



*Bishop Cornish CE VA Primary School  
Religious Education  
Progression Map*



At Bishop Cornish we pride ourselves in planning and delivering a broad and balanced curriculum, ensuring that its delivery is exciting, interactive and enables children to 'build memories.' It is bespoke to the needs of the children, not only by focusing on appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum, but by developing individual and collaborative learning experiences, a positive growth mind set, a sense of responsibility and challenges that take them beyond the classroom and promote a life-long love of learning. We are fortunate that our learning environment allows us to use the outdoors as much as possible and this enhances the children's experiences. Outdoor learning is integral to all subjects – core and foundation. Creative ways are found by the teaching staff to design active opportunities to learn. Our Curriculum has been planned to ensure each and every child can 'live life in all its fullness' by offering stimulating and awe-inspiring learning experiences with Christian values at its heart.

**Ultimately our curriculum is intended to:**

- Develop our head and body: What we learn
- Develop our hearts and character: Who we are
- Develop our actions and attitudes: How we live and learn
- Develop our moral compass: Where we fit in the world.

As educators, we understand the importance of mental health, and aim to create emotionally sound, resilient and well-regulated children. Our curriculum aims to do this using the model of 'PLACE' –being Playful, Loving, Accepting, Curious and Empathic. This way of thinking, feeling, communicating and behaving aims to make each child feel safe and happy, enabling them not only to learn, but to develop a love of learning.

We set the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We foster creativity in our children, and to help them become independent learners. Above all we believe in making learning enjoyable, motivating, fun and purposeful!

### Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the History National Curriculum.

Children should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen and talk about stories. Children should be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression.

They should be confident to ask questions and reflect on their own feelings and experiences. They should use their own feelings and experiences. They should use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

**Purpose of study:**

Our planning will use key concepts to guide the children's depth of learning. Each of three elements of the teaching and learning approach is important and pupils should make progress in all of them. It is used alongside and encompasses 'Understanding Christianity'. This document is used alongside the learning outcomes presented in the attached document.

**The national curriculum for subject aims to ensure that all pupils:**

- have an outstanding level of religious understanding and knowledge in order to be able to contribute, agree and disagree respectfully.
- have respect for others regardless of their beliefs, race or social status.
- thoroughly engage with a range of provoking questions about the meaning of God, what is right and wrong and what it is to be human.
- have the ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- have a strong understanding of other principal religions and other views in a local, national and global context in order to have an aptitude for dialogue.
- develop independence; the ability to think for themselves and take the initiative in, for example by, asking questions, carrying out investigations, evaluating ideas and working constructively with others in order to combat prejudice.
- display significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.
- have the ability to link the study of religion and belief to personal reflections on meaning and purpose.

**Key Stage 1 National Curriculum Expectations**

- explore a range of religious stories and sacred writings and talk about their meanings;
- name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate;
- identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives;
- explore how religious beliefs and ideas can be expressed through the arts and communicate their responses;
- identify and suggest meanings for religious symbols and begin to use a range of religious words.
- **Learning from religion**
- reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness;

**Key Stage 2 National Curriculum Expectations*****Knowledge, skills and understanding*****Learning about religion**

- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others;
- describe the variety of practices and ways of life in religions and **understand how these stem from**, and are closely connected with, beliefs and teachings;
- identify and begin to describe the similarities and differences within and between religions;
- investigate the significance of religion in the local, national and global communities;
- consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them;

- ask and respond imaginatively to puzzling questions, communicating their ideas;
- identify what matters to them and others, including those with religious commitments, and communicate their responses;
- Reflect on how spiritual and moral values relate to their own behaviour;
- recognise that religious teachings and ideas make a difference to individuals, families and the local community.

- describe and begin to understand religious and other responses to ultimate and ethical questions;
- use specialist vocabulary in communicating their knowledge and understanding;
- use and interpret information about religions from a range of sources.

#### **Learning from religion**

- reflect on what it means to belong to a faith community, communicating their own and others' responses;
- respond to the challenges of commitment in their own lives and within religious traditions, recognising how commitment is shown in a variety of ways;
- discuss their own and others' views of religious truth and belief, expressing their own ideas;
- reflect on ideas of right and wrong and their own and others' responses to them;
- reflect on sources of inspiration in their own and others' lives.

Concepts	KS1	LKS2	UKS2
<p><b>Sense of belief</b> Make sense of a range of religious and non-religious beliefs.</p>	<p>Show basic knowledge and understanding of Christianity and other faiths in the world, exploring similarities between religions.</p>	<p>Show knowledge and understanding of Christianity and other faiths in the world exploring similarities and differences between and within religions; understand what it means to belong to a religious community and the influence religious faith has on individuals and communities.</p>	<p>Explain and evidence an in-depth knowledge of Christianity and other Worldwide faiths. They should be able to discuss, compare and evidence differences and similarities between a range of religious communities and how faith influences individuals and communities across the World.</p>
<p><b>Understanding the Impact</b> Understand the impact and significance of religious and non-religious beliefs.</p>	<p>Reflect on the significance of personal experience and emotion.</p>	<p>Think about what influences our beliefs and lifestyle and the way we see things; explore different religious and non-religious beliefs about meaning, purpose and value.</p>	<p>To explain and justify reasoning into how beliefs and lifestyles influence the way we see things. To be able to think, talk and ask questions about different religious and non-religious beliefs, purpose and value.</p>

<p><b>Make connections</b> Make connections between religious and non-religious beliefs, concepts, practices and ideas studied.</p>	<p>Formulate reasoned opinion and arguments and gain the necessary knowledge to be able to give one or more valid reasons for an opinion.</p>	<p>Gain basic understanding of some beliefs to be able to give reasons for and against an opinion; develop awareness of the influence of beliefs on attitudes and behaviour.</p>	<p>Be able to talk about what they think may be good reflecting. Give examples of ways in which people express their identity and belonging within faith communities responding sensitively to others.</p>
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**EYFS**

Children should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen and talk about stories. Children should be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They should be confident to ask questions and reflect on their own feelings and experiences. They should use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

<b>Key Stage 1</b>	<b>Key Stage 2</b>
<ul style="list-style-type: none"> <li>• Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should raise questions and begin to express their own views in response to the material they learn about. They should be able to give reason for their views and the connections they make.</li> <li>• Children explore key questions through conceptual enquiry into Christianity whilst also drawing from at least one of Hinduism, Islam or Judaism, as well as non-religious worldviews as appropriate. Teachers should also take the pupils' own background, experiences and questions into consideration.</li> </ul>	<ul style="list-style-type: none"> <li>• Children explore key questions through conceptual enquiry into Christianity whilst also drawing from Hinduism, Islam and Judaism, as well as non-religious worldviews as appropriate, recognising the impact of religion and belief locally, nationally and globally.</li> <li>• They make clear connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion and how people live, individually and in communities.</li> <li>• They learn about sacred texts and other sources and consider their meanings to be able to describe examples of ways in which people make sense of core beliefs and concepts. They should be able to use</li> </ul>

- As they learn about different beliefs about God and the world around them they should be able to give a simple description of what they mean.
- They should be able to give examples of how stories show what people believe and give examples of ways in which believers put their beliefs into action.
- They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary.
- They begin to understand the importance and value of religion and belief, especially for other children and their families.
- They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

- evidence and examples to show how and why people put their beliefs into actions in different ways, eg, in different communities, denominations or cultures.
- They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them.
  - They extend the range and use of specialist vocabulary.
  - They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true.
  - They consider and weigh up how ideas relate to their own experiences of the world today, developing insights of the world and giving good reasons for the views they have, and others, and the connections they make.

**EYFS-Pupils should be taught to:**

***Understand why the word God is special to Christians.***

- discuss what the word God means and what people say about God as Creator;
- identify which people believe in God;
- explore what is amazing about the world;
- Talk about ideas of new life in nature;
- understand what Christians and other people think about the world and how we should treat it.

***Describe how it feels to be special and explore where they belong.***

- describe how we show respect for each other;
- talk about how we show love and how we know we are loved;
- explore how people feel welcome and how does someone know they belong.

***Discuss why Christmas and Easter are special times to Christians?***

- discuss special stories about Jesus in the Bible;
- recognise and retell stories related to Christmas and Easter;
- say why these times are special to Christians;
- recognise some symbols Christians use, palm leaves, cross, eggs;
- understand why Christians celebrate God's birthday;
- explore what makes every single person unique and special;

***Explore which places are special and why?***

- discuss where they're safe and where they feel happy;
- describe a special place for believers to go and say what makes it special?
- Explain which stories are special and why?
- discuss which stories they know about Jesus and explain why;
- explore stories which are special to Christians or other faiths and explain how they teach people how to behave.

**KS1 – Pupils should be taught to:*****Knowledge, skills and understanding*****Learning about religion**

- explore a range of religious stories and sacred writings and talk about their meanings;
- name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate;
- identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives;
- explore how religious beliefs and ideas can be expressed through the arts and communicate their responses;
- identify and suggest meanings for religious symbols and begin to use a range of religious words.
- **Learning from religion**
- reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness;
- ask and respond imaginatively to puzzling questions, communicating their ideas;
- identify what matters to them and others, including those with religious commitments, and communicate their responses;
- Reflect on how spiritual and moral values relate to their own behaviour;
- recognise that religious teachings and ideas make a difference to individuals, families and the local community.

**KS2 – Pupils should be taught to:*****Knowledge, skills and understanding*****Learning about religion**

- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others;
- describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings;
- identify and begin to describe the similarities and differences within and between religions;
- investigate the significance of religion in the local, national and global communities;
- consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them;
- describe and begin to understand religious and other responses to ultimate and ethical questions;
- use specialist vocabulary in communicating their knowledge and understanding;
- use and interpret information about religions from a range of sources.

**Learning from religion**

- reflect on what it means to belong to a faith community, communicating their own and others' responses;
- respond to the challenges of commitment in their own lives and within religious traditions, recognising how commitment is shown in a variety of ways;
- discuss their own and others' views of religious truth and belief, expressing their own ideas;
- reflect on ideas of right and wrong and their own and others' responses to them;
- reflect on sources of inspiration in their own and others' lives.



## Breadth of Study

### EYFS

Reception children should encounter Christianity and other faiths as part of their growing sense of self, their community and their place within it. They will focus on Christianity, but offers opportunity to encounter Hindus, Jews and Muslims, as well as non-religious responses and ways of living.

### Key Stage 1

- Christianity;
- at least one other principal religion from Hinduism, Islam and Judaism;
- a religious community with a significant local presence, where appropriate;
- non-religious views.

### Key Stage 2

- Christianity;
- at least two other principal religions from Hinduism, Islam and Judaism;
- a religious community with a significant local presence, where appropriate;
- a secular world view, where appropriate.

Our planning will use key concepts to guide the children’s depth of learning. Each of three elements of the teaching and learning approach is important and pupils should make progress in all of them. It is used alongside and encompasses ‘Understanding Christianity’. Through the aims our children will:

Concept	EYFS	
<ul style="list-style-type: none"> <li>• Understand why the word God is so important to Christians?</li> <li>• Understand why Christmas is special for Christians?</li> <li>• Understand why Easter is special for Christians?</li> <li>• Reflect on being special; where do we belong?</li> <li>• Describe places which are special and why?</li> <li>• Explore which stories are special and why?</li> </ul>	<ul style="list-style-type: none"> <li>• Say what a parable is and retell a story from the Bible and what it means to Christians;</li> <li>• understand that the ‘Creation’ is the beginning of the ‘big story’ of the Bible;</li> <li>• Give examples of ways that the story of the Nativity to guide their beliefs and actions at Christmas;</li> <li>• Tell stories from the Bible and recognise a link of the gospels or ‘good news’;</li> <li>• Recognise that the Incarnation and Salvation are part of the ‘big story’ of the Bible;</li> <li>• Think, talk and ask questions about beliefs of other faiths;</li> <li>• Recognise that there are special places to go to worship God, describe and talk about why they are special.</li> </ul>	
Concept	Key Stage 1	Key Stage 2
<p><b>Sense of belief</b> Make sense of a range of religious and non-religious beliefs.</p>	<p>show basic knowledge and understanding of Christianity and other faiths in the world, exploring similarities between religions.</p>	<p>show knowledge and understanding of Christianity and other faiths in the world exploring similarities and differences between and within religions; understand what it means to belong to a religious community and the influence religious faith has on individuals and communities.</p>
<p><b>Understanding the Impact</b> Understand the impact and significance of religious and non-religious beliefs.</p>	<p>reflect on the significance of personal experience and emotion.</p>	<p>think about what influences our beliefs and lifestyle and the way we see things; explore different religious and non-religious beliefs about meaning, purpose and value.</p>
<p><b>Make connections</b> Make connections between religious and non-religious beliefs, concepts, practices and ideas studied.</p>	<p>formulate reasoned opinion and arguments and gain the necessary knowledge to be able to give one or more valid reasons for an opinion.</p>	<p>gain basic understanding of some beliefs to be able to give reasons for and against an opinion; develop awareness of the influence of beliefs on attitudes and behaviour.</p>

**Key Stage 1**

<b>What do Christians believe God is like?</b>  Children will be able to:	<b>Sense of Belief</b> <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 Christian idea of God as a forgiving father;</li><li>• give clear, simple accounts of what the story means to Christians</li></ul>	<b>Sense of Belief</b> <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 Christian idea of God as a forgiving father;</li><li>• give clear, simple accounts of what the story means to Christians</li></ul>	<b>Make connections</b> <ul style="list-style-type: none"><li>• think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas;</li><li>• give a reason for the ideas they have and the connections they make.</li></ul>
<b>Who do Christians say made the world?</b>  Children will be able to:	<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>• 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>• think, talk and ask questions about living in an amazing world;</li><li>• give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.</li></ul>
<b>Why does Christmas matter to Christians (incarnation)?</b>  Children will be able to:	<ul style="list-style-type: none"><li>• recognise that stories of Jesus' life come from the Gospels;</li><li>• give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</li></ul>	<ul style="list-style-type: none"><li>• recognise that stories of Jesus' life come from the Gospels;</li><li>• give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</li></ul>	<ul style="list-style-type: none"><li>• Think, talk and ask questions about Christmas for people who are Christians and for people who are not;</li><li>• decide what they personally have to be thankful for, giving a reason for their ideas.</li></ul>
<b>What is the 'good news' Christians say Jesus brings?</b>  Children will be able to:	<ul style="list-style-type: none"><li>• tell stories from the Bible and recognise a link with the concept of the 'Gospel' or 'good news';</li><li>• give clear, simple accounts of what Bible texts 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>• tell stories from the Bible and recognise a link with the concept of the 'Gospel' or 'good news';</li><li>• give clear, simple accounts of what Bible texts 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>• 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 how to live, giving a good reason for their ideas.</li></ul>

<p><b>Why does Easter matter to Christians (Salvation)?</b></p> <p>Children will be able to:</p>	<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.</li> </ul>	<ul style="list-style-type: none"> <li>give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<p><b>Who is a Muslim and how do they live?</b></p> <p>Children will be able to:</p>	<ul style="list-style-type: none"> <li>recognise the words of the Shahada and that it is very important for Muslims;</li> <li>identify some of the key Muslim beliefs about God found in the Shahada and the 99 names of Allah, 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>	<ul style="list-style-type: none"> <li>give examples of how Muslims use the Shahada to show what matters to them;</li> <li>give examples of how Muslims use stories about the Prophet to guide their beliefs and actions;</li> <li>give examples of how Muslims put their beliefs about prayer into action.</li> </ul>	<ul style="list-style-type: none"> <li>think, talk 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;</li> <li>give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</li> </ul>
<p><b>Who is Jewish and how do they live?</b></p> <p>Children will be able to:</p>	<ul style="list-style-type: none"> <li>recognise the words of the Shema as a Jewish prayer;</li> <li>retell simply some stories used in Jewish celebrations;</li> <li>give examples of how stories used in celebrations remind Jews about what God is like.</li> </ul>	<ul style="list-style-type: none"> <li>give examples of how Jewish people celebrate special times (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 (mezuzah, Shabbat)</li> </ul>	<ul style="list-style-type: none"> <li>talk about what they may think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas;</li> <li>give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</li> </ul>
<p><b>What makes some places sacred?</b></p> <p>Children will be able to:</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> </ul>	<p>Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe;</p> <ul style="list-style-type: none"> <li>give simple examples of how people worship at a church, mosque or synagogue;</li> </ul>	<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> </ul>

	<ul style="list-style-type: none"> <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>• talk about why some people like to belong to a sacred building or a community.</li> </ul>	
<p><b>How should we care for others and the world and why does it matter?</b></p> <p>Children will be able to:</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 (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 an example of how people show that they care for others (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>	<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> </ul>
<p><b>What does it mean to belong to a faith community?</b></p> <p>Children will be able to:</p>	<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>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• give examples of ways in which people express their identify 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> </ul>

## Lower Key Stage 2

<b>What do Christians learn from the Creation Story?</b>  Children will be able to:	<b>Sense of Belief</b> <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> <li>recognise that the story of 'the Fall' in Genesis 3 explains why things go wrong in the world.</li> </ul>	<b>Understanding the Impact</b> <ul style="list-style-type: none"> <li>describe what Christians do because they believe God is Creator (follow God, wonder at God's amazing creation)</li> <li>describe how and why Christians might pray to God, say sorry and ask for forgiveness.</li> </ul>	<b>Making Connections</b> <ul style="list-style-type: none"> <li>ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.</li> </ul>
<b>What is it like for someone to follow God?</b>  Children will be able to:	<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>make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</li> </ul>	<ul style="list-style-type: none"> <li>make links between the story of Noah and how we live school and the wider community.</li> </ul>
<b>What is the Trinity and why is important for Christians?</b>  Children will be able to:	<ul style="list-style-type: none"> <li>recognise what a Gospel is and give an example of the kind of stories it contains;</li> <li>offer suggestions about what texts about baptism and Trinity mean;</li> <li>give examples of what these texts mean to some Christians today.</li> </ul>	<ul style="list-style-type: none"> <li>describe how Christians show their beliefs about God the Trinity in worship in different ways in baptism and prayer and in the way they live.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>What kind of world did Jesus want?</b>  Children will be able to:	<ul style="list-style-type: none"> <li>identify texts that come from 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 try to follow Jesus and be 'fishers of people';</li> <li>suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian.</li> </ul>	<ul style="list-style-type: none"> <li>give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Why do Christians call the day Jesus died Good Friday (Salvation)?</b>	<ul style="list-style-type: none"> <li>recognise the world 'Salvation' and that Christians believe Jesus came to 'save' or 'rescue' people, eg, by showing them how to live;</li> </ul>	<ul style="list-style-type: none"> <li>make simple links between the Gospel accounts and how Christians mark the Easter events in their communities;</li> </ul>	<ul style="list-style-type: none"> <li>raise thoughtful questions and suggest some answers about why Christians call the day Jesus dies 'Good Friday' giving good reasons for their suggestions.</li> </ul>

Children will be able to:	<ul style="list-style-type: none"> <li>offer informed suggestions about what the events of Holy Week mean to Christians;</li> <li>give examples of what Christians say about the importance of the events of Holy Week.</li> </ul>	<ul style="list-style-type: none"> <li>describe how Christians show their beliefs about Jesus in worship in different ways.</li> </ul>	
<p><b>For Christmas what was the impact of Pentecost (Kingdom of God)?</b></p> <p>Children will be able to:</p>	<ul style="list-style-type: none"> <li>make clear links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on Earth;</li> <li>offer informed suggestions about what the events 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>make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now;</li> <li>describe how Christians show their beliefs about the Holy Spirit in worship.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<p><b>What do Hindus believe God is like?</b></p> <p>Children will be able to:</p>	<ul style="list-style-type: none"> <li>identify some Hindu deities and say how they help Hindus describe God;</li> <li>make clear links between some stories (Svetaketu, Ganesh, Diwali) and what Hindus believe about God;</li> <li>offer informed suggestions about what Hindu murtis express about God.</li> </ul>	<ul style="list-style-type: none"> <li>make simple links between beliefs about God and how Hindus live (choosing a deity and worshipping at a home shrine, celebrating Diwali);</li> <li>identify some different ways in which Hindus worship.</li> </ul>	<ul style="list-style-type: none"> <li>raise good questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today;</li> <li>make links between the Hindu idea of everyone having a 'spark' of God and ideas about the value of people in the world today, giving good reasons for their ideas.</li> </ul>
<p><b>What does it mean to be a Hindu in Britain today?</b></p> <p>Children will be able to:</p>	<ul style="list-style-type: none"> <li>describe how Hindus show their faith within their families in Britain today (home puja);</li> <li>describe how Hindus show their faith within their faith communities in Britain today (arti and bhajans at the mandir, in festivals such as Diwali);</li> <li>identify some different ways in which Hindus show their faith (eg between different communities in Britain, or between Britain and parts of India).</li> </ul>	<ul style="list-style-type: none"> <li>identify the terms dharma, Sanatana Dharma and Hinduism and say what they mean;</li> <li>Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma).</li> </ul>	<ul style="list-style-type: none"> <li>raise questions and suggest answers about what is good about being a Hindu in Britain today and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.</li> </ul>
<p><b>How do festivals and worship show what matters to a Muslim?</b></p> <p>Children will be able to:</p>	<ul style="list-style-type: none"> <li>identify some beliefs about God in Islam, expressed in Surah 1;</li> <li>make clear links between beliefs about God and ibadah (how God is worth</li> </ul>	<ul style="list-style-type: none"> <li>give examples of ibadah (worship) in Islam (prayer, fasting, celebrating) and describe what they involve;</li> <li>make links between Muslim beliefs about God and a range of ways in</li> </ul>	<ul style="list-style-type: none"> <li>raise questions and suggest answers about their value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslim;</li> </ul>

	worshipping; how Muslims submit to God).	which Muslims worship (as above) as a family and a community, at home and in the mosque.	<ul style="list-style-type: none"> <li>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.</li> </ul>
<p><b>How do festivals and family life show what matters to Jews?</b></p> <p>Children will be able to:</p>	<ul style="list-style-type: none"> <li>identify some Jewish beliefs about God, sin and forgiveness and describe what they mean;</li> <li>make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people;</li> <li>offer informed suggestions about the meaning of the Exodus story for Jews.</li> </ul>	<ul style="list-style-type: none"> <li>make simple links between Jewish beliefs about God and his people and how Jews live (through celebrating forgiveness, salvation and freedom at festivals);</li> <li>describe how Jews show their beliefs through worship in festivals, both at home and in wider communities.</li> </ul>	<ul style="list-style-type: none"> <li>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;</li> <li>make links with the value of personal reflections, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils own lives and giving good reasons for their sins.</li> </ul>
<p><b>How and why do people mark significant events in life?</b></p> <p>Children will be able to:</p>	<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>describe what happens in ceremonies of commitments (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 (eg through celebrating forgiveness, salvation, freedom at festivals.</li> </ul>	<ul style="list-style-type: none"> <li>raise questions and suggest answers about whether it is good for everyone to see life as a 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>
<p><b>How and why do people try to make the world a better place?</b></p> <p>Children will be able to:</p>	<ul style="list-style-type: none"> <li>identify some beliefs about why the world is not always a good place (Christian ideas of sin);</li> <li>make links between religious beliefs and teachings and why people try to live and make the world a better place.</li> </ul>	<ul style="list-style-type: none"> <li>make simple links between teachings about how to live and ways in which people try to make the world a better place (tikkun olam and the charity Tzedek);</li> <li>describe some examples of how people try to live (individuals and organisations).</li> </ul>	<ul style="list-style-type: none"> <li>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;</li> <li>make links between some commandments for living from religious traditions, non-religious world views and pupils' own ideas;</li> <li>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.</li> </ul>



## Upper Key Stage 2

<p><b>What does it mean for Christians to believe that God is holy and loving?</b></p> <p>Children will be able to:</p>	<p><b>Sense of Belief</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>	<p><b>Understanding the Impact</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 cathedrals are designed;</li> <li>show how Christians put their beliefs into practice in worship.</li> </ul>	<p><b>Making Connections</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>
<p><b>Creation and science – Conflicting or complementary?</b></p> <p>Children will be able to:</p>	<ul style="list-style-type: none"> <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>	<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>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 Genesis 1 creation narrative is in conflict or is complementary with a scientific account, giving good reasons for their views.</li> </ul>
<p><b>Why do Christians believe that Jesus is the Messiah?</b></p> <p>Children will be able to:</p>	<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>show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas;</li> <li>comment on how the ideas that Jesus is the Messiah makes sense in the wider story of the Bible.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<p><b>How do Christians decide how to live?</b></p> <p>Children will be able to:</p>	<ul style="list-style-type: none"> <li>identify features of Gospel texts (teachings, parables, narrative);</li> <li>taking account of the context, suggest meanings of Gospel texts studied and compare their own ideas with ways in which Christians interpret biblical texts.</li> </ul>	<ul style="list-style-type: none"> <li>make clear connections between Gospel texts, Jesus’ ‘good news’ and how Christians live in the Christian community and in their individual lives.</li> </ul>	<ul style="list-style-type: none"> <li>make connections between Christian teachings (peace, forgiveness) and the issues, problems and opportunities in the world today, including their own lives;</li> <li>articulate their own responses to the issues studied, recognising different points of view.</li> </ul>

<p><b>What do Christians believe Jesus did to save people?</b></p> <p>Children will be able to:</p>	<ul style="list-style-type: none"> <li>outline 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.</li> </ul>	<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 in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>weigh up the value and impact of ideas of sacrifice in their lives and the world today;</li> <li>articulate their own responses to the ideas of sacrifice, recognising different points of view.</li> </ul>
<p><b>For Christians, what kind of King was Jesus?</b></p> <p>Children will be able to:</p>	<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>	<ul style="list-style-type: none"> <li>make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice;</li> <li>show how Christians put their beliefs into practice in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>relate the Christian 'Kingdom of God' model (loving others, serving the needy) to issues, problems and opportunities in the world today;</li> <li>articulate their own responses to the idea of the importance of love and service in the world today.</li> </ul>
<p><b>Why do Hindus try to be good?</b></p> <p>Children will be able to:</p>	<ul style="list-style-type: none"> <li>identify and explain Hindu beliefs, eg, dharma, karma, samsara, moksha, using technical terms accurately;</li> <li>give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha etc.</li> </ul>	<ul style="list-style-type: none"> <li>make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live;</li> <li>connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha etc.</li> </ul>	<ul style="list-style-type: none"> <li>make connections between Hindu beliefs studied and explain how and why they are important to Hindus;</li> <li>reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.</li> </ul>
<p><b>What does it mean to be a Muslim in Britain today?</b></p> <p>Children will be able to:</p>	<ul style="list-style-type: none"> <li>identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (Tawhid, Muhammad as the Messenger, Qur'an as the message);</li> <li>describe ways in which Muslim sources of authority guide Muslim living (Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet).</li> </ul>	<ul style="list-style-type: none"> <li>make clear connections between Muslim beliefs and ibadah (eg Five Pillars, festivals, 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 connections between Muslim beliefs studied and Muslim ways of living in Britain/Cornwall today;</li> <li>consider and weigh up the value eg, 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 articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.</li> </ul>

<p><b>Why is the Torah so important to Jewish people?</b></p> <p>Children will be able to:</p>	<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>• make clear connections between Jewish beliefs about the Torah and how they use and treat it;</li> <li>• make clear connections between Jewish commandments and how Jews live (eg in relation to Kosher laws);</li> <li>• give evidence and examples to show how Jewish people put their beliefs into practice in different ways (eg some difference between Orthodox and Progressive Jewish practice).</li> </ul>	<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 eg 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 Jews.</li> </ul>
<p><b>What matters to Humanists and Christians?</b></p> <p>Children will be able to:</p>	<ul style="list-style-type: none"> <li>• identify and explain beliefs about why peoples are good and bad (Christian and Humanist);</li> <li>• make links with sources of authority that tell people how to be good (eg Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God'.</li> </ul>	<ul style="list-style-type: none"> <li>• make clear connections between Christian and Humanist ideas about being good and how people live;</li> <li>• suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</li> </ul>	<ul style="list-style-type: none"> <li>• raise important questions and suggest answers about how and why people should be good;</li> <li>• make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.</li> </ul>
<p><b>Why do some people believe in God and others do not?</b></p> <p>Children will be able to:</p>	<ul style="list-style-type: none"> <li>• define the term '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>• 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 (eg some differences in interpreting Genesis).</li> </ul>	<p>Reflect and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging;</p> <ul style="list-style-type: none"> <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, in light of their learning.</li> </ul>

**How does faith help people when life gets hard?**

Children will be able to:

- 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.

- Make clear connections between what people believe about God and how they respond to challenges in life (eg suffering, bereavement);
- Give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives.

- interpret a range of artistic expression of afterlife, offering and explaining ways of understanding these;
- offer a reasoned response to the unit questions, with evidence and example, expressing insights of their own.