



Substantive & Disciplinary knowledge in RE

Intent

Religious Education in a Church school should enable every child to flourish and to live life in all its fullness (John 10:10). It helps to educate for dignity and respect, encouraging all to live well together.

At Brabourne Church of England Primary School, we follow this vision by helping children to acquire and develop **knowledge and understanding of Christianity** and of the **other principal religions and worldviews** represented in the UK. RE supports pupils in exploring how beliefs shape lives, values, and communities, and in developing the ability to make reasoned and informed judgements about moral and spiritual issues.

RE at Brabourne reflects the overall aims, Christian values, and philosophy of our school. As a Church of England school, it plays an important role—alongside PSHE and the teaching of British Values—in promoting pupils’ **spiritual, moral, social, and cultural (SMSC) development**.

Substantive Knowledge

Through **the Kent Agreed Syllabus** and **Understanding Christianity**, pupils build secure knowledge of:

- Core beliefs, teachings, and practices within Christianity and other principal religions and worldviews.
- The ways in which belief influences identity, values, and behaviour in individuals and communities.
- Key religious texts, symbols, festivals, and traditions, and their significance in believers’ lives.

Disciplinary Knowledge

Pupils also learn to *think and enquire like theologians, philosophers, and social scientists* through our **Golden Threads of RE**:

- **God** – exploring different beliefs about God and the nature of faith across and within religions.



- **Community** – understanding how faith shapes belonging, relationships, and collective identity within diverse communities.
- **Identity** – reflecting on what it means to be human, and how beliefs and values influence personal choices, actions, and purpose.

These threads run throughout our RE curriculum, enabling pupils to make meaningful connections between units of learning and to revisit key ideas as their understanding deepens.

Through these disciplinary lenses, pupils learn to:

- **Think theologically** – asking and exploring big questions about God, meaning, and existence.
- **Think philosophically** – considering moral and ethical issues and how different worldviews approach them.
- **Think human and social scientifically** – investigating how religion and belief are expressed and lived out in the modern world.

Aims of RE at Brabourne

- Acquire and develop knowledge and understanding of the principal religions represented in the UK.
- Understand the influence of beliefs, values, and traditions on individuals, communities, societies, and cultures—from the local to the global.
- Develop the ability to make reasoned and informed judgements about religious and moral issues.
- Enhance spiritual, moral, social, and cultural development.
- Develop positive attitudes of respect towards others who hold different beliefs and values, and towards living well together in a diverse society.

End points:

By the end of EYFS, children will:

- Understand what makes them unique and special.
- Know some festivals (Christmas, Easter, Harvest, Eid, Diwali, Chinese New Year) and explore rituals linked to them.
- Use multi-syllabic vocabulary, such as religion, community, Christian.
- Have listened to longer stories, and be able to remember much of what happens.



- Know some stories from religious traditions.
- Have explored places of prayer, worship and be able to talk about what happens there.
- Be able to talk about people who are special to us, who belong to our family.

By the end of key stage 1, children will:

- Be able to describe what happens at festivals, ceremonies and rituals and talk about the beliefs behind them.
- Be able to tell of the ways people express identity in belonging to a faith group and show how they are similar to another faith group.
- Understand what happens in places of worship and describe how symbols and artefacts are used in each, appreciating some similarities and differences.
- Be able to retell and suggest meanings for some religious and moral stories and say how they influence people today.
- Be able to respond to big questions from different worldviews.
- Be able to express ideas and opinions about moral questions of right and wrong.
- Be able to share ideas and examples of cooperation between people who are different.
- Be able to recall different beliefs and practices, naming key words, key figures and core beliefs.

By the end of key stage 2, children will:

- Be able to describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today.
- Be able to express understanding of the key concepts underpinning different faiths, linking sources of authority to belief.
- Be able to make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals.
- Be able to consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
- Demonstrate understanding of how people of faith express their identity and their spirituality through symbols and actions.
- Be able to articulate the responses of different religions and non-religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair.
- Be able to offer some answers to ultimate questions from different religious and non-religious perspectives.
- Show understanding of the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable.



IMPLEMENTATION

At Brabourne Church of England Primary School, we follow the **Kent Agreed Syllabus (KAS)** for World Faith planning and the **Understanding Christianity** scheme for our Christian learning in RE.

All Understanding Christianity units and the new **KAS** units use an *enquiry-based learning model* that encourages pupils to explore big questions about belief, meaning, and purpose. RE lessons take place discretely each week, with purposeful links made to other curriculum areas when relevant.

The Understanding Christianity strand is structured as a spiral curriculum, allowing pupils to revisit and build upon key concepts from Reception to Year 6. These core theological concepts include:

God, Creation, Fall, People of God, Incarnation, Gospel, Salvation, and the Kingdom of God.

Curriculum Coverage

Pupils study:

Christianity, Judaism, Islam, Sikhism, Hinduism, Humanism, and World Faith Stories / Universal themes.

Through these studies, pupils explore the life, teaching, death, and resurrection of Jesus within a wider historical and theological context. Planned progression ensures that children are increasingly challenged as they move through the school, deepening both their knowledge and understanding.

Progress in RE is characterised by:

- Acquiring wider and more detailed knowledge of religious and non-religious beliefs and practices.
- Deepening understanding of the meaning of stories, symbols, events, and practices.
- More fluent and accurate use of religious vocabulary and terminology.
- Developing confidence in responding to questions of identity, meaning, purpose, values, and commitment.



Golden Threads of RE

Our RE curriculum is underpinned by three **Golden Threads** which run throughout all units of learning, shaping pupils' disciplinary thinking and supporting deeper reflection:

- **God** – exploring different beliefs about God, faith, and the divine across and within traditions.
- **Community** – understanding how belief influences belonging, relationships, and shared values.
- **Identity** – reflecting on what it means to be human and how beliefs and values shape who we are.

These threads enable pupils to make meaningful connections between different religions, worldviews, and ethical questions, while revisiting key ideas as their understanding grows.

Pedagogy and Classroom Practice

RE lessons at Brabourne are **inclusive and dialogic**. They are hospitable spaces where everyone is valued, stereotypes are challenged, and curiosity is encouraged.

- Pupils engage with and question religious and philosophical texts.
- “*I wonder...*” questions encourage open enquiry and reflection.
- Discussion, debate, and presentation of ideas promote the development of **oracy** and the use of **subject-specific vocabulary**.
- Critical thinking and analysis are explored in age-appropriate ways through questioning, comparison, and interpretation.

Pupils also have opportunities to ‘meet’ Christians and people of other faiths **living out their beliefs today** through **video clips, visitors, and trips**, with a focus on **global Christianity** and interfaith understanding.

Typical RE Teaching Sequence

1. **Revisit prior learning** and identify key concepts and second-order concepts being taught.
2. **Engagement** – share a stimulus (e.g., artefact, story, image, or question) to introduce the lesson focus.
3. **Reflection and discussion** – pupils respond using disciplinary knowledge and skills such as questioning, discussion, and debate.
4. **Main task** – pupils develop their understanding through exploration, reasoning, and application.
5. **Assessment** – pupils recall, summarise, and reflect on what they have learned.
6. **Further teaching** – gaps in knowledge or misconceptions are addressed.



Assessment and Knowledge Retention

Each new unit begins with a **Knowledge Organiser** that outlines the key vocabulary, concepts, and skills pupils will explore. At the start of the unit, pupils create a **mind map** to capture their existing understanding of the key concept and *Big Question*. This is revisited at the end of the unit, allowing pupils to reflect on their learning journey, make connections, and clearly see how their knowledge and understanding have deepened over time.

EARLY YEARS FOUNDATION STAGE

ELG - People and Communities

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Children in Venus class have weekly opportunities to explore and reflect on the RE curriculum either through adult led activities or play based experiences. During the reception year children may explore the world of religion in terms of special people, books, times, places and objects. They listen to and talk about stories from the bible as well as the stories upon which some other religious and cultural festivals are based, such as the story of Diwali.

Children are encouraged to reflect on their own feelings and experiences and use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

Children in the reception class participate in daily collective worship sessions and learn about and celebrate the main Christian festivals. They also have opportunities to attend the local place of worship alongside the rest of the school at periods throughout the year.



IMPACT

Assessment in Religious Education at Brabourne CEP School is ongoing and purposeful. Teachers make **informal and formative assessments** throughout lessons by observing pupils' engagement, contributions, and recorded work (Years 2–6). This helps to inform future planning and ensure that misconceptions or gaps in understanding are quickly addressed through additional teaching and support.

In the **Early Years and Key Stage 1**, teachers capture evidence of learning in a **Big Book**, which includes photographs, children's reflections (verbal and written), and examples of practical activities, visits, speakers, and displays. This provides a rich record of each child's developing understanding and spirituality.

Children are encouraged to engage actively in **self, peer, and group assessment**, giving and receiving feedback in a positive, reflective way. As part of our **assessment for learning** approach, pupils receive **verbal and written feedback** that supports their progress and deepens their thinking.

Summative assessment takes place each term using the **Canterbury Diocese assessment framework**, allowing teachers to track progress and identify next steps in learning. **Data reviews** are carried out termly to identify pupils working below expectations, so that targeted support or curriculum adjustments can be implemented.

RE is **monitored three times a year** by the Subject Lead through **learning walks, lesson observations, pupil and teacher voice**, and collaboration with external specialists. Findings are reflected upon collectively to inform development priorities.

To ensure consistency and high standards, **moderation** of written work takes place with other local Church of England schools.

An **annual survey** gathers feedback from the wider school community, helping us to evaluate the overall impact of RE on pupils' attitudes, understanding, and spiritual growth. Outcomes are discussed as a staff team, and any adjustments to teaching or curriculum design are made accordingly.

Progress and attainment in RE are reported to parents three times a year, ensuring families are kept informed and involved in their child's spiritual and academic development.



Through this robust and reflective approach to assessment, we ensure that all pupils at Brabourne **grow in understanding, empathy, and faith awareness**—equipped to live out our school vision to *flourish and live life in all its fullness* (John 10:10).

RE Curriculum Map (Kent Agreed Syllabus)

	AUTUMN		SPRING		SUMMER	
EYFS	CREATION Why is the word 'God' so important to Christians?	OLD TESTAMENT STORIES Which stories are special and why? INCARNATION Why do Christians perform Nativity plays at Christmas?	NEW TESTAMENT STORIES Which stories are special and why?	SALVATION Why do Christians put a cross in an Easter garden?	WORLD FAITH STORIES Which stories are special and why?	WORLD FAITH STORIES Which stories are special and why?
Year 1	GOD What do Christians believe that God is like?	INCARNATION Why does Christmas matter to Christians? <i>CORE / DIGGING DEEPER</i>	GOSPEL What is the good news that Jesus brings? <i>CORE / DIGGING DEEPER</i>	SALVATION Why does Easter matter to Christians? <i>CORE LEARNING</i>	JUDAISM Who is Jewish and what do they believe? (Part 1)	JUDAISM Who is Jewish and what do they believe? (Part 2)
Year 2	CREATION Who made the world?	UNIVERSAL How should we care for others and the world and why does it matter?	HUMANISM Who are Humanists and how do they live?	SALVATION Why does Easter matter to Christians? <i>DIGGING DEEPER</i>	ISLAM Who is a Muslim and what do they believe? (Part 1)	ISLAM Who is a Muslim and what do they believe? (Part 2)
Year 3	PEOPLE OF GOD What is it like to follow God?	INCARNATION What is the Trinity? <i>CORE LEARNING</i>	SIKHI What is important for Sikh people?	SIKHI How do Sikh people worship and celebrate?	KINGDOM OF GOD When Jesus left, what was the impact of Pentecost?	HUMANISM Who are Humanists and what do they value?
Year 4	CREATION What do Christians learn from the Creation story?	INCARNATION What is the Trinity? <i>DIGGING DEEPER</i>	GOSPEL What kind of a world did Jesus want?	SALVATION Why do Christians call the day Jesus died 'Good Friday'? <i>CORE / DIGGING DEEPER</i>	HINDU DHARMA What does it mean to be a Hindu in Britain today? (Part 1)	HINDU DHARMA What does it mean to be a Hindu in Britain today? (Part 2)
Year 5	GOD What does it mean if God is loving and holy?	INCARNATION Was Jesus the Messiah? <i>CORE LEARNING</i>	PEOPLE OF GOD How can following God bring freedom and justice?	SALVATION What did Jesus do to save human beings?	ISLAM What does it mean to be a Muslim in Britain today? (Part 1)	ISLAM What does it mean to be a Muslim in Britain today? (Part 2)
Year 6	CREATION Creation and science: conflicting or complementary?	GOSPEL What would Jesus do?	HUMANISM What does it mean to be a Humanist in Britain today?	JUDAISM What does it mean to be Jewish in Britain today?	UNIVERSAL What can be done to reduce racism? Can religion help?	KINGDOM OF GOD What kind of king is Jesus?

The Golden Threads of RE: Weaving Core Skills Through Questions

In Religious Education, the “golden threads” act as guiding strands that run through the curriculum, connecting pupils’ learning over time and across faith traditions. These threads—often centred on *belief, community, belonging, identity, and meaning*—give structure and coherence to RE, ensuring that pupils continually revisit key ideas in deepening ways. Yet, it is through *questioning* that these threads truly come to life and help deliver the core skills of RE.

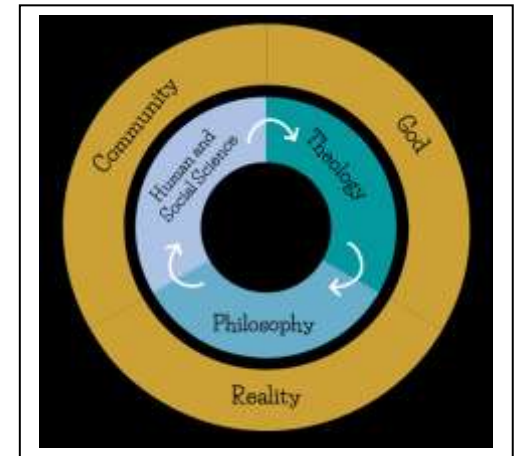
At the heart of effective RE lies the art of asking good questions. Questions encourage pupils not just to *know about* religion, but to *think with* religion—to explore, interpret, and reflect. When teachers use the golden threads as lenses for questioning, they nurture the key disciplinary skills that make RE distinctive.

For example:

- **Investigating:** Questions linked to the thread of *belief*—such as “What do different people believe about what is ultimate or sacred?”—invite pupils to gather and compare evidence from sacred texts, traditions, and lived experience.
- **Interpreting:** The thread of *community* can inspire interpretive questioning: “How do rituals help to express belonging in different faiths?” Pupils learn to make sense of symbols, actions, and meanings that lie beneath surface practices.
- **Reflecting:** The thread of *identity* naturally lends itself to reflective questions: “What shapes my own sense of who I am, and how is that similar to or different from others’ experiences?” These promote self-awareness and empathy—vital human skills cultivated through RE.
- **Evaluating:** The thread of *meaning and purpose* supports evaluative questioning: “What makes life meaningful? How do different worldviews answer this question?” Such enquiry nurtures critical thinking and respectful debate.

When the golden threads guide teachers’ planning and questioning, pupils encounter RE not as isolated facts about religions but as a connected, evolving conversation. They learn to recognise recurring themes across traditions, develop curiosity about difference, and apply interpretive, analytical, and reflective skills in increasingly sophisticated ways.

In this sense, the golden threads are more than curriculum devices—they are pathways for enquiry. Through thoughtful questioning around these enduring themes, RE becomes a discipline that not only informs but transforms: helping pupils to build knowledge, grow in understanding, and engage with the profound questions that shape human life.



Progression in RE

Progression in Religious Education is not simply about accumulating more knowledge; it is about *deepening understanding*. As pupils revisit the golden threads across key stages, their learning moves from simple awareness to informed interpretation and critical reflection.

At the early stages, pupils begin by **recognising and recalling** key beliefs, stories, and practices. As they develop, they start to **describe and explain**, making links between beliefs, sources, and ways of life. By the upper years, pupils are able to **analyse, evaluate, and reflect**, using their knowledge to explore complex questions of belief, identity, and meaning.

This progression is often described as moving from **knowing** → **understanding** → **evaluating** → **applying**. Through well-planned questions anchored in the golden threads, pupils are supported to move along this continuum, growing in both their knowledge of religions and worldviews and in their ability to think deeply about them.

Ultimately, progression in RE is seen not just in what pupils can recall, but in how they *reason, respond, and reflect* — showing maturity in thought, empathy, and insight as they encounter the diverse ways people make sense of life.

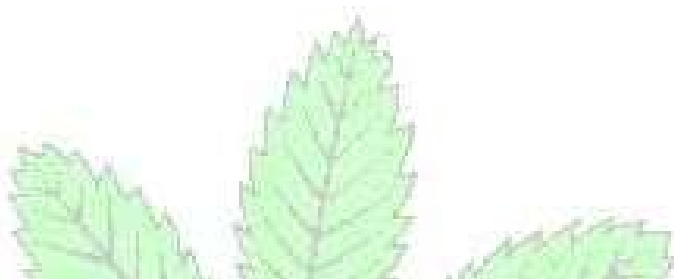
The diagrams below illustrate how pupils' learning in RE develops over time through interconnected **building blocks** of *knowledge, skills, and vocabulary*. Each block represents essential components that support the next stage of understanding.

- **Knowledge** provides the factual and conceptual foundation—what pupils know about religions and worldviews.
- **Skills** show how pupils use that knowledge—investigating, interpreting, evaluating, and reflecting.
- **Vocabulary** acts as the language of RE—enabling pupils to express complex ideas with precision and confidence.

Together, these elements demonstrate clear **progression**, showing how pupils' understanding deepens as they move through the curriculum. The golden threads weave through these building blocks, ensuring that learning in RE is coherent, cumulative, and conceptually rich.

EYFS						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit	GOD/CREATION - Why is the word 'God' so important to Christians?	Incarnation – Why do Christmas perform nativity plays at Christmas?	Which stories are special and why? (New Testament)	SALVATION Why do Christians put a cross in an Easter Garden?	Which stories are special and why? World faith stories (Meeting Children of faith)	
Knowledge building blocks	- Christians believe that the word 'God' is important as the name of someone very important. - Christians believe that God is the Creator of the universe and all that is in it, including people and animals, - Christians show that God is important to them in church when they gather together to pray to God and to sing his praise. - Christians are taught to respect God's name and use it with love and care because God is holy and great. - Christians believe that they should care for God's world.	- Christians believe God came to Earth in human form as Jesus. - Christians believe that Jesus was a special baby because he came from God. - Christians believe Jesus came to show that all people are precious and special to God. - Christians find the nativity story in the Bible. - Christians perform nativity plays to help children remember story of the birth of Jesus.	- I can retell at least two accounts of Jesus meeting different people. - I can talk about the way Jesus taught about how people should live their lives. - I can talk about friendship and forgiveness in my own life - I can retell at least two parables that Jesus told. - I can talk about how parables are special stories that have a message that teaches Christians more about God. - I can talk about love and kindness in my own life - I can retell at least two accounts of the miracles Jesus performed. - I can talk about how Jesus' miracles teach Christians more about who Jesus is and why he is special. - I can talk about peace in my own life.	- Christians remember how the crowds welcomed Jesus on Palm Sunday - Christians remember the sadness of Jesus dying on Good Friday - Christians remember the surprise and happiness of Easter Sunday because Jesus did not stay dead - Christians use special symbols and have special customs connected to Jesus' death and resurrection over the Easter period - Christians believe that the cross is a very special symbol reminding them that they can be glad to have Jesus to help them to make a new start when they do things wrong.	- Jewish people believe in one God, who forgives people when they say sorry. - Jewish stories are written in the Torah - Stories in the Torah are also found in the Old Testament of the Bible, so are special to Christian and Jewish people. - Muslim people believe in one God, Allah, who made the world and wants people to care for it. - Some Muslim stories are written in the Qur'an. - Hindu people believe in one supreme being Brahman in the forms of many deities. - Hindu stories are found in many sacred books. - Sikh people learn about God wants them to behave through the example of Guru Nanak. (Guru means teacher) - The Guru Granth Sahib tells stories of Guru Nanak and the other Gurus.	
Skills	Talk about ... things, places, times, feelings, what people do. Think about ... Recognise some ... Identify some ... Say what ... Recall some simple stories Recall what happens Get to know and use appropriate words to talk about their thoughts and feelings Give examples linked to their own lives Share and record occasions when things have happened in their lives → Say why something is special → Retell a simple story					

Year 1						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit	God - What do Christians believe God is like?	Incarnation – Why does Christmas matter to Christians? (Core)	Gospel – What is the good news that Jesus brings?	SALVATION Why does Easter matter to Christians?	What special times and people do Jewish people remember and celebrate?	
Knowledge building blocks	- Christians believe in God, and that they find out about God in the Bible. - Christians believe God is loving, kind, fair and forgiving, and also Lord and King. - Some stories show these Christian beliefs. - Christians worship God and try to live in ways that please him.	- Christians believe that Jesus is God and that he was born as a baby in Bethlehem. - The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). - Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.	- 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 hard about how to live and show them the right way.	- Easter is very important in the 'big story' of the Bible. - Christians believe Jesus rose again, giving people hope of a new life.	- I can talk about how the mezuzah in the home reminds Jewish people about God. - I can make links between some Jewish teaching and how Jewish people live. - I can talk about how Shabbat is a special day of the week for Jewish people. - I can give some examples of what Jewish people might do to celebrate Shabbat. I can express my own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in light of their learning - I can retell a story the story of Chanukah. - I can suggest what this story shows Jewish people about God. - I can talk about how Chanukah is a special time for Jewish people. - I can talk about and suggest why the Synagogue is a special place for Jewish people. - I can express my own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in light of their learning about why Jewish people choose to celebrate in these ways. about why Jewish people choose to celebrate in these ways.	
	Skills	Expected Talk about some simple ideas Retell a story Talk about issues Ask and suggest some good questions Offer ideas of their own Recognise some objects and suggest why these are important Identify some ways Describe some ways Collect examples Give an account Use creative ways to express their own ideas			Exceeding Make links between what xxx taught and what xxx believe. Respond thoughtfully Express own ideas about xxx in light of their learning Suggest their own ideas Suggest meanings Identify some similarities and differences Answer the title question thoughtfully Give examples of ways	



Year 2					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Creation- Who made the world?	Incarnation – Why does Christmas matter to Christians? (DD)	Gospel – What is the good news that Jesus brings? (DD)	Salvation - Why does Easter matter to Christians? (DD)	Who is Muslim and what do they believe?	
• God created the universe. • The Earth and everything in it are important to God. • God has a unique relationship with human beings as their Creator and Sustainer. • Humans should care for the world because it belongs to God.	• 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 (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). • Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.	• 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 hard about how to live and show them the right way.	• 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 again, giving people hope of a new life.	• I can talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah • I can re-tell a story about the life of the Prophet Muhammad • I can recognise some objects used by Muslims and suggest why they are important • I can ask some questions about God that are hard to answer and offer some ideas of their own. • I can find out about and respond with ideas to examples of cooperation between people who are different. • I can make links between what the Holy Qur'an says and how Muslims behave. • I can identify some ways Muslims pray, worship and celebrate. • I can talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad. • I can identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. • I can ask some questions about God that are hard to answer and offer some ideas of my own.	
Expected Talk about some simple ideas Retell a story Talk about issues Ask and suggest some good questions Offer ideas of their own Recognise some objects and suggest why these are important Identify some ways Describe some ways Collect examples Give an account Use creative ways to express their own ideas			Exceeding Make links between what xxx taught and what xxx believe. Respond thoughtfully Express own ideas about xxx in light of their learning Suggest their own ideas Suggest meanings Identify some similarities and differences Answer the title question thoughtfully Give examples of ways		

Year 3						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit	People of God – what is it like to follow God?	Sikhi – What is important for Sikh people?	Incarnation – What is the Trinity? (Core)	Salvation – Why do Christians call the day that Jesus died ‘Good Friday?’ (Core)	Kingdom of God – When Jesus left, what was the impact of Pentecost?	Sikhi – How do Sikh people worship and celebrate?
Knowledge building blocks	- The Old Testament tells the story of a particular group of people, the children of Israel known as 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.	- Sikhs believe that there is only one God, who they have several names for. (Waheguru) - Sikhs try to put the teachings and examples of the 10 gurus into daily practice by living a good life, treating everyone equally and - sharing all they have. - It is important for Sikh's to belong to a community of believers called the Khalsa. - Khalsa Sikhs wear 5 articles of faith which reminds them of their faith and duty as a Sikh.	- Christians believe God is Trinity: Father, Son and 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 find that understanding God is challenging; people spend their whole lives learning more and more about God. - Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. - Christians worship God as Trinity. It is a huge idea to grasp and Christians 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.	- 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 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, and rules in their hearts and lives by 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	- Sikhs can worship at any time or day, at home or in the Gurdwara. - Sikhs are expected to pray three times a day and meditate and recite words from the holy scriptures - Sikh people respect and regard The Guru Granth Sahib as a living Guru. - The Gurdwara is place that is welcome and open to everyone and is known as the 'doorway to the house of God' - All Sikhs are encouraged by their Guru (Guru Granth Sahib) to perform Seva or Selfless Service. - Vaisakhi is the biggest and most important Sikh festival, where they remember the founding of the Khalsa and the Sikh New Year.
Skills	Emerging Identify beliefs Retell and suggest the meanings of stories Recall and name Recognise		Expected Describe some ways Ask questions and suggest some of their own responses Suggest why Identify how Make connections between stories Give examples of how and suggest reasons why Discuss their own and others ideas Explore and suggest ideas Link up some questions and answers		Exceeding Identify some similarities and differences Discuss and present their own ideas about why Express their own understanding Present their own ideas about attitudes Make between key concepts and the big story of the Bible Consider and evaluate Suggest how and why Express ideas	

Year 4						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit	CREATION/FALL What do Christians learn from the creation story?	Incarnation – What is the Trinity? (DD) (Why is Incarnation important to Christians?)	Gospel – What kind of world did Jesus want?	Salvation – Why do Christians call the day that Jesus died ‘Good Friday?’ (DD)	Hindu Dharma – What does it mean to be a Hindu in Britain today?	Journeys - Why do some people think that life is a journey? What significant experiences mark this?
Knowledge building blocks	- 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 shows that God wants 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).	- Christians believe God is Trinity: Father, Son and Holy Spirit. - Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. - Jesus, the Son of God, is seen by Christians as revealing what God the Father is like. - Understanding God is challenging; people spend their whole lives learning more and more about God. - Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus.	- Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. - Jesus shows love and forgiveness to unlikely people. - 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 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 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.	- I can describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life - I can describe some ways in which Hindus express their faith through puja, aarti and bhajans - I can suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes - I can discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others	- I can suggest why some people see life as a journey and identify some of the key milestones on this journey. - I can describe what happens in Christian, Jewish, Hindu and Humanist ceremonies of commitment and say what these rituals mean. - I can suggest reasons why marking the milestones of life are important for people. - I can explain similarities and differences between ceremonies of commitment. - I can link up questions and answers about how believers show commitment with their own - I can discuss and present my own ideas about the value and challenge of religious and nonreligious commitment in Britain today.
Skills	Emerging Identify beliefs Retell and suggest the meanings of stories Recall and name Recognise		Expected Describe some ways Ask questions and suggest some of their own responses Suggest why Identify how Make connections between stories Give examples of how and suggest reasons why Discuss their own and others ideas Explore and suggest ideas Link up some questions and answers		Exceeding Identify some similarities and differences Discuss and present their own ideas about why Express their own understanding Present their own ideas about attitudes Make between key concepts and the big story of the Bible Consider and evaluate Suggest how and why Express ideas	

Year 5						
Unit	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	God – What does it mean if God is loving and holy?	Incarnation – Was Jesus the Messiah?	People of God – How can following God bring freedom and justice?	Salvation – What Jesus do to save human beings?	Judaism – What does it mean to be a Jewish person in Britain today?	What do Muslim people believe about the way they should live their lives and why? Part 1
Knowledge building blocks	- Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. - Christians 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 loving, forgiving, and full of grace. - Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. - Christians believe getting to know God is like getting to know a person rather than learning information	- 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 humans 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 (See Salvation).	- The Old Testament pieces together the story of the People of God. - 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, loving others, caring for them, bringing health, food, justice and telling the story of Jesus.	- 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. - Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). - 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.	- I can make connections between Jewish practice teaching from the Torah and their beliefs about God - I can give examples of Jewish festivals and explain how they impact Jewish people today - I can explain the meaning and significance of Jewish rituals and practices. - I can comment thoughtfully on how the role of women varies within Judaism. - I can answer the key question from different perspectives, including my own. - Jewish people believe in one God and that the Shema prayer gives details of the ways in which Jewish people should live, worship God and pray. - Jewish people follow the teachings of the Torah. It teaches them how to pray, worship and how to treat others. - Yom Kippur and Rosh Hashanah are the holiest days for Jewish people, where they ask for forgiveness at the start of their new year. - Jewish people celebrate Pesach each year to remember God's rescue and faithfulness to the Israelites. - Tzedakah means 'healing the world' which is an important value in the Jewish faith as they are all challenged to care for the world that God gave them and the people who live upon it.	- Express some ideas about Muslim beliefs about God, making some links with some of the 99 Names of Allah - Re-tell some stories about the life of the Prophet Muhammad and recognize what they might say about him - Identify some ways in which Muslim people practice their beliefs in relation to the five pillars of Islam and analyse their importance within the Muslim faith - Recognise some objects and places used by Muslim people and evaluate why they are important - Find out about and respond with their own ideas to examples of different beliefs, prayer, generosity and worship - Muslim people all over the world build their lives on the beliefs expressed in the five pillars of Islam - Muslim people believe in the Oneness of God (Tawhid) - Muslim people believe that the Prophet Muhammad (PBUH) is the prophet of Allah - The Shahadah is the key statement of belief held by Muslim people - Muslim people believe that they have a duty to pray five times every day (Salah) - Zakah is the generous giving of money which Muslims believe that they have a duty to give to those in need - The mosque is an important place of prayer, learning and meeting for the Muslim community
Skills	Emerging Define the term Give two reasons Recall Find out Respond with their own ideas Identify the Describe		Expected Outline clearly Give examples of ways Express thoughtfully Present different views Express their own understanding / ideas Explain the impact Explain some similarities and differences between Explain some reasons why Make connections between Suggest some reasons why Describe and reflect		Exceeding Explain how xxx disagree and interpret things differently Explain the links between ... giving reasons why Enquire into ... using evidence and examples Interpret a range of ... Investigate and explain ... expressing their own ideas Examine the title question from different perspectives including their own. Apply ideas ... Consider and evaluate	

Year 6						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit	CREATION/FALL Creation and science: conflicting or complementary?	Gospel – What would Jesus do.	What do Muslim people believe about the way they should live their lives and why? Part 2	Salvation – What difference does the resurrection make to Jesus?	Is it better to express your religion in arts and architecture or in charity and generosity?	Kingdom of God – What kind of a king is Jesus?
Knowledge building blocks	- 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 throughout history and now who are Christians. - The discoveries of science make Christians wonder even more about the power and majesty of the Creator	- 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 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 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.	- Identify some ways in which Muslim people practice their beliefs in relation to the five pillars of Islam especially Sawm (fasting) and Hajj (pilgrimage) and analyse their importance within the Muslim faith - Find out about and respond with their own ideas about these beliefs and practices - Describe and reflect on the significance of the Holy Qur'an to Muslim people - Describe the forms of guidance that Muslim people use and compare them to the forms of guidance that they follow - The five pillars of Islam are practised by Muslim people including by Muslim people living in Britain today - Muslim people believe that they must fast during daylight hours during the month of Ramadan in order to understand more about self-discipline, self-restraint and generosity and to spend time in prayer (Sawm) - Muslim people believe that it is their duty to perform hajj (pilgrimage) to Mecca, the most sacred Muslim site, at least once in their lifetime if they are able - That the five pillars of Islam are both valuable and challenging for Muslim people and that they make a difference to individuals but also to the whole of the Muslim community (Ummah).	- 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. - 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).	- Describe and make connections between examples of religious creativity (buildings and art) - Show understanding of the value of sacred buildings and art - Suggest reasons why some believers see generosity and charity as more important than buildings and art - Apply ideas about values and from scriptures to the title question	- 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 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.
Skills	Emerging Define the term Give two reasons Recall Find out Respond with their own ideas Identify the Describe		Expected Outline clearly Give examples of ways Express thoughtfully Present different views Express their own understanding / ideas Explain the impact Explain some similarities and differences between Explain some reasons why Make connections between Suggest some reasons why Describe and reflect		Exceeding Explain how xxx disagree and interpret things differently Explain the links between ... giving reasons why Enquire into ... using evidence and examples Interpret a range of ... Investigate and explain ... expressing their own ideas Examine the title question from different perspectives including their own. Apply ideas ... Consider and evaluate	

EYFS	Year 1 & 2	Year 3 & 4	Year 5 and 6
Creation/God: God Pray Christian Baptism Charity Incarnation: Nativity Celebrate Christmas Salvation: Bible Gospel Hosanna Incarnation: Lent	Creation/God: God Pray Christian Baptism Charity Creation Universe Incarnation: Nativity Celebrate Christmas Jesus Bethlehem Worship Advent Salvation: Bible Gospel Hosanna Incarnation: Lent Gospel: Forgiveness	Creation/God: God Pray Christian Baptism Charity Creation Universe Commandments Sin Incarnation: Nativity Celebrate Christmas Jesus Bethlehem Worship Advent Trinity Holy Spirit Salvation: Bible Gospel Hosanna Holy week Last Supper Good Friday Easter Sunday Maundy Thursday Crucifixion Resurrection Incarnation: Lent	Creation/God/Fall God Pray Christian Baptism Charity Creation Universe Commandments Sin Omnipotent Eternal Proverb Incarnation: Nativity Celebrate Christmas Jesus Bethlehem Worship Advent Trinity Holy Spirit Messiah Prophecy Salvation: Bible Gospel Hosanna Holy week Last Supper Good Friday Easter Sunday Maundy Thursday Crucifixion Resurrection

		Gospel: Forgiveness Disciple Kingdom of God: Pentecost	Resurrection Sacrifice Incarnation: Lent Gospel: Forgiveness Disciple Parable Kingdom of God: Pentecost Freedom
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Progression in vocabulary other religions

KS1	LKS2	UKS2
rules Quran believe Pesach values symbol sukkot story belonging special Shabbat sacred religion prayer nativity Muslim Hinduism priest	rebirth reincarnation perseverance peace karma hope Hindu Hanukkah generosity friendship creator creativity courage compassion temptation shrine community conscience deity parable religious worship trinity trust thankfulness testament saint responsibility guidance moral sacrifice respect Dharma	reflection Ramadan Muhammed prophet mosque judgement faithfulness Eid-ul-Fitr creation baptist atheist justice freedom rites of passage afterlife agnostic Sikh suffering synagogue spiritual poverty segregation commandments fairness principles sawn pilgrimage communion Hajj Sikhism empathise Salat