		
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Year 4			
Subject	Knowledge	Skills	Vocabulary
<p>What is the Trinity and why is it important for Christians?</p> <p>Why do Christians call the day Jesus died 'Good Friday'?</p> <p>For Christians, what is the impact of Pentecost?</p> <p>What do Hindus believe God is like?</p> <p>What does it mean to be a Hindu in Britain today?</p> <p>How do people mark significant events in their lives?</p>	<p>Make sense of belief</p> <ul style="list-style-type: none"> Recognise what a 'Gospel' is and give an example of the kinds of stories it contains Offer suggestions about what texts about baptism and Trinity mean Give examples of what these texts mean to some Christians today Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live Offer informed suggestions about what the events of Holy Week mean to Christians Give examples of what Christians say about the importance of the events of Holy Week Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth Offer informed suggestions about what the events of Pentecost in Acts 2 might mean Give examples of what Pentecost means to some Christians now Identify some Hindu deities and say how they help Hindus describe God Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God Offer informed suggestions about what Hindu murtis express about God Describe how Hindus show their faith within their families in Britain today (e.g. home puja) 	<ul style="list-style-type: none"> Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like. Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions. Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas. Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas. Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether 	<p>Trinity, salvation, Pentecost, Hindu, Svetaketu, Ganesh, Diwali, Murtis, mandir, Puja, arti, bhajans, dharma, Sanatan Dharma and Hinduism</p>

	<ul style="list-style-type: none"> • Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) • Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) • Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean • Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today <p>Understand the impact</p> <ul style="list-style-type: none"> • Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live • Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities • Describe how Christians show their beliefs about Jesus in worship in different ways • Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now • Describe how Christians show their beliefs about the Holy Spirit in worship • Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) • Identify some different ways in which Hindus worship • Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean 	<p>taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones • Make links between ideas of love, commitment and promises in religious and non-religious ceremonies - Give good reasons why they think ceremonies of commitment are or are not valuable today. 	
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	<ul style="list-style-type: none"> • Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) • Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean • Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) - Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) 		
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Year 5			
Subject	Knowledge	Skills	Vocabulary
<p>What does it mean if God is Holy and Loving?</p> <p>What Christians believe Jesus did to 'save' people.</p> <p>What would Jesus do?</p> <p>What does it mean to be a Muslim in Britain today?</p>	<p>Make sense of belief</p> <ul style="list-style-type: none"> • Identify some different types of biblical texts, using technical terms accurately • Explain connections between biblical texts and Christian ideas of God, using theological terms • Identify features of Gospel texts (for example, teachings, parable, narrative) • Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts • Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it • Explain what Christians mean when they say that Jesus' death was a sacrifice 	<ul style="list-style-type: none"> • Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own • Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives • Articulate their own responses to the issues studied, recognising different points of view. 	<p>Sacrifice, Five Pillars, Hajj, theist, atheist, agnostic, Communion, commandments,</p>

<p>Why do some people believe in God and some do not?</p>	<ul style="list-style-type: none"> • Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message) • Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) • Identify and explain Jewish beliefs about God • Give examples of some texts that say what God is like and explain how Jewish people interpret them • Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs • Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from • Give examples of reasons why people do or do not believe in God • Understand the impact Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed • Show how Christians put their beliefs into practice in worship • Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives • Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper • Show how Christians put their beliefs into practice in different ways 	<ul style="list-style-type: none"> • Weigh up the value and impact of ideas of sacrifice in their own lives and the world today • Articulate their own responses to the idea of sacrifice, recognising different points of view. • Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Devon and Torbay today • Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views. • Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today • Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish. • Reflect on and articulate some ways in which believing in God is valuable 	
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	<ul style="list-style-type: none"> • Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) • Give evidence and examples to show how Muslims put their beliefs into practice in different ways • Make clear connections between Jewish beliefs about the Torah and how they use and treat it • Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) • Make clear connections between what people believe about God and the impact of this belief on how they live - Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) 	<p>in the lives of believers, and ways it can be challenging</p> <ul style="list-style-type: none"> • Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not - Make connections between belief and behaviour in their own lives, in the light of their learning. 	
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Year 6			
Subject	Knowledge	Skills	Vocabulary
<p>How do Hindus live a good life?</p> <p>Creation and Science: Conflict or complementary?</p> <p>For Christians, what kind of King was Jesus?</p> <p>How does faith help people when life gets hard?</p> <p>Was Jesus the Messiah?</p>	<p>Make sense of belief</p> <ul style="list-style-type: none"> Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. Identify what type of text some Christians say Genesis 1 is, and its purpose Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations Explain connections between biblical texts and the concept of the kingdom of God Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences Explain the place of Incarnation and Messiah within the 'big story' of the Bible Identify Gospel and prophecy texts, using technical terms 	<ul style="list-style-type: none"> Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view. Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views. Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today Articulate their own responses to the idea of the importance of love and service in the world today. Interpret a range of artistic expressions of afterlife, offering and 	<p>Sacrifice, Five Pillars, Hajj, theist, atheist, agnostic, Communion, commandments,</p>

	<ul style="list-style-type: none"> • Explain connections between biblical texts, Incarnation and Messiah, using theological terms <p>Understand the impact</p> <ul style="list-style-type: none"> • Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live • Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. • Give evidence and examples to show how Hindus put their beliefs into practice in different ways • Make clear connections between Genesis 1 and Christian belief about God as Creator • Show understanding of why many Christians find science and faith go together • Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice • Show how Christians put their beliefs into practice in different ways • Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) • Give examples of ways in which beliefs about resurrection/ judgement/heaven/karma/reincarnation make a difference to how someone lives • 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 	<p>explaining different ways of understanding these</p> <ul style="list-style-type: none"> - Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own. - Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers. 	
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Religious Education progression

		Year 1/2	Year 3/4	Year 5/6
Religious Education	Understanding beliefs	<p>Think, talk and questions about their own beliefs</p> <p>Think, talk and ask questions about the beliefs of others.</p> <p>Give a reason for the ideas they have and the connections they make</p>	<p>Ask questions and suggest answers about their beliefs</p> <p>Ask questions and suggest answers about other’s beliefs</p> <p>Make links between beliefs</p> <p>Raise thoughtful questions and suggest some answers</p>	<p>Weigh up how beliefs affect our communities</p> <p>Make connections between beliefs</p> <p>Articulate their own responses</p>
	Understand the impact	<p>Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</p> <p>Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences</p> <p>Talk about what they think is good about being in a community</p> <p>Talk about what makes some places special to people</p>	<p>Offer informed suggestions about beliefs</p> <p>Express their own ideas about the best ways to make the world a better place</p> <p>Give good reasons why they think certain things</p>	<p>Consider and weigh up the value of religious observances</p> <p>Reflect on and articulate what it is like to have beliefs</p> <p>Make connections between beliefs and actions of people around the world.</p>