



# Religious Education Curriculum and Progression



End of Phase Outcomes			
	Milestone 1 Years 1 & 2	Milestone 2 Years 3 & 4	Milestone 3 Year 5 & 6
<p><b>ELEMENT 1</b> <b>(Making sense of texts)</b> 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.</p>	<p>Identify the core beliefs and concepts studied and give a simple description of what they mean</p> <p>Give examples of how stories show what people believe (e.g. the meaning behind a festival)</p> <p>Give clear, simple accounts of what stories and other texts mean to believers</p>	<p>Identify and describe the core beliefs and concepts studied</p> <p>Make clear links between texts/sources of authority and the key concepts studied</p> <p>Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers</p>	<p>Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</p> <p>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</p> <p>Taking account of the context(s), suggest meanings for texts/sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations</p>
<p><b>ELEMENT 2</b> <b>(Impact)</b> 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</p>	<p>Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities</p> <p>Give examples of ways in which believers put their beliefs into practice</p>	<p>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</p> <p>Describe how people show their beliefs in how they worship and in the way they live</p> <p>Identify some differences in how people put their beliefs into practice</p>	<p>Make clear connections between what people believe and how they live, individually and in communities</p> <p>Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</p>



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<p><b>ELEMENT 3</b> <b>(Connections)</b> <b>Making connections</b> <b>Evaluating, reflecting</b> <b>on and connecting</b> <b>the texts and</b> <b>concepts studied, and</b> <b>discerning possible</b> <b>connections between</b> <b>these and pupils' own</b> <b>lives and ways of</b> <b>understanding the</b> <b>world</b></p>	<p>Think, talk and ask questions about whether the ideas they have been studying have something to say to them</p> <p>Give a good reason for the views they have and the connections they make.</p> <p>Talk about what they have learned</p>	<p>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</p> <p>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</p> <p>Give good reasons for the views they have and the connections they make</p> <p>Talk about what they have learned and if they have changed their thinking</p>	<p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</p> <p>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.</p> <p>Consider and weigh up how ideas studied relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</p> <p>Talk about what they have learned, how their thinking may</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Year 1</b></p> <p><b>Bible references</b> Core texts Digging deeper Other verses</p>	<p><b>Creation</b> 1.2 Who made the world?</p> <p>Lost Son (Luke 15:1-2, 11-32) Book of Jonah Link between the story of Jonah and Jesus stilling the storm (Matthew 8v.23-27) Moses and the Burning Bush (Exodus 3 v.1-12)</p>	<p><b>Incarnation</b> 1.3 Why does Christmas matter?</p> <p>Luke 1:26-38, 2:1-20 Parallels with the old Testament e.g. the flight to Egypt</p>	<p><b>Gospel</b> 1.4 What is the good news that Jesus brings?</p> <p>Matthew 9:9-13 Luke 6: 37-38 John 14:27 (Matthew 18:21-22) Luke 11:9-13 Luke 17:11-19 Matthew 13:45-46</p>	<p><b>Salvation</b> 1.5 Why does Easter matter to Christians?</p> <p>John 12:12-15 Jesus' entry into Jerusalem Luke 22:47-53 Jesus' betrayal and arrest</p>	<p><b>God</b> 1.1 What do Christians believe God is like? What do Jews believe God is like?</p> <p>Genesis 1:1-2:3 Thankfulness - 'Freely you have received, freely give' (Matthew 10 v.8)</p>	<p><b>World Faiths</b> 1.7 Who is Jewish and how do they live?</p> <p><b>Jewish Bible (Tenakh)</b> which teach about God looking after his people (e.g. the call of Samuel (1 Samuel 3); David and Goliath (1 Samuel 17)).</p>
<p><b>Sense of texts</b> <b>Outcomes E1</b></p>	<ul style="list-style-type: none"> <li>Retell the story of creation from Genesis 1:1-2.3 simply.</li> <li>Recognise that 'Creation' is the beginning of the 'big story' of the Bible.</li> <li>Say what the story tells Christians about God, Creation and the world.</li> </ul>	<ul style="list-style-type: none"> <li>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</li> <li>Recognise that stories of Jesus' life come from the Gospels.</li> </ul>	<ul style="list-style-type: none"> <li>Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.</li> <li>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</li> <li>Recognise that Jesus gives instructions to people about how to behave.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.</li> <li>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</li> <li>Recognise that Jesus gives instructions about how to behave.</li> </ul>	<ul style="list-style-type: none"> <li>Identify what a parable is.</li> <li>Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.</li> <li>Give clear, simple accounts of what the story means to Christians</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the words of the Shema as a Jewish prayer</li> <li>Re-tell simply some stories used in Jewish celebrations (e.g. Hanukkah or Sukkot)</li> <li>Give examples of how the stories used in celebrations (e.g. Shabbat) remind Jews about what God is like.</li> </ul>



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<p><b>Impact Outcomes E2</b></p>	<p>Give at least one example of what Christians do to say thank you to God for the Creation.</p>	<p>Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> </ul>	<p>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p>	<ul style="list-style-type: none"> <li>• Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.</li> <li>• Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.</li> </ul>	<ul style="list-style-type: none"> <li>• Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</li> <li>• Make links between Jewish ideas of God found in the stories and how people live</li> <li>• Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat).</li> </ul>
<p><b>Connections Outcomes E3</b></p>	<p>Think, talk and ask questions about living in an amazing world.</p>	<p>Decide what they personally have to be thankful for at Christmas time.</p>	<p>Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.</p>	<p>Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</p>	<p>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p>	<ul style="list-style-type: none"> <li>• Ask some questions about what Jewish people celebrate and why</li> <li>• Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people</li> <li>• Give a good reason for their ideas about whether any of these things are good for them too.</li> </ul>



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Year 2</b></p> <p><b>Creation –World Faiths</b> 1.10 How should we care for the world and for others and why does it matter?</p> <p><b>Bible references</b> Core texts Digging deeper Other verses</p>	<p><b>Creation –World Faiths</b> 1.10 How should we care for the world and for others and why does it matter?</p> <p>Matthew 6.26; Jesus blesses the children (Matthew 19, Mark 10, and Luke 18); for Jews and Christians: teachings such as Psalm 8 (David praises God’s creation and how each person is special in it). Stories of people being inspired to care because of their religious or ethical beliefs e.g. Mother Teresa, Dr Barnardo, Sister Frances Dominica, Christian Aid; Islamic Relief; the Jewish charity Tzedek; non-religious charities e.g. WaterAid and Oxfam.</p>	<p><b>Incarnation</b> 1.3 Why does Christmas matter? – digging deeper</p> <p>Luke 1:26-38, 2:1-20 Matthew 1:18 – 2:12 Parallels with the old Testament e.g. the flight to Egypt</p>	<p><b>Gospel</b> 1.8 Who am I? What does it mean to belong?</p> <p>Lost Sheep and/or the Lost Coin (Luke 15) Jesus told his friends that they should love one another (John 13:34-35), love everybody (Mark 12:30-31) Jewish teaching (Leviticus 19:18)</p>	<p><b>Salvation</b> 1.5 Why does Easter matter to Christians? – digging deeper</p> <p>John 12:12-15 Jesus’ entry into Jerusalem Luke 22:47-53 Jesus’ betrayal and arrest Luke 19:45-46/48 cleansing of the temple</p>	<p><b>God</b> 1.9 What makes some places sacred to believers – investigating a church and mosque</p>	<p><b>World Faiths</b> 1.6 Who is Muslim and what do they believe?</p>
<p><b>Sense of texts</b> <b>Outcomes</b> <b>E1</b></p>	<ul style="list-style-type: none"> <li>Identify a story or text that says something about each person being unique and valuable</li> <li>Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</li> <li>Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world.</li> </ul>	<ul style="list-style-type: none"> <li>Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians.</li> <li>Recognise that stories of Jesus’ life come from the Gospels.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that loving others is important in lots of communities</li> <li>Say simply what Jesus and one other religious leader taught about loving other people.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible.</li> <li>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</li> </ul> <p>Recognise that Jesus gives instructions about how to behave.</p>	<ul style="list-style-type: none"> <li>Recognise that there are special places where people go to worship, and talk about what people do there</li> <li>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</li> <li>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the words of the Shahadah and that it is very important for Muslims</li> <li>Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean</li> <li>Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</li> </ul>



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<p><b>Impact Outcomes E2</b></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Give examples of how Christians and Jews can show care for the natural earth</li> <li>• Say why Christians and Jews might look after the natural world.</li> </ul>	<p>Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p>	<ul style="list-style-type: none"> <li>• Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean</li> <li>• 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).</li> </ul>	<p>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p>	<ul style="list-style-type: none"> <li>• Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe</li> <li>• Give simple examples of how people worship at a church, mosque or synagogue</li> <li>• Talk about why some people like to belong to a sacred building or a community.</li> </ul>	<ul style="list-style-type: none"> <li>• Give examples of how Muslims use the Shahadah to show what matters to them</li> <li>• Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</li> <li>• Give examples of how Muslims put their beliefs about prayer into action.</li> </ul>
<p><b>Connections Outcomes E3</b></p>	<ul style="list-style-type: none"> <li>• Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world</li> <li>• Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world</li> <li>• Talk about what they have learned and how their ideas have changed.</li> </ul>	<p>Decide what they personally have to be thankful for at Christmas time.</p>	<ul style="list-style-type: none"> <li>• Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences</li> <li>• 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</li> <li>• Talk about what they have learned and how their ideas have changed.</li> </ul>	<p>Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Talk about what makes some places special to people, and what the difference is between religious and non-religious special places</li> <li>• Talk about what they have learned and what has helped them to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Think, talk about and ask questions about Muslim beliefs and ways of living</li> <li>• 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.</li> </ul>



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Year 3</b></p> <p><b>World Faiths</b> L2.8-What does it mean to be a Sikh in Britain today?</p> <p><b>Bible references</b> Core texts Digging deeper Other verses</p>	<p><b>World Faiths</b> L2.8-What does it mean to be a Sikh in Britain today?</p>	<p><b>Creation</b> L2.1-What do Christians learn from the Creation story?</p> <p>Genesis 1:1-2:3 Genesis 2:15-17 Genesis 3:1-24 Link Genesis 3 to the parable of the lost son (Luke 15:11-17)</p>	<p><b>Gospel</b> L2.4-What kind of world did Jesus want?</p> <p>Matthew 4:18-22 Mark 1:40-44 Luke 18:9-14</p>	<p><b>Salvation</b> L2.5- Why do Christians call the day Jesus dies 'Good Friday'?</p> <p>Matthew 21:7-11 Luke 23:13-25,32-48 Luke 24:1-12 John 13:34-35 John 21:15-19</p>	<p><b>People of God</b> L2.2-What is it like to follow God?</p> <p>Genesis chapters 6:5-9:17 Abraham: Genesis 12:1-9 Genesis 17:1-8, 15-21 Genesis 18:1-15 Genesis 21:1-5 Genesis 22 - the 'binding' of Isaac</p>	<p><b>World Faiths</b> L2.9-What are the deeper meanings of Festivals?</p>
<p><b>Sense of texts</b> <b>Outcomes</b> <b>E1</b></p>	<ul style="list-style-type: none"> <li>Identify some of the core beliefs of Sikhism, e.g. one God, the message of Guru Nanak, equality and service</li> <li>Make clear links between the Mool Mantar and Sikh beliefs and actions</li> <li>Offer informed suggestions about what some of the teachings of the Gurus mean to Sikhs today.</li> </ul>	<ul style="list-style-type: none"> <li>Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.</li> <li>Make clear links between Genesis 1 and what Christians believe about God and Creation</li> </ul>	<ul style="list-style-type: none"> <li>Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.</li> <li>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</li> <li>Offer suggestions about what Jesus' actions towards the leper might mean for a Christian</li> </ul>	<ul style="list-style-type: none"> <li>Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.</li> <li>Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</li> <li>Give examples of what the texts studied mean to some Christians.</li> </ul>	<ul style="list-style-type: none"> <li>Make clear links between the story of Noah and the idea of covenant.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main beliefs at the heart of religious festivals (i.e. at least one festival in at least two religions)</li> <li>Make clear links between these beliefs and the stories recalled at the festivals.</li> </ul>



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<p style="text-align: center;"><b>Impact Outcomes E2</b></p>	<ul style="list-style-type: none"> <li>• Make simple links between the life of at least one of the Gurus and some actions Sikhs take today (e.g. Guru Nanak and the langar; Guru Gobind Singh and the Khalsa)</li> <li>• Give some examples that demonstrate that remembering God, working hard and serving others are important to Sikhs today.</li> </ul>	<p>Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God’s creation is; care for the earth in some specific ways.)</p>	<ul style="list-style-type: none"> <li>• Make simple links between Bible texts and the concept of ‘Gospel’ (good news).</li> <li>• Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus’ teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</li> <li>• Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</li> </ul>	<p>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</p>	<ul style="list-style-type: none"> <li>• Make connections between stories, teachings, symbols and beliefs and how believers celebrate these festivals</li> <li>• Describe how believers celebrate festivals in different ways (e.g. between celebrations at home and in community; and/or a variety of ways of celebrating within a religious tradition).</li> </ul>
<p style="text-align: center;"><b>Connections Outcomes E3</b></p>	<ul style="list-style-type: none"> <li>• Raise questions about what matters to Sikhs (e.g. equality, service, honest work), and say why they still matter today</li> <li>• Make links between key Sikh values and life in the world today, identifying which values would make most difference in pupils’ own lives and in the world today</li> <li>• Talk about what they have learned and whether they have changed their thinking.</li> </ul>	<p>Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</p>	<p>Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.</p>	<p>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</p>	<p>Make links between the story of Noah and how we live in school and the wider world.</p>	<ul style="list-style-type: none"> <li>• Raise questions and suggest answers about what is worth celebrating and remembering in religious communities and in their own lives</li> <li>• Make links between the beliefs and practices studied and the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, giving good reasons for their ideas</li> <li>• Talk about what they have learned, how and why their thinking has changed.</li> </ul>





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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Year 4</b></p> <p><b>World Faiths</b> L2.7-What does it mean to be a Hindu in Britain today?</p> <p><b>Incarnation</b> L2.3-What is the Trinity?</p> <p><b>Kingdom of God</b> L2.6-When Jesus Left what next?</p> <p><b>Salvation</b> L2.5- Why do Christians call the day Jesus dies 'Good Friday? Digging Deeper</p> <p><b>World faiths</b> L2.10-How and why do believers show their commitments during the journey of life?</p> <p><b>Gospel</b> L2.4-What kind of world did Jesus want? Digging Deeper</p> <p><b>Bible references</b> Core texts Digging deeper Other verses</p>	<p><b>World Faiths</b> L2.7-What does it mean to be a Hindu in Britain today?</p>	<p><b>Incarnation</b> L2.3-What is the Trinity?</p> <p>Matthew 3:11-17 2 Corinthians 13:14 John 1:1-14 Ephesians 4:4-16</p>	<p><b>Kingdom of God</b> L2.6-When Jesus Left what next?</p> <p>Acts 2:1-15, 21-24, 37-47 1 Corinthians 12:12-26 Galatians 5:22-23 John 14:16-17</p>	<p><b>Salvation</b> L2.5- Why do Christians call the day Jesus dies 'Good Friday? Digging Deeper</p> <p>Matthew 21:7-11 Luke 23:13-25,32-48 Luke 24:1-12 Matthew 26:17-75 John 13: 4-17 John 13:34-35 John 21:15-19</p>	<p><b>World faiths</b> L2.10-How and why do believers show their commitments during the journey of life?</p>	<p><b>Gospel</b> L2.4-What kind of world did Jesus want? Digging Deeper</p> <p>Matthew 4:18-22 Mark 1:40-44 Luke 10:25-37 Luke 18:9-14</p>
<p><b>Sense of texts</b> <b>Outcomes E1</b></p>	<ul style="list-style-type: none"> <li>Identify some Hindu deities and describe Hindu beliefs about God (e.g. Brahman, trimurti)</li> <li>Offer informed suggestions about what Hindu murtis express about God</li> <li>Make links between Hindu beliefs and the aims of life (e.g. karma).</li> </ul>	<ul style="list-style-type: none"> <li>Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.</li> <li>Offer suggestions about what texts about baptism and Trinity might mean.</li> <li>Give examples of what these texts mean to some Christians today</li> </ul>	<ul style="list-style-type: none"> <li>Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.</li> <li>Offer suggestions about what the description of Pentecost in Acts 2 might mean.</li> <li>Give examples of what Pentecost means to some Christians now.</li> </ul>	<ul style="list-style-type: none"> <li>Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.</li> <li>Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</li> <li>Give examples of what the texts studied mean to some Christians.</li> </ul>	<ul style="list-style-type: none"> <li>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean</li> <li>Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today.</li> </ul>	<ul style="list-style-type: none"> <li>Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.</li> <li>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</li> <li>Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.</li> </ul>



# Religious Education Curriculum and Progression



<p><b>Impact Outcomes E2</b></p>	<ul style="list-style-type: none"> <li>Describe how Hindus show their faith within their families in Britain today (e.g. home puja)</li> <li>Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; Diwali), indicating some differences in how Hindus show their faith.</li> </ul>	<p>Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</p>	<p>Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.</p>	<ul style="list-style-type: none"> <li>Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</li> <li>Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</li> </ul>	<ul style="list-style-type: none"> <li>Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean</li> <li>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)</li> <li>Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism).</li> </ul>	<ul style="list-style-type: none"> <li>Make simple links between Bible texts and the concept of 'Gospel' (good news).</li> <li>Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.</li> </ul>
<p><b>Connections Outcomes E3</b></p>	<ul style="list-style-type: none"> <li>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</li> <li>Consider and weigh up the value of taking part in family and community rituals in Hindu communities and express insights on whether it is a good thing for everyone, giving good reasons for their ideas and talking about whether their learning has changed their thinking.</li> </ul>	<p>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</p>	<p>Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</p>	<p>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</p>	<ul style="list-style-type: none"> <li>Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones</li> <li>Make links between ideas of love, commitment and promises in religious and non-religious ceremonies</li> <li>Give good reasons why they think ceremonies of commitment are or are not valuable today.</li> </ul>	<ul style="list-style-type: none"> <li>Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.</li> </ul>



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Year 5</b></p> <p><b>World Faiths</b> U2.11 Why do some people believe in God and some do not?</p> <p><b>Bible references</b> Core texts Digging deeper Other verses</p>	<p><b>World Faiths</b> U2.11 Why do some people believe in God and some do not?</p>	<p><b>Incarnation</b> U2.4 Was Jesus the Messiah?</p> <p>Messianic prophecies: Isaiah 7:14, 9:1-2, 6-7; and 11:1-5 Micah 5:2 Matthew 1:18-24, 2:1-12 Matthew 21:1-9 The Transfiguration Matthew 17:1-13 or Luke 9:28-36 Matthew 21:5 is a direct quote from Zechariah 9:9</p>	<p><b>Gospel</b> U2.5 What would Jesus do?</p> <p>Matthew 7: 24-27 Matthew 5-7 Luke 7:1-10 Peter's betrayal and restoration: John 13:34-38, 18:15-18, 25-27; John 21:1-19 Mark 11: 15-19. John 8:1-11 Matthew 22:36-40 Revelation 21:4 – the Christian hope of heaven</p>	<p><b>Salvations</b> U2.6 What did Jesus do to save human beings?</p> <p>Last days of Jesus' life, from Last Supper, e.g. Mark 14-15 Isaiah 53:1-12 John 19:16-42 2 Corinthians 4:16-17 Acts 7</p>	<p><b>World Faiths</b> U2.10 What does it mean for a Jewish person to follow God?</p>	<p><b>Kingdom of God</b> U2.8 What kind of king is Jesus?</p> <p>Parables of the Kingdom Matthew 6:9-13 and Luke 11:2-4 Lord's prayer Luke 14:12-24 The Feast Matthew 21: 33-46 The Tenants in the Vineyard Matthew 18:21-35 The Parable of the Unforgiving Servant</p>
<p><b>Sense of texts Outcomes E1</b></p>	<ul style="list-style-type: none"> <li>Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs</li> <li>Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from</li> <li>Give examples of reasons why people do or do not believe in God.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the place of Incarnation and Messiah within the 'big story' of the Bible.</li> <li>Identify Gospel and prophecy texts, using technical terms.</li> <li>Explain connections between biblical texts, Incarnation and Messiah, using theological terms.</li> </ul>	<ul style="list-style-type: none"> <li>Identify features of Gospel texts (for example, teachings, parable, narrative).</li> <li>Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.</li> <li>Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.</li> <li>Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain Jewish beliefs about God</li> <li>Give examples of some texts that say what God is like and explain how Jewish people interpret them.</li> </ul>	<ul style="list-style-type: none"> <li>Explain connections between biblical texts and the concept of the Kingdom of God.</li> <li>Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.</li> </ul>



## Religious Education Curriculum and Progression



<p style="text-align: center;"><b>Impact Outcomes E2</b></p>	<ul style="list-style-type: none"> <li>• Make clear connections between what people believe about God and the impact of this belief on how they live</li> <li>• Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis).</li> </ul>	<ul style="list-style-type: none"> <li>• Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</li> <li>• Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</li> </ul>	<p>Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives</p>	<ul style="list-style-type: none"> <li>• Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</li> <li>• Show how Christians put their beliefs into practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Make clear connections between Jewish beliefs about the Torah and how they use it</li> <li>• Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)</li> <li>• 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).</li> </ul>	<p>Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.</p>
<p style="text-align: center;"><b>Connections Outcomes E3</b></p>	<ul style="list-style-type: none"> <li>• Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging</li> <li>• Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not</li> <li>• Make connections between belief and behaviour in their own lives, talking about what they have learned and how and why their thinking may or may not have changed in the light of their learning.</li> </ul>	<p>Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.</p>	<p>Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</p>	<p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p>	<ul style="list-style-type: none"> <li>• Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today</li> <li>• 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 these ideas are valuable to people who are not Jewish</li> <li>• Talk about how ideas of tradition, ritual, community and study relate to their own lives, giving good reasons for their views and explaining how their thinking has developed during the unit.</li> </ul>	<p>Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas</p>



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Year 6</b></p> <p><b>Bible references</b> Core texts Digging deeper Other verses</p>	<p><b>God</b> U2.1 What does it mean if God is loving and holy?</p> <p>Psalm 103 Isaiah 6 I John 4:7-13 Proverbs 6:16-19 Luke 23:33-34 Exodus 19:1-19 Matthew 18:22 (Additional text Luke 15:1-2, 11-32)</p>	<p><b>World Faiths</b> U2.13 Why is pilgrimage important to some religious believers?</p>	<p><b>World Faiths</b> U2.9 What does it mean for a Muslim to follow God?</p>	<p><b>Salvation</b> U2.7 What difference does the resurrection make for Christians?</p> <p>Luke 24:1-49 (alternative: John 20:1-29) Funeral verses: John 3:16, 11:25-26, 14:2-3; Luke 23:43 Matthew 27:62-28:20 (to be compared with Luke 24:1-49) Revelation 21:4 1 Corinthians 15:13-14</p>	<p><b>Creation</b> U2.2 Creation and science: conflicting or contemporary?</p> <p>Genesis 1:1-2:3 Psalm 8 (extracts)</p>	<p><b>People of God</b> U2.3 How can following God bring freedom and justice?0</p> <p>Moses: Birth narrative, Exodus 2:1-10 The killing of the taskmaster and fleeing Egypt, Exodus 2:11-15 Burning bush, Exodus 3:1 – Exodus 4:17 The ten plagues, Exodus 7:14 – Exodus 12:32 (select appropriate parts for your class) Leading the children of Israel out of Egypt, Exodus 12:33-42 Crossing the Red Sea, Exodus 14:1-31 and you could also use Exodus 15:1-20 Covenant at Sinai, This text is very long, so use Exodus 19:3-6 and Exodus 20:1-21 Selected commandments in Leviticus and Deuteronomy Exodus 20:13 Leviticus 19:9-10, 18;23:6-7 Deuteronomy 6:5, 16; 12:5; 14:4-8, 19; 15:11;16:16; 23:23 Matthew 22:27-40 Genesis 12:1-3 (Agreements between God and his people) Matthew 5:13-16 (Going further: Genesis 25:21-28; Genesis 37:1-8 which leads to Genesis 41 1 Samuel 10:17-26; 2 Samuel 5:1-7; 1 Kings 6:1-14; Daniel 1)</p>



# Religious Education Curriculum and Progression



<p><b>Sense of texts Outcomes E1</b></p>	<ul style="list-style-type: none"> <li>Identify some different types of biblical texts, using technical terms accurately.</li> <li>Explain connections between biblical texts and Christian ideas of God, using theological terms.</li> </ul>	<ul style="list-style-type: none"> <li>Identify some of the beliefs that lie behind places and times of pilgrimage in at least two religions (e.g. ummah in Islam; Mary in Roman Catholic Christianity)</li> <li>Explain ways in which stories that lie behind sites of pilgrimage connect with beliefs (e.g. Shiva and the Ganges in Hinduism; Israel as G-d's Chosen or Favoured people in Judaism).</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> <li>Describe and explain 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).</li> </ul>	<ul style="list-style-type: none"> <li>Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.</li> <li>Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.</li> <li>Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</li> </ul>	<ul style="list-style-type: none"> <li>Outline the importance of Creation on the timeline of the 'big story' of the Bible.</li> <li>Identify what type of text some Christians say Genesis 1 is, and its purpose.</li> <li>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</li> </ul>	<p>Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms</p>
<p><b>Impact Outcomes E2</b></p>	<ul style="list-style-type: none"> <li>Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.</li> <li>Show how Christians put their beliefs into practice in worship.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the spiritual significance and impact of pilgrimage on pilgrims in at least two religions</li> <li>Compare the similarities and differences between ways in which people undertake pilgrimage and how they affect the way they live.</li> </ul>	<ul style="list-style-type: none"> <li>Make clear connections between Muslim beliefs and worship (e.g. Five Pillars, mosques, art)</li> <li>Give evidence and examples to show how Muslims put their beliefs into practice in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.</li> <li>Show how Christians put their beliefs into practice in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>Make clear connections between Genesis 1 and Christian belief about God as Creator.</li> <li>Show understanding of why many Christians find science and faith go together.</li> </ul>	<ul style="list-style-type: none"> <li>Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.</li> <li>Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.</li> </ul>



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<p><b>Connections Outcomes E3</b></p>	<ul style="list-style-type: none"><li>• 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</li></ul>	<ul style="list-style-type: none"><li>• Evaluate and explain the importance of pilgrimage in the world today, giving good reasons for their views</li><li>• Reflect on and articulate lessons that people might gain from the idea and practice of pilgrimage, including their own responses</li><li>• Consider and weigh up the value of e.g. reflection, repentance and remembrance, in the world today, including in their own lives</li><li>• Talk about how and why their thinking has developed through this unit.</li></ul>	<ul style="list-style-type: none"><li>• Make connections between Muslim beliefs studied and Muslim ways of living in Britain/the North East today</li><li>• 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</li><li>• Reflect on and talk about what and how they have learned, and how and why their thinking has changed.</li></ul>	<ul style="list-style-type: none"><li>• Explain why some people find belief in the Resurrection makes sense and inspires them.</li><li>• Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to the challenges and problems in the world today.</li></ul>	<ul style="list-style-type: none"><li>• Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</li><li>• Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</li></ul>	<p>Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</p>
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