

Religious Education



at
Mount CofE Primary
School

Religious Education Rolling Curriculum (Nottinghamshire Agreed Syllabus and Understanding Christianity)

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Reception	RE Syllabus (Unit R4)- Special Days, Special Signs, Special Beliefs, Special People.	RE Syllabus (Unit R3)- Celebrating- What do we do and how do we feel? U.C- Incarnation F2: Why do Christians perform nativity plays at Christmas?	RE Syllabus (Unit R2)- Questions that puzzle us.	U.C- Salvation F2: Why do Christians put a cross in an Easter Garden?	U.C- Creation F1: Why is the word 'God' so important to Christians?	RE Syllabus (Unit R1)- What stories do Christians and Jews love to tell?
Years 1 and 2 Cycle A	RE Syllabus 1.2- Myself How do we show and care for others? Why does it matter?	RE Syllabus 1.1- Celebrations and Festivals Who celebrates what and why? Christians and Jewish People. U.C- Incarnation 1.3: Why does Christmas matter to Christians?	RE Syllabus 1.4- Symbols In what ways are churches/synagogues important to believers?	RE Syllabus 1.1- Celebrations and Festivals Who celebrates what and why? Christians and Jewish People. U.C- Salvation 1.5: Why does Easter matter to Christians?	RE Syllabus 1.3 Stories of Jesus- What can we learn from them? How do religious stories make a difference to people's lives? U.C- Gospel 1.4: What is the good news that Jesus brings?	
Years 1 and 2 Cycle B	RE Syllabus 1.5- Leaders What makes some people inspiring to others? Christian and Jewish Leaders.	U.C- Incarnation 1.3: Why does Christmas matter to Christians?	RE Syllabus 1.6- Believing What do Jewish people believe about God, creation, humanity and the natural world? What are some ways Jewish people show their beliefs and how they belong?	U.C- Salvation 1.5: Why does Easter matter to Christians?	RE Syllabus 1.7- What does it mean to belong? What is it like to belong to the Christian religion in Nottinghamshire today? U.C- God 1.1: What do Christians believe God is like?	RE Syllabus 1.8- Jewish and Christian Stories How and why are some stories important in religion? What can we learn from them and from the Torah? U.C- Creation 1.2: Who made the world?
Years 3 and 4 Cycle A	RE Syllabus 2.1: Beliefs and questions What difference does it make to be a Christian?	RE Syllabus 2.2: Religion, family and community: Prayer How do religious families and	RE Syllabus 2.1: Beliefs and questions What difference does it make to be a Christian?	U.C- Salvation 2a5: Why do Christians call the day Jesus died Good Friday?	RE Syllabus 2.3: Worship and sacred places: Where, how and why do people worship?	RE Syllabus 2.4: inspirational people from the past: What can we learn from inspiring people in sacred texts and in

	How do Christian people's beliefs about God, Jesus, the world and others have impact on their lives? U.C- People of God 2a2: What is it like to follow God?	communities practise their faith? U.C- Incarnation 2b4: What is a Trinity?	How do Christian people's beliefs about God, Jesus, the world and others have impact on their lives? U.C- Creation 2a1: What do Christians learn from the Creation story?		Investigating places of worship in Nottinghamshire.	the history of religions? U.C- Gospel 2a4: What kind of world did Jesus want?
Years 3 and 4 Cycle B	RE Syllabus 2.5: Journey of Life and Death Why do some people think life is like a journey? Where do we go? What do different people think about life after death?	U.C- Incarnation 2a3: What is a Trinity?	RE Syllabus 2.8: Religion, family and community worship, celebrating way of living How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?	RE Syllabus 2.6: Symbols and Religion How do people express their religious and spiritual ideas on pilgrimages? U.C- Salvation 2a5: Why do Christians call the day Jesus died Good Friday?	U.C- Kingdom of God 2a8: When Jesus left, what was the impact of Pentecost?	RE Syllabus 2.7: Spiritual expression, music and worship Christianity, music and worship: what can we learn?
Years 5 and 6 Cycle A	RE Syllabus 2.11: Beliefs and Questions How do people's beliefs about God, the world and others have impact on their lives?	U.C- Incarnation 2b4: Was Jesus the Messiah?	RE Syllabus 2.9 : Inspirational people in today's world What can we learn from great leaders and inspiring examples in today's world? U.C- Kingdom of God 2a8: What kind of king is Jesus?	U.C- Salvation 2b6: What did Jesus do to save human beings?	RE Syllabus 2.10 : Religion and the individual: What is expected of a person in following a religion or belief? U.C- Gospel 2b5: What would Jesus do?	RE Syllabus 2.12: Beliefs in action in the world: How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?

Years 5 and 6 Cycle B	RE Syllabus 2.13: Teachings, wisdom and authority: What can we learn by reflecting on words of wisdom from religions and worldviews? What do sacred texts and other sources say about God, the world and human life? U.C God 2b1: What does it mean if God is holy and loving?	U.C- Incarnation 2b4: Was Jesus the Messiah?	RE Syllabus 2.14: Religion, family and community What contributions do religions make to local life in Nottinghamshire? How can we make Nottinghamshire a county of tolerance and respect?	U.C- Salvation 2b7: What difference does the resurrection make for Christians?	2.15 – Beliefs in action in the world: How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment? 2.16 – Beliefs in action in the world- Holocaust: What was the Holocaust? What can we learn from people, including religious figures who resist discrimination and persecution? What examples of resistance to prejudice and discrimination can we learn from today? U.C- People of God 2b3: How can following God bring freedom and justice?	U.C- Creation 2b2: Creation and science: conflicting or complementary?
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Program of Study for 5-7s

A suggested long term Key Stage Plan using 8 planned investigations for RE

5-7 Unit plan titles	Teaching and learning outcomes: What questions will be addressed? What learning will go on? Which aspects of the aim will be met?
1.1. Celebrations and festivals: Who celebrates what and why? Christians and Jewish people	- Pupils explore stories and celebrations of, for example, Christmas, Easter, Hanukkah, Pesach, finding out about what the stories told at the festivals mean, e.g. through hearing stories, talking about 'big days', learning from festive food, enacting celebrations, learning from artefacts or welcoming visitors to talk about their festivals (A1); - Pupils select examples of religious artefacts from Christianity and Judaism that interest them, raising lists of questions about them and finding out what they mean and how they are used in festivals and for example in prayer and worship at the synagogue and church (A3); - Pupils find out about what different religions and world views do to celebrate the fruitfulness of the earth (e.g. in Harvest Festivals). They respond to questions about being generous and being thankful (B1); - Pupils notice and talk about the fact that people come from different religions. How can we tell? How can we live together kindly when we are all so different? (C2). Religious content will include: Various festivals in Christianity and Judaism; the celebrations, stories, artefacts, food. Festivals from other faiths can be introduced e.g. Diwali, Eid al Fitr.
1.2 Myself How do we show we care for others? Why does it matter?	- Pupils hear three moral stories, for example from Christians, Jewish people and humanists. They think and talk about whether they are saying the same things about how we should behave (A3); - Pupils express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong? Who cares for me? Who do I care for? How does it show? (B2); - Pupils notice and talk about the fact that people come from different religions. How can we tell? How can we live together kindly when we are all so different? (C2); - Linking to English, pupils ask questions about goodness, and create simple sentences that say what happens when people are cheerful, honest, kind, thankful, fair or generous, and what happens when people are unkind, ungrateful, untruthful, unfair or mean (C3). Religious content will include: My uniqueness as a person in a family and community, caring for others and exploring characteristics such as goodness, kindness.

1.3 Stories of Jesus: What can we learn from them? How do religious stories make a difference to people's lives?	• Pupils retell (for example through drama or in pictures), different stories about Jesus, considering what they mean. These should include stories Jesus told and stories about His miracles. Good examples: The Lost Coin, Jesus and the Ten Lepers. They compare the stories and think about what Christians today learn from the stories (A2); • Linking to English, pupils respond to the parables Jesus told, for example, such as the Lost Sheep, considering and talking about what they mean. They recognise Christianity as the religion from which the stories come (A2); • Linking to English, pupils retell stories about Jesus, such as the miracle story of the healing of a blind person. They identify and talk about the values which different characters in the stories showed, and recognise Christianity as the religion from which the stories come (A2); • Pupils respond to stories about Jesus, talking about thankfulness as a result of miracles(C3); • Pupils ask and answer 'who', 'where', 'how', 'what' 'why' questions about religious stories (A2); • Linking to 'Philosophy for Children', pupils think about and respond to 'big questions' in a classroom enquiry using, for example, a story from the New Testament (C1). Religious content will include: Stories Jesus told – parables. Stories about Jesus that include the miracles of healing and power over earthly things e.g. storms, food etc.
1.4 Symbols In what ways are churches / synagogues important to believers?	• Pupils learn from visiting sacred places. Linking to English and computing, pupils recount a visit to a local church and a synagogue using digital photographs. They find out about the symbols and artefacts that they saw there and suggest meanings for them. (A1); • Pupils learn about what happens at a church or a synagogue, including special events such as weddings (A1); • Pupils discuss reasons why some people go to synagogues or churches often, but other people never go to holy buildings. (B1); • Pupils choose to find out about the symbols of two different communities, looking for similarities between the ways they use common symbols such as light, water. (A3); • Pupils use a set of photos and a list of religious items they have encountered in Key Stage 1 RE to sort and order, saying which items are connected to a particular religion and which are connected to more than one religion. Good examples from Judaism might include Jewish artefacts - Torah, yad, head covering (Kippah), Hanukiah, Challah bread, mezuzah, a prayer shawl (tallit) and photographs from a local synagogue. (B3). Religious content will include: Visiting places of worship – the church and the synagogue, including their symbols, artefacts, things that happen there and special events e.g. weddings.

1.5 Leaders: What makes some people inspiring to others? Christian and Jewish leaders	• Pupils retell stories of key leaders from Christianity and Judaism, for example Moses, Jesus and Peter. They talk about how these leaders made a difference and how leaders today make a difference to our lives. (A2) • Pupils think about the behaviour shown by these leaders e.g. being kind, valuing and respecting others, being trustworthy, courageous, and consider questions about being good, kind, and forgiving (C1); • Pupils encounter many examples of simple 'wise sayings' (e.g. from Jesus) or 'rules for living' harmoniously (e.g. The 10 Commandments). They choose their favourite 'wise sayings' or 'rules for living' from different key leaders and talk about what makes these sayings wise, and what difference it would make if people followed them (A2); • Pupils ask and find out how to answer a range of 'how' and 'why' questions about how people practise their religion, including how they follow their leaders by remembering, telling stories, celebrating, praying or making music. Pupils might use exciting photographs or works of art to stimulate their questions (C2). • Pupils discuss stories of co-operation from Judaism, Christianity and from different traditions and sources and make a 'Recipe for living together happily' or a 'Class charter for more kindness and less fighting' (C2). Religious content will include: Stories about key leaders e.g. Moses, Jesus, Peter; their behaviour, examples of their wisdom and rules for living harmoniously; the difference they have made.
1.6 Believing: What do Jewish people believe about God, creation, humanity, and the natural world? What are some ways Jewish people show their beliefs and how they belong?	• Pupils explore how different people, including Jewish people, have expressed their ideas about God and think and talk about their own ideas about God, linking to enquiry methods from Philosophy for Children (C3). • Pupils could work individually using images and / or symbols to express their views about God or in groups, using art, music and poetry to express creatively different viewpoints (C1). • Pupils retell the Jewish story of creation, considering ways in which people care for the earth and making links with the Environment and Science (C3). • Pupils explore the ways of belonging and beliefs of Jewish people, for example through the Jewish celebration of Shabbat, noticing links to the creation story through the 7th day of rest (A1). • Linking to English, pupils use key words (e.g. holy, sacred, scripture, festival, symbol,) to present ideas or write about the Jewish religion (B3). Religious content will include: Children's ideas about God; Jewish peoples' ideas about God and the story of creation. The importance of Shabbat, a way of belonging, including the link between creation and Shabbat.

1.7 What does it mean to belong? What is it like to belong to the Christian religion in Nottinghamshire today?	• Linking to PSHE, pupils make lists of the different groups to which they belong, e.g. in school, in the community, and consider the ways these contribute to human happiness. Why does belonging matter, and how can we be good members of different groups? (B1) • Pupils express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong? (B2) • Pupils explore ways in which Christians belong, for example, Christenings and Believers' Baptisms, showing why these are important to some Christians and relating them to Jesus' Baptism (A1). • Linking to English and PSHE pupils could play some collaborative games, and talk about how the games put the teaching of the 'Golden Rule' into action (C2). Religious content will include: Belonging in a family, school and community. Ways of belonging in Christianity e.g. Christenings and Believers' Baptisms. Jesus' Baptism. The Golden Rule.
1.8 Jewish and Christian Stories : How and why some stories are important in religion? What can we learn from them and from the Torah?	• Pupils retell (for example through drama or in pictures) some religious stories with key characters such as Joseph, Jonah, Noah, Daniel, David, Abraham and suggest reasons why they are important to Jewish people and Christians (A2); • Pupils think about the behaviour shown by these characters e.g. being trustworthy, courageous, persistent, overcoming obstacles, forgiving and explore some of these characteristics creatively (C1) • Pupils ask and find out about from where these stories come (The Torah, the Old Testament in the Bible) (B3) • Pupils consider what is special about the Torah and respond sensitively, relating to their special things (B1). Religious content will include: Jewish and Christian stories about, for example, Noah, Jacob, Joseph, Jonah, Daniel, David, Abraham, and their characteristics. The importance of the Torah.

These investigations can be used in the order given above, which enables progression in learning, but schools are free to rearrange them if they wish, e.g. to accommodate the learning needs of mixed age classes.

Some examples of detailed planning for these units of work are available on the Agreed Syllabus Support disc.

A long term Key Stage Two Plan using 16 planned investigations for RE 7-11 (4 for each year group)

Unit plan titles	Outcomes to teaching and learning: What questions will be addressed? What learning will go on? Which aspects of the aim of RE will be met?
2.1 Beliefs and questions: What difference does it make to be a Christian? How do Christian people's beliefs about God, Jesus, the world and others have impact on their lives? Religion: Christianity	Pupils: • learn about Christian commitment by describing some spiritual ways of celebrating Christian festivals, including Christmas, Easter and Pentecost. They reflect thoughtfully on the reasons why some people value such celebrations very highly, but others not at all (A1); • describe and understand links between Bible stories of creation and Christian beliefs about God as the creator (A2); • express and communicate their understanding of the challenges of commitment for a Christian person and a Christian community. They consider: what difference does believing in Jesus make to Christians? (B2); • discuss a range of ideas about some 'big questions', e.g. what do Christians believe about God? What different views do we know about the beginnings of life on Earth? Did God make us all, or are we an accident? They develop ideas about different ways science and religions handle questions of origins, where we come from (C1). Religious content will include: stories and celebrations of Christmas, Easter, Pentecost, Harvest, exploring stories and Christian beliefs about creation, God, community and commitment to God and humanity.
2.2 Religion, family and community: Prayer How do religious families and communities practice their faith? Recommended religions: Islam and Christianity	Pupils: • pursue an enquiry into Christian and Islamic prayer, finding out about and exploring beliefs about worship, God and human life for Christian and Muslim people (A3); • find out about the meanings of symbols, words and actions used in prayer and worship such as bowing down, using liturgy, ritual and symbol, praying alone and in groups (A3); • find out about similarities and differences in Christian and Muslim prayer and understand how the practices of prayer for Christian and Muslim people can bring the community together (B2); • investigate the meaning of prayer in these communities, and consider questions about the values expressed in prayers for themselves, exploring their own ideas creatively and connecting ideas from different religions. How, where, when and why do people pray? (B2). Religious content will include: The 5 daily Islamic prayers, the Lord's Prayer in Christianity, prayer at a mosque or a church, beliefs about Allah / God and prayer in the different religions.
2.3 Worship and sacred places: Where, how and why do people worship? Investigating places of worship in Nottinghamshire. Religions: local examples	Pupils: • pursue an enquiry into local places of worship and beliefs about worship, relating the meanings of symbols and actions used in worship to events and teachings from the religions they study (A3); • consider: what happens in holy buildings? Linking to History and Design Technology pupils consider how the architecture, furniture and uses of churches, mandirs, mosques or synagogues, express the community's way of life, values and beliefs (B1); • discuss and present thoughtfully their own and others' views on challenging questions about different kinds of religious belonging in Nottinghamshire today, presenting what they have found out about worship clearly and thoughtfully in a variety of ways including for example design and modelling, photo album descriptions and recounts, Q&A, poetry or art (C1). Religious content will include: exploring religious buildings in Nottinghamshire and the region, connecting the buildings to religious beliefs, teachings, practices and ways of living.

2.4 Inspirational people from the past: What can we learn from inspiring people in sacred texts and in the history of religions? Recommended religions: Judaism, Christianity, Islam. Religious leaders: Moses, Jesus and Muhammad.	Pupils: • Explore the lives of key religious people in Christian and Jewish stories, describing the challenges they faced, and commitments by which they lived (A2). • respond thoughtfully to Jewish stories about Moses as the servant of God, learning from stories of the Exodus and the 10 Commandments about how Jewish ideas, festival (Pesach) and stories are connected (A2); • respond thoughtfully to Christian beliefs about Jesus as God come down to earth, learning from his life, teaching and example, connecting parables, miracles and stories about Jesus to Christian beliefs (A2) • respond thoughtfully to stories from the life of the Prophet Muhammad, connecting Muslim belief and wisdom to the stories from the Qur'an and Hadith to Muslim values and ideas (A2) • consider how the meanings of stories of great leaders are expressed in varied contemporary ways: sacred writing, poetry, video, stained glass and drama, weighing up the effectiveness of the different media in sharing these stories (NB: Muslim Prophets are not seen in drama or imagery) (A3) • respond thoughtfully to these 'great lives', and to the idea of inspiration, learning from their challenges and commitments, linking to History (B2) • use their thinking about stories of Moses, Jesus and Muhammad to explore how Jews, Christians and Muslims today celebrate key events from their history (e.g. in Passover, Lent or Ramadan) (B3) • discuss and present thoughtfully their own and others' views on challenging questions about being inspired by others, and about the ways human courage and spirituality can make a person an example to others (C1) • express and communicate their own ideas about questions on fairness, forgiveness, friendship, commitment, and courage. (C3) Religious content will include: examples of inspirational people from the Jewish and Christian Bible such as Abraham, Jacob, Joseph, Moses, David, Esther, Ruth. Examples of stories and teaching from the Gospels on the life and example of Jesus. Examples from history and current affairs. Islamic examples from stories of the life of the Prophet Muhammad [PBUH] and his companions, and from Islamic history.
2.5 The journey of life and death: Why do some people think life is like a journey? Where do we go? What do different people think about life after death? Recommended religions: Christianity, Hinduism, Islam.	Pupils: • find out about and describe some ways in which different religions see life as a journey (A1); • make connections between different features of the religions and world views they study, discovering more about celebrations, worship, and the rituals which mark important points in life in order to reflect thoughtfully on their ideas (A1); • compare how Christians, Muslims or Hindus celebrate a new baby's birth, becoming an adult, a marriage or the life of someone who has died and reflect on ideas of their own about life's milestones in discussions or in writing (B1); • develop their understanding of beliefs about life after death in two religions through seeking answers to their own questions and articulating reasons for their own ideas and responses (B1). Religious content will include: exploring life as a journey and the key moments marked by rituals for welcoming a baby, becoming an adult, celebrating a marriage and funeral rituals; a range of ideas about different concepts of an afterlife such as heaven, paradise or reincarnation.

2.6 Symbols and religious expression: How do people express their religious and spiritual ideas on pilgrimages? Recommended religions: Islam, Hinduism, Christianity	Pupils: • consider why people go on pilgrimages. They use a range of exciting stimuli to find out about pilgrimages, and make some connections between journeys to Varanasi for Hindus, Hajj for Muslims and pilgrimage to Lourdes, Iona or the 'Holy Land' for Christians, describing the motives people have for making spiritual journeys. They might imagine planning a pilgrimage in detail to show they can connect spiritual ideas with religious practice (A1); • suggest how and why belonging to a community and expressing spirituality in, for example, the memories, stories, music, rituals, emotions and experiences of pilgrimages might be valuable to Hindus, Muslims or Christians (B2) • linking to English, pupils find out more about different forms of worship, prayer and meditation in different communities, and write creatively and thoughtfully some songs, prayers or meditations suited to particular occasions and communities (B3); • Linking with the expressive arts curriculum, pupils create works of art or music which express their understanding of what it means to belong to a religion or world view, reflecting on their work on pilgrimage, symbol and religious expression (C1). Religious content will include: learning about pilgrimages and religious journey to, for example, Makkah (Muslim), Varanasi (Hindu) and Lourdes, Iona or the Holy Land (Christian).
2.7 Spiritual expression: Christianity, music and worship: what can we learn? Religion: Christianity	Pupils: • linking to the music curriculum, explore and respond thoughtfully to examples of Christian music such as a Christmas carol, a famous hymn, the Hallelujah chorus, contemporary worship music and Christians songs for children. (A2) • describe the impact of examples of religious music on those who sing or play it, exploring spiritual ideas and questions: does music create calm, excitement, worship or a sense of the presence of God? (A3) • express their own ideas about religious and spiritual music, identifying pieces of music that make them feel calm, excited, or perhaps worshipful or close to God. They consider thoughtfully issues and questions, giving reasons for their thoughts (A3) • discuss and debate reasons why music matters to us and enables us to express deep feelings and ideas, including spiritual feelings and ideas for some people. (C1) Religious content will include: different examples of the music of the Christian community, explored in depth as forms of spiritual expression and worship.
2.8 Religion family and community: worship, celebration, way of living: How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals? Religion: Hinduism	Pupils: • Pursue an enquiry into Hindu worship, festivals and celebrations, developing ideas of their own on the deeper meanings of festivals through asking questions, looking at evidence from video, photography, text and participants' descriptions (A1) • Find out about the meanings of stories, symbols and actions used in Hindu worship and celebrations (A3) • Describe and understand links between Hindu stories and celebrations, examining the Divali stories, for example, using different literacy approaches to the characters and meanings of the stories (A2) • Investigate the deeper meanings of Hindu festivals and respond thoughtfully to them: themes of light and darkness, goodness and evil, honesty and trust, collaboration and co-operation are to be explored in relation to the story (B1) • Express and communicate their understanding about the meanings of the festivals, reflecting on and learning from these and making deepening connections to their own lives and celebrations. (C3) Religious content will include: stories of Rama and Sita, celebrations of Divali in both India and in the UK, exploration of Hindu ideas about gods and goddesses, beliefs and values expressed in the stories and the festival, learning from Hindu community life.

2.9 Inspirational people in today's world What can we learn from great leaders and inspiring examples in today's world? Religions selected by the school	Pupils: • Describe and respond thoughtfully to the lives of some inspirational spiritual and leaders from the modern world (A2) • understand how key leaders can be sources of wisdom for religious believers (A2) • explore the lives of key religious leaders from contemporary life, describing the challenges they have faced and the commitments by which they lived (B2) • apply ideas of their own by giving reasons for their views about how leaders can provide wisdom and inspiration (C1) Note: these leaders might be world famous examples, or those who serve the community locally ~ in Nottinghamshire for example. Religious content could include examples such as: Dr M L King, Mother Teresa, Gandhi, William Booth of Sneinton, Dr Hany El Banna (founder of Islamic Relief), Desmond Tutu, Pandurang Shastri Athavali, local examples.
2.10 Religion and the individual: What is expected of a person in following a religion or belief? Religion: Christianity	Pupils: • learn about devotion and commitment in Christianity. They consider why Christians celebrate Jesus' birth: what is the meaning of Christmas? They compare the texts in the Christian gospels that tell the stories of shepherds and wise men at Jesus' birth, exploring how they are remembered and celebrated in a range of Christmas festivities (A2); • use their detailed understanding of religious practice such as remembering Jesus with bread and wine in Christian worship and trying to follow the teaching of Jesus about forgiveness and loving your enemies to describe the significance of being part of the Christian religion (B1); • discuss and apply their own ideas about ethical questions: what is fair and unfair? Why do people fight and cause pain? How do we know what is good? Can people learn to be more generous? They learn from examples of Christian practice and consider the challenges of trying to live a good life (C3). Religious content will include: the deeper meanings of the celebrations of Christmas, Easter, Pentecost and Eucharist; the ways Christians use some examples of Bible texts to guide them in facing life's challenges; the role of the Christian community in helping people to live a good life, and the pupils' reflections on Christians' uses of ideas such as Trinity, forgiveness or inspiration.
2.11 Beliefs and questions: How do people's beliefs about God, the world and others have impact on their lives? Recommended religions: Islam, Hinduism	Pupils: • explore and respond thoughtfully to Muslim and Hindu beliefs about God, using a range of sources of wisdom (A2) • describe the impact of examples of religious teaching. A Hindu example might be the impact of Hindu teaching about harmlessness (ahimsa) on questions about what we eat and how we treat animals. A Muslim example might be the impact of daily prayer and Zakat (alms giving) on Muslim individuals and communities (A3) • express their own ideas about religious issues and questions, giving reasons for their thoughts (A3) • discuss and debate reasons why different people have different ideas about religious questions including whether God is real and what God is like. (C1) Religious content will include: different ideas and forms of expression in relation to belief about God, including pupils' own responses to Hindu and Muslim texts and expression in creative arts and architecture.

2.12 Beliefs in action in the world: How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity? Religions: selected by the school	Pupils: • describe some ways religious art and architecture express spiritual ideas (A2) • describe some ways charities such as Tzedek (a Jewish development charity), Sewa International (Hindu) Christian Aid and Muslim Hands (based in Nottingham) express spiritual ideas (A2) • understand how buildings and creative arts can put the spirituality of a religion into visual forms (A2) • explore examples for themselves, responding with increasing discernment (B2) • apply ideas of their own by giving reasons for their views on religious questions like these: how do art and architecture express spiritual ideas? How do religious charities express spiritual ideas? Is it important to express spiritual ideas in both worship and action? How, and why?(C1). Religious content will include: studies of some great examples of religious architecture from across the world and some local examples, including for instance Southwell Minster, local churches and chapels, a Nottingham Synagogue, Mandir and Mosque. Studies of different charities which apply the 'golden rule' from a range of religions and worldviews to some global problems.
2.13 Teachings, wisdom and authority: What can we learn by reflecting on words of wisdom from religions and worldviews? What do sacred texts and other sources say about God, the world and human life? Religions: as selected by the school	Pupils: • respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions (A2) • linking to English, pupils consider why some texts from the Torah (e.g. the Shema), the Bible (e.g. 1 Corinthians 13) and the Qur'an (e.g. The 1st Surah, the Opening) are seen as sources of wisdom in different communities. They respond thoughtfully to the ideas found in the texts with ideas of their own (A2) • linking to Citizenship Education, pupils consider moral codes, for example, the Ten Commandments (Jewish), St Paul's advice for believers (Romans 12) and the Five Precepts (Buddhist), expressing thoughtful ideas about what is right and wrong in the light of their learning (C3). Religious content will include: carefully selected texts from the scriptures of the religions selected for study and contemporary examples of members of the faith communities seeking to live out these texts and their values.
2.14 Religion, family and community: What contributions do religions make to local life in Nottinghamshire? How can we make Nottinghamshire a county of tolerance and respect? Recommended religions: Christianity, Islam, Hinduism, Judaism	Pupils: • investigate aspects of community life such as weekly worship, charitable giving or beliefs about prayer, showing their understanding and expressing ideas of their own (A2) • linking to the expressive arts, pupils develop their own imaginative and creative ways of expressing some of their own commitments such as working hard at sport or music, caring for animals, loving the family or serving God (B2) • list and describe similarities and differences between the ways different communities show that they belong (C1) • linking to Mathematics and Geography, pupils use local and national census statistics to develop accurate understanding of the religious plurality of their locality and of Britain today (C2) • discuss and apply ideas from different religious codes for living (e.g. Commandments, Precepts or Rules), to compile a charter of their own moral values, applying their ideas to issues of respect for all (C2). Religious content will include: statistics of world religions in the local area, the county and region, examples of inter faith co-operation (including RE itself: pupils might write an RE curriculum suggestion for KS2!)

2.15 Beliefs in action in the world: How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment? Recommended religions: Christianity, Hinduism, Judaism	Pupils: • discover and explore what Jewish people, Humanists, Hindus and Christians teach about how we can all live together for the wellbeing of each other (C1) • discover and explore the teaching and practice of different religions in looking after the planet and caring for the earth and all its creatures (C1) • apply their ideas about justice and fairness to the work of various development charities such as Christian Aid, CAFOD, Muslim Hands, Islamic Relief, Sewa International and Oxfam (C3) • write persuasively about the reasons why members of different religions and beliefs try to help people who are vulnerable (e.g. victims of natural disasters, people who live with disabilities or people affected by war) (C3). Religious content will include: spiritual concepts of justice, fairness, compassion and responsibility, related to the work of major faith based global aid and development charities.
2.16 Beliefs in action in the world: What was the Holocaust? What can we learn from people, including religious figures, who resist discrimination and persecution? What examples of resistance to prejudice and discrimination can we learn from today? Religion: Judaism	Pupils: • find out about the Jewish religion and community, focusing on religious practice in Europe before the Second World War (A1) • investigate aspects of the persecution of Jewish people, showing their understanding and expressing ideas of their own (A2) • develop their own imaginative and creative ways of expressing some questions and ideas about persecution and prejudice, including examples from the Holocaust and from today's world (B2) • pupils use case studies and survivor accounts to develop accurate understanding of examples of issues arising from Holocaust study (C2) • having learned about Jewish community action in the UK today, create their own charter of ways to make sure 'Never Again' is 'more than a saying', applying their own ideas to issues of respect for all (C2). Religious content will include: study of religious responses to the Holocaust in Judaism. Pupils will study commitments to remembrance, to peace and to equality influenced by the events of the Holocaust.

These investigations can be used in the order given above, which enables progression in learning, but schools are free to rearrange them if they wish, e.g. to accommodate the learning needs of mixed age classes.

Some examples of detailed planning for these units of work are available on the Agreed Syllabus Support disc.

Knowing about and understanding religions and world views		
1	I can answer how and why questions about my experiences and respond to stories and events (C&L _{und} ELG)	Secure
	Emerging	Developing
2	I can talk and know about similarities and differences between themselves and others (UoW _{p&c} ELG)	Secure
	Emerging	Developing
3	I can recall and name different beliefs	Secure
	Emerging	Developing
4	I can talk about different religious practices including festivals and worship, in order to find out the meanings behind them	Secure
	Emerging	Developing
5	I can name and talk about different religious artefacts	Secure
	Emerging	Developing

6	I can retell and suggest meanings to religious and moral stories from a range of beliefs	Secure
	Emerging	Developing
7	I can recognise different symbols and actions appreciating similarities between beliefs	Secure
	Emerging	Developing
8	I can describe religions	Secure
	Emerging	Developing
9	I can connect different ideas between religions	Secure
	Emerging	Developing
10	Explore and describe a range of beliefs, symbols and actions	Secure
	Emerging	Developing
11	Explain the impact of and connections between ideas, practices and viewpoints	Secure
	Emerging	Developing

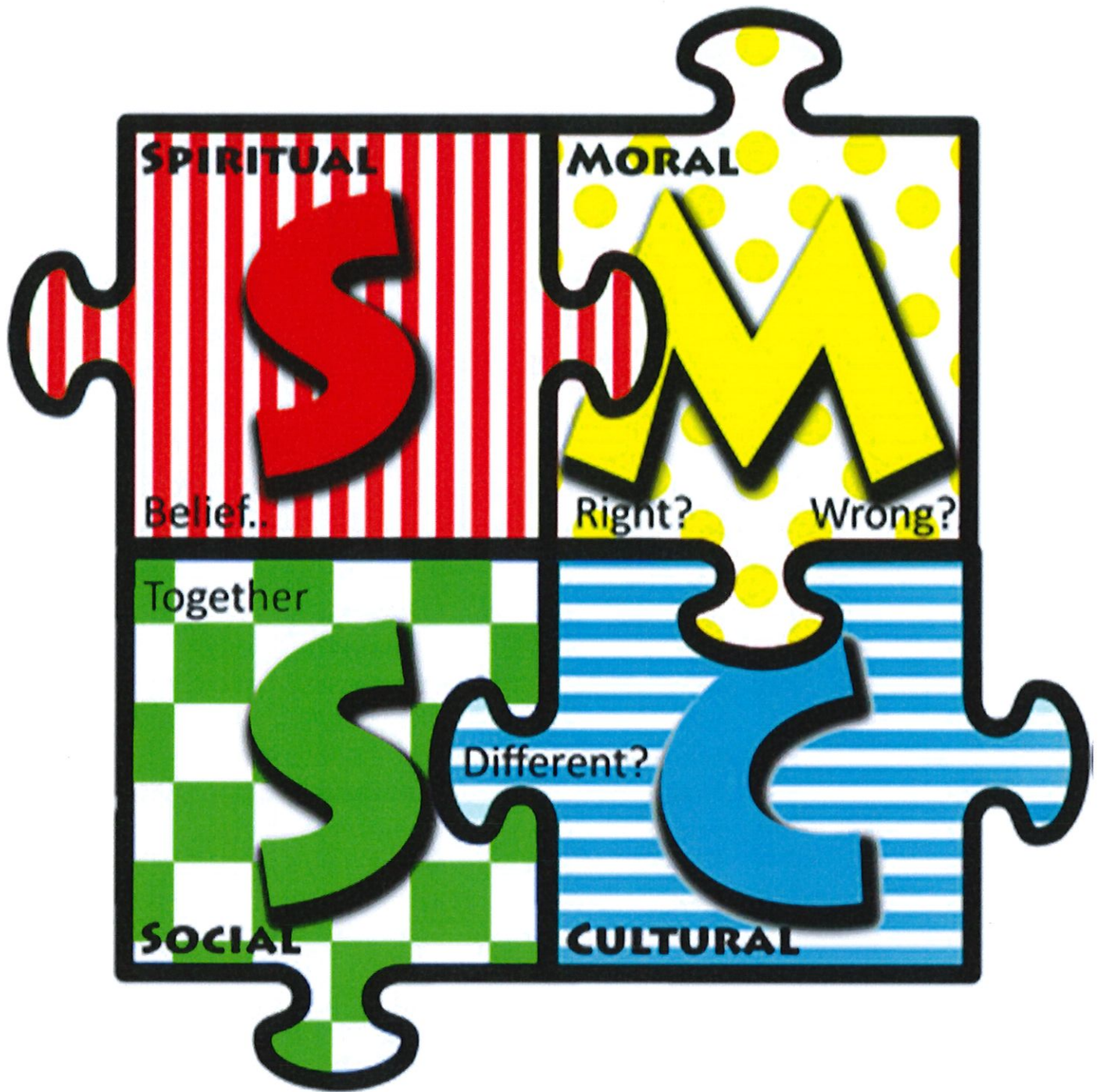
12	I can explain the reasons behind religious stories, festivals and acts of worship	Secure
	Emerging	Developing
Expressing and communicating ideas related to religions and world views		
1	I understand that my own actions can affect other people (PSED _{mfb} 40-60 mnths)	Secure
	Emerging	Developing
2	I can use talk to organise sequence and clarify thinking, ideas and events (C&L _{sp} 40-60mnths)	Secure
	Emerging	Developing
3	I can ask questions and give opinions about religions, beliefs and ideas	Secure
	Emerging	Developing
4	I understand what difference belonging to a community might make	Secure
	Emerging	Developing

5	I can discuss different ways of expressing identity and belonging	Secure
	Emerging	Developing
6	I respond sensitively to similarities between different religions and world views	Secure
	Emerging	Developing
7	I can give thoughtful responses using different forms of expression in RE	Secure
	Emerging	Developing
8	I understand the challenges of commitment to communities, faiths and beliefs	Secure
	Emerging	Developing
9	I can relate the significance of different beliefs and world views to individuals and communities	Secure
	Emerging	Developing
10	Explain diverse ideas and viewpoints clearly in various forms	Secure
	Emerging	Developing

Gaining and developing the skills needed for studying religions and views		
1	I can talk about my own and others' behaviour and its consequences (PSED _{mf} ELG)	Secure
Emerging	Developing	Secure
2	I show sensitivity to others' needs and feelings (PSED _{rel} ELG)	Secure
Emerging	Developing	Secure
3	I can collect, use and respond to ideas in RE	Secure
Emerging	Developing	Secure
4	I can express my own ideas and opinions using words, music, art or poetry	Secure
Emerging	Developing	Secure
5	I can discuss examples of co-operation between people who are different	Secure
Emerging	Developing	Secure

6	I can express my opinions on right and wrong	Secure
Emerging	Developing	Secure
7	I can consider and discuss question, ideas and points of view	Secure
Emerging	Developing	Secure
8	I explore questions about belonging, meaning and truth	Secure
Emerging	Developing	Secure
9	I can express my own ideas and opinions using words, music, art or poetry (in greater depth and independently)	Secure
Emerging	Developing	Secure
10	I can discuss examples of co-operation between people who are different (in greater depth and independently)	Secure
Emerging	Developing	Secure
11	I can express my opinions on right and wrong (in greater depth and independently)	Secure
Emerging	Developing	Secure

12	I can apply ideas about religions and world views thoughtfully	Secure
Emerging	Developing	Secure
13	I investigate and explain why religions and world views matter	Secure
Emerging	Developing	Secure



- Recording SMSC
- SMSC Descriptors
- Examples of SMSC in Curriculum Areas



SMSC Lesson Record

Subject:

Date:/...../.....

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Year Group:

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Lesson Objective:

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Description:

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SMSC Lesson Record

Subject:

Date:/...../.....

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Year Group:

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Lesson Objective:

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Description:

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- ☐ SOCIAL: Developing personal qualities and using social skills
- ☐ SOCIAL: Participating, cooperating and resolving conflicts
- ☐ SOCIAL: Understanding how communities and societies function
- ☐ MORAL: Developing and expressing personal views or values
- ☐ MORAL: Investigating moral values and ethical issues
- ☐ MORAL: Moral Codes and models of moral virtue
- ☐ MORAL: Recognising right and wrong and applying it
- ☐ MORAL: Understanding the consequences of actions
- ☐ SPIRITUAL: Developing personal values and beliefs
- ☐ SPIRITUAL: Experiencing fascination, awe and wonder
- ☐ SPIRITUAL: Exploring the values and beliefs of others
- ☐ SPIRITUAL: Understanding human feelings and emotions
- ☐ SPIRITUAL: Using imagination and creativity in learning
- ☐ CULTURAL: Exploring, understanding and respecting diversity
- ☐ CULTURAL: Participating and responding to cultural activities
- ☐ CULTURAL: Preparing for life in modern Britain
- ☐ CULTURAL: Understanding and appreciating personal influences

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SOCIAL

SOCIAL:Developing personal qualities and using social skills

Ofsted 2015

- Pupils' use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds

Ofsted 2004

- Pupils adjust to a range of social contexts by appropriate and sensitive behaviour
- Pupils reflect on their own contribution to society and to the world of work
- Pupils show respect for people, living things, property and the environment
- Pupils benefit from advice offered by those in authority or counselling roles
- Pupils exercise responsibility
- Schools foster a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish
- Schools encourage pupils to recognise and respect social differences and similarities
- Schools help pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence, self-respect
- Schools help pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community
- Schools provide a conceptual and linguistic framework within which to understand and debate social issues
- Schools provide opportunities for engaging in the democratic process and participating in community life
- Schools provide opportunities for pupils to exercise leadership and responsibility
- Schools provide positive and effective links with the world of work and the wider community

SOCIAL:Participating, cooperating and resolving conflicts

Ofsted 2015

- Pupils' willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively

Ofsted 2004

- Pupils relate well to other people's social skills and personal qualities
- Pupils work, successfully, as a member of a group or team
- Pupils challenge, when necessary and in appropriate ways, the values of a group or wider community
- Pupils share views and opinions with others, and work towards consensus
- Pupils resolve conflicts and counter forces which militate against inclusion and unity
- Pupils participate in activities relevant to the community
- Schools encourage pupils to work co-operatively
- Schools provide positive corporate experiences - for example, through assemblies, team activities, residential experiences, school productions
- Schools help pupils resolve tensions between their own aspirations and those of the group or wider society
- Schools provide a conceptual and linguistic framework within which to understand and debate social issues
- Schools provide opportunities for engaging in the democratic process and participating in community life
- Schools provide opportunities for pupils to exercise leadership and responsibility
- Schools provide positive and effective links with the world of work and the wider community

SOCIAL:Understanding how communities and societies function

Ofsted 2015

- Pupils' acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Ofsted 2004

- Pupils appreciate the rights and responsibilities of individuals within the wider social setting
- Pupils understand how societies function and are organised in structures such as the family, the school and local and wider communities
- Pupils understand the notion of interdependence in an increasingly complex society
- Schools identify key values and principles on which school and community life is based

MORAL

MORAL:Developing and expressing personal views or values

Ofsted 2015

- Pupils' interest in investigating and offering reasoned views about moral and ethical issues

Ofsted 2004

- Pupils develop a confidence to act consistently in accordance with their own principles
- Pupils develop a considerate style of life
- Pupils develop a willingness to express their views on ethical issues and personal values
- Pupils develop a commitment to personal values in areas which are considered right by some and wrong by others
- Pupils develop a desire to explore their own and others' views
- Pupils develop an understanding of the need to review and reassess their values, codes and principles in the light of experience
- Pupils develop an ability to make responsible and reasoned judgements on moral dilemmas
- Schools develop an open and safe learning environment in which pupils can express their views and practise moral decision-making

MORAL:Moral codes and models of moral virtue

Ofsted 2004

- Schools provide a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Schools make an issue of breaches of agreed moral codes where they arise - for example, in the press, on television and the internet as well as in school
- Schools model, through the quality of relationships and interactions, the principles which they wish to promote - for example, fairness, integrity, respect for people, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts
- Schools provide models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship
- Schools reinforce their values through images, posters, classroom displays, screensavers, exhibitions

MORAL:Investigating moral values and ethical issues

Ofsted 2015

- Pupils' interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues

Ofsted 2004

- Pupils develop a desire to explore their own and others' views
- Schools promote measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria
- Schools give pupils opportunities across the curriculum to explore and develop moral concepts and values - for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Schools recognise and respect the codes and morals of the different cultures represented in the school and wider community

MORAL:Recognising right and wrong and applying it

Ofsted 2015

- Pupils' ability to recognise the difference between right and wrong, readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England

Ofsted 2004

- Pupils develop an ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures
- Pupils develop an ability to make responsible and reasoned judgements on moral dilemmas

MORAL:Understanding the consequences of actions

Ofsted 2015

- Pupils' understanding of the consequences of their behaviour and actions

Ofsted 2004

- Pupils develop an ability to think through the consequences of their own and others' actions
- Schools encourage pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour

SPIRITUAL

SPIRITUAL:Developing personal values and beliefs

Ofsted 2015

- Pupils' ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life
- Pupils' willingness to reflect on their experiences

Ofsted 2004

- Pupils develop an increasing ability to reflect and learn from this reflection
- Pupils develop an ability to show courage and persistence in defence of their aims, values, principles and beliefs
- Pupils develop an ability to think in terms of the "whole" - for example, concepts such as harmony, interdependence, scale, perspective
- Where pupils already have religious beliefs, schools support and develop these beliefs in ways which are personal and relevant to them
- Schools encourage pupils to reflect and learn from reflection

SPIRITUAL:Understanding human feelings and emotions

Ofsted 2015

- Pupils' interest in and respect for different people's faiths, feelings and values

Ofsted 2004

- Pupils develop a sense of empathy with others, concern and compassion
- Pupils develop a readiness to challenge all that would constrain the human spirit: for example, poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination
- Pupils develop a respect for insight as well as for knowledge and reason
- Pupils develop an understanding of feelings and emotions, and their likely impact
- Schools give pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful
- Schools develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected
- Schools accommodate difference and respecting the integrity of individuals

SPIRITUAL:Experiencing fascination, awe and wonder

Ofsted 2015

- Pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them

Ofsted 2004

- Pupils develop an appreciation of the intangible - for example, beauty, truth, love, goodness, order - as well as for mystery, paradox and ambiguity
- Schools promote teaching styles which encourage pupils to relate their learning to a wider frame of reference - for example, asking "why?", "how?" and "where?" as well as "what?"

SPIRITUAL:Exploring the values and beliefs of others

Ofsted 2015

- Pupils' interest in and respect for different people's faiths, feelings and values

Ofsted 2004

- Schools give pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives
- Schools encourage pupils to explore and develop what animates themselves and others

SPIRITUAL:Using imagination and creativity in learning

Ofsted 2015

- Pupils' use of imagination and creativity in their learning

Ofsted 2004

- Pupils develop an expressive and/or creative impulse
- Promoting teaching styles which value pupils' questions and give them space for their own thoughts, ideas and concerns

CULTURAL

CULTURAL: Exploring, understanding and respecting diversity

Ofsted 2015

- Pupils' interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities
- Pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others

Ofsted 2004

- Pupils develop an understanding of the dynamic, evolutionary nature of cultures
- Pupils develop an ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality
- Pupils develop an openness to new ideas and a willingness to modify cultural values in the light of experience
- Pupils develop a regard for the heights of human achievement in all cultures and societies
- Pupils develop an appreciation of the diversity and interdependence of cultures
- Schools present authentic accounts of the attitudes, values and traditions of diverse cultures
- Schools address discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality

CULTURAL: Participating and responding to cultural activities

Ofsted 2015

- Pupils' willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities

Ofsted 2004

- Pupils develop an ability to use language and understand images/icons - for example, in music, art, literature - which have significance and meaning in a culture
- Pupils develop a willingness to participate in, and respond to, artistic and cultural enterprises
- Pupils develop a sense of personal enrichment through encounter with cultural media and traditions from a range of cultures
- Schools recognise and nurturing particular gifts and talents
- Schools provide opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Schools develop partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges

CULTURAL: Preparing for life in modern Britain

Ofsted 2015

- Pupils' knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Pupils' understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain

CULTURAL: Understanding and appreciating personal influences

Ofsted 2015

- Pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others

Ofsted 2004

- Pupils develop an ability to recognise and understand their own cultural assumptions and values
- Pupils develop an understanding of the influences which have shaped their own cultural heritage
- Schools provide opportunities for pupils to explore their own cultural assumptions and values
- Schools reinforce the school's cultural values through displays, posters, exhibitions, etc
- Schools audit the quality and nature of opportunities for pupils to extend their cultural development across the curriculum

Examples of SMSC in Curriculum Subjects

Opportunities for spiritual development are presented or naturally arise, and are promoted in all aspects of the curriculum and school life as the children become actively engaged in an enquiry based curriculum, which provides a wide range of experiential learning opportunities that enables them to question, consider, reflect and respond, and consider their own values, beliefs and feelings and those of others, with whom they are working alongside or with.

Outlined below are some of the key ways in which spiritual development is nurtured and promoted as part of the curriculum:

In Physical Education:

- Being a team member.
- Pushing yourself to the limits.
- Extremes of skill, endurance and achievement.
- Emotion in sport.
- Personal limitation and failure.
- Appreciation of perfection.
- Sportsmanship.

In Design and Technology:

- Discovering how something works.
- Appreciating genius.
- Beauty in design.
- Perseverance to solve problems.
- Personal achievement.
- Learning from others and nature.

In Literacy:

- Empathy with authors and the characters in stories and plays.
- The appreciation of beauty in language.
- Emotions and sentiments in writing and speech.
- The values of great works.
- Heroes and heroines in literature.
- Imagining oneself as someone else.
- Escaping into other worlds through literature.
- The element of wonder in literature.

In Numeracy:

- Infinity and nothing.
- Pattern and order.
- Shape and regularity.
- Truth, certainty and likelihood.
- The universality of mathematics over time and space.
- The wonder of numbers, formulae and equations.

In Science:

- Wonder as the basis of science.
- Questions of beginning, creation and evolution.
- Discovering the limits of experimentation.
- Birth, life, death and renewal.
- The universe and beyond.
- Regularity and order in science.
- Beliefs in science and the faith of scientists.
- The impact of scientific achievements.

In ICT:

- The wonder of worldwide instant communication.
- The speed of the growth of knowledge.
- The accessibility of knowledge and contact with other people worldwide.

In the Creative Arts (Art, Music, Drama and Dance):

- The work of creative artists from a variety of times and places.
- Beauty, truth and goodness.
- Expressing, interpreting and exploring deep feelings and profound beliefs.
- Artistic creativity.
- The effects of the arts on emotions and senses.
- The arts as means of expressing mood.
- Skill in creation and performance, and particularly in personal reflection upon their own creativity using various art forms.
- Effects on the emotions and senses.
- Personal response and preference.
- Mood.
- Skill.
- Pattern.
- Formulae.

In Geography:

- Wonder at the diversity of environments and people.
- Questions about the care of the environment.
- The beliefs behind particular causes and campaigns.
- World (economic) development.
- Land formation.
- Empathy with people from other parts of the world.

In History:

- Being in touch with past people, things and ideas.
- Being part of history.
- Handling artefacts.
- Influential events and people.
- The commitment of significant people in history.
- War and peace.
- Interpretation in history.
- The nature and importance of invention and exploration.
- Empathy with people from other times in history.

In Religious Education:

- People, places, things, books, actions and ideas held by religious believers to be holy.
- Ultimate questions of meaning and purpose.
- Ideas of the divine/questions of God.
- Forms of worship.
- Use of music, art and drama to express beliefs.
- Varieties of beliefs, celebrations and rituals.
- Ideas of commitment and belonging to groups and institutions.
- The idea of mystery and questions with no clear answers.

In Collective Worship:

- Opportunities for reflection and response are planned into worship.
- Stillness.
- Personal and collective beliefs are respected.
- Sharing and celebrating common beliefs.
- Celebrating success.
- Sharing happiness, sorrow, hurt, excitement, anticipation, fear, etc.
- Common activities such as singing, listening, laughing, praying, reflecting on a theme.
- Remembering and celebrating the lives of people of spiritual significance.
- Emphasising common purpose and values.
- Experiencing emotions.

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Understanding Christianity Progression Grid

God				
	EYFS	End of KS1	End of Lower KS2	End of Upper KS2
Pupils will know that Christians:		• Believe in God and that they find out about God in the Bible • Believe God is loving, kind, fair, and also Lord and King; and there are some stories that show this. • Worship God and try and live in ways that please him.		• Believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. • Believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving and full of grace. • Believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love. • Do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. • Believe getting to know God is like getting to know a person rather than learning information.

Creation/Fall				
	EYFS	End of KS1	End of Lower KS2	End of Upper KS2
Pupils will know that:	- The word God is a name. - Christians believe God is the creator of the universe. - Christians believe God made our wonderful world and so we should look after it.	- God created the universe. - The Earth and everything in it are important to God. - God has a unique relationship with human beings as their Creator and Sustainer. - Humans should care for the world because it belongs to God.	- God the creator cares for the creation, including human beings. - As human beings are part of God's good creation, they do best when they listen to God. - The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). - This means that humans cannot get close to God without God's help. - The Bible shows that God wanted to help people to be close to him- he keeps his relationship with them. Gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep falling short. - Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.	- There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. - These debates and controversies relate to the purpose and interpretation of the texts, for example, does reading Genesis as a poetic account conflict with scientific accounts? - There are many scientists through history and now who are Christians. - The discoveries of science make Christians wonder even more about the power and majesty of the Creator.

People of God				
	EYFS	End of KS1	End of Lower KS2	End of Upper KS2
Pupils will know that:			- The Old Testament tells the story of a particular group of people, the children of Israel- the people of God- and their relationship with God. - The People of God try to live in the way God wants, following his commands and worshipping him. - They believe he promises to stay with them, and Bible stories show how God keeps his promises. - The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God, and to attract all other nations to worshipping God. - Christians believe that through Jesus, all people can become the people of God.	- The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following Jesus. - The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt: Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. - Christians apply this idea to living today by trying to serve God and to bring freedom to others, for example by loving others, caring for them, bringing health, food, justice and telling the story of Jesus. - Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example as salt and light in the world.

Incarnation				
	EYFS	End of KS1	End of Lower KS2	End of Upper KS2
Pupils will know that:	- Christians believe God came to Earth in humans. - Christians believe Jesus came to show that all people are precious and special to God.	- Christians believe that Jesus is God and that he was born as a baby in Bethlehem. - The Bible points out that his birth showed he was extraordinary (e.g. he is worshipped as a king, in Matthew) and that he came to bring good news (e.g. to the poor, in Luke). - Christians celebrate Jesus' birth: Advent for Christians is a time for getting ready for Jesus' coming.	- Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit. - Christians believe the Father creates, he sends the Son who saves his people, the Son sends the Holy Spirit to his followers. - Christians worship God as Trinity, it is a huge idea to grasp, and artists have created art to help to express this belief. - Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.	- Jesus was Jewish. - Christians believe Jesus is God in the flesh. - They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between human and God. - The Old Testament talks about a 'rescuer' or 'anointed one' - a messiah. Some texts talk about what this 'messiah' would be like. - Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah). - Christians see Jesus as their Saviour.

Gospel				
	EYFS	End of KS1	End of Lower KS2	End of Upper KS2
Pupils will know that:		- Christians believe Jesus brings good news for all people. - For Christians, this good news includes being loved by God, and being forgiven for bad things. - Christians believe Jesus is a friend to the poor and friendless. - Christians believe Jesus' teachings make people think about how to live and show them the right way.	- Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first. - Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people. - Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour. - Christians try to be like Jesus – they want to know him better and better. - Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.	- Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by a human sin. - Christians see that Jesus' teachings and example cut across expectations – the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable. - Christians believe that Jesus' good news not only transforms lives now, but also points towards a restored, transformed life in the future. (See Salvation and Kingdom of God). - Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.

Salvation				
	EYFS	End of KS1	End of Lower KS2	End of Upper KS2
Pupils will know that:	- Christians remember Jesus' last week at Easter. - Jesus' name means 'He saves'. - Christians believe Jesus came to show God's love. - Christians try to show love to others.	- Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. - Christians believe Jesus builds a bridge between God and humans. - Christians believe Jesus rose from the dead, giving people hope of a new life.	- Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. - The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. - Christians today trust that Jesus really did rise from the dead, and so is still alive today. - Christians remember and celebrate Jesus' last week, death and resurrection.	- Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. - The Gospels give accounts of Jesus' death and resurrection. - The New Testament says that Jesus' death was somehow 'for us'. - Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom. - Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). - Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. - This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven). - Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.

Kingdom of God				
	EYFS	End of KS1	End of Lower KS2	End of Upper KS2
Pupils will know that:			- Christians believe that Jesus inaugurated the 'Kingdom of God' – i.e. Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now. ('Your kingdom come, your will be done on earth as it is in heaven'.) - Christians believe Jesus is still alive, rules in their hearts and lives through the Holy Spirit, if they let him. - Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible kingdom visible by living lives that reflect the love of God. - Christians celebrate Pentecost, as the beginning of the Church. - Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.	- Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. - The parables suggest that there will be a future Kingdom, where God's reign will be complete. - The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. - Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.