

South Darley C.E. Primary School Curriculum: RE

At South Darley, our roots are as a Church of England School and so we value the teaching of Religious Education as part of our wider set of Christian values and the desire for our children to understand the world’s main faiths and religions. We therefore interlink units from the Derbyshire Agree RE Syllabus and the Understanding Christianity Scheme of Work in order to create a program that allows children in mixed aged classes to study key concepts and ideas whilst developing their knowledge and skills. By the time our children leave South Darley we want them to understand the importance of faith to a large proportion of people in the world, to understand the things that make us different and the same as each other, to respect the main religions of the world, know key Christian concepts and how these underpin our values, whilst also having had opportunity to think deeply and spiritually, developing their own answers to the key faith related questions in the world.

Agreed Syllabus unit / Understanding Christianity unit

Summer units to be covered as whole school RE days

Year A 2020-21 / 2024-25

	Autumn (GOD)	Spring(CREATION/FALL)	Summer (ISLAM) Topic links: Infants-Travel & Transport Juniors- Space
Infants	Why is the word ‘God’ so important for Christians? FS & What do Christians believe God is like? KS1	Who made the world? KS1	F2: Where do we belong? 1.2 What is a Muslim and what do they believe?
Juniors	What does it mean if God is holy and loving? UKS2	LKS2 What do Christians learn from the Creation story? UKS2 Creation and Science: conflicting or complimentary?	L2.6 Why do some people think life is a journey and what significant experiences mark this? U2.6 What does it mean to be a Muslim in Britain today?

Year B 2021-22 / 2025-26

	Autumn Topic links: Juniors- Victorians/ Industrial Revolution	Spring (PEOPLE OF GOD, KS2)	Summer (HUMANISM)
Infants	<p>F2 Which people are special and why?</p> <p>1.6 In what ways is the place of worship important to believers and how can you tell it is a holy, special place?</p>	<p>F1 Which stories are special and why?</p> <p>F3 Which places are special and why?</p>	<p>1.8 How should we care for others and the world, and why does it matter? 'Superheroes Change the World' (modern slavery)</p>
Juniors	<p>'A slave free world' (modern slavery)</p> <p>U2.8 What difference does it make to believe in ahmisa (harmlessness), grace and/ or Ummah (community)</p>	<p>LKS2 What is it like to follow God?</p> <p>UKS2 How can following God bring freedom and justice?</p>	<p>L2.9 What can we learn from religions about deciding what is right and wrong?</p>
			<p>U2.7 What matters most to Christians and Humanists?</p>

Year C 2022-23 / 2026-27

	Autumn (JUDAISM) Topic links: Infants- Remembrance Juniors- WW1 and 2	Spring (SALVATION)	Summer Topic links: Infants- Great Explorers Juniors- Survivor
Infants	<p>F1 Which stories are special and why?</p> <p>F3 Which places are special and why?</p> <p>1.3 Who is Jewish and what do they believe?</p>	<p>FS Why do Christians put a cross in a garden at Easter?</p> <p>KS1 Why does Easter matter to Christians?</p>	Where in the world are Christians?
Juniors	What does it mean to be a Jew in Britain today?	<p>LKS2 Why do Christians call the day Jesus died 'Good' Friday?</p> <p>Y5 What did Jesus do to save human beings?</p> <p>Y6 What difference does the resurrection make to Christians?</p>	<p>Where in the world are Christians?</p> <p>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</p>

Year D 2023-24 / 2027-28

	Autumn (INCARNATION/ GOSPEL)	Spring (HINDUISM) Topic links: Infants- Beautiful India? Juniors- World on a plate	Summer (KINDGOM OF GOD, KS2)
Infants	<p>1.1 Who is a Christian and what do they believe?</p> <p>FS Why do Christians perform Nativity plays at Christmas?</p> <p>KS1 Why does Christmas matter to Christians?</p> <p>KS1 What is the Good News Jesus brings?</p>	Who is a Hindu and what do they believe?	<p>F2 Which people are special and why?</p> <p>F5 Where do we belong?</p>
Juniors	<p>LKS2 What is the Trinity?</p> <p>UKS2 Was Jesus the Messiah?</p> <p>LKS2 What kind of world would Jesus want?</p> <p>UKS2 What would Jesus do?</p>	L2.8 What does it mean to be a Hindu in Britain today?	<p>LKS2 When Jesus left, what was the impact of Pentecost?</p> <p>UKS2 What kind of king is Jesus?</p>

Agreed Syllabus unit / Understanding Christianity unit

Summer units to be covered as whole school RE days

In their time in school, we aim to allow as many children as possible to visit as many places of worship as possible. In their (almost) two cycle RE experience in school, we will timetable the visits to match their curriculum as follows:

First cycle				Second cycle											
Year A 20-21		B 21-22		C 22-23		D 23-24		A 24-25		B 25-26		C 26-27		D 27-28	
		Mosque				Synagogue					Cathedral				Mandir

EYFS RE units

The following are learning outcomes taken from the EYFS units of the Derbyshire Agreed Syllabus. How these learning outcomes are met may vary, depending on other learning taking place in infant RE or wider curriculum topics.

Teachers should select from the following outcomes, and set up learning experiences that enable pupils to ...

F1: Which stories are special and why? *(Year B Spring, Year C Autumn)*

- talk about some religious stories
- recognise some religious words, e.g. about God
- identify some of their own feelings in the stories they hear
- identify a sacred text e.g. Bible, Qur'an
- talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do
- talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.

F2: Which people are special and why? *(Year B Autumn, Year D Summer)*

*talk about people who are special to them

- say what makes their family and friends special to them
- identify some of the qualities of a good friend
- reflect on the question 'Am I a good friend?'
- recall and talk about stories of Jesus as a friend to others
- recall stories about special people in other religions and talk about what we can learn from them.

F3: Which places are special and why? *(Year B Spring, Year C Autumn)*

- talk about somewhere that is special to themselves, saying why
- be aware that some religious people have places which have special meaning for them
- talk about the things that are special and valued in a place of worship
- identify some significant features of sacred places
- recognise a place of worship
- get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.

F4: Which times are special and why? (*within Understanding Christianity units*)

- give examples of special occasions and suggest features of a good celebration
- recall simple stories connected with Christmas/ Easter and a festival from another faith
- say why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith.

F5: Where do we belong? (*Year A Summer, Year D Summer*)

- re-tell religious stories making connections with personal experiences
- share and record occasions when things have happened in their lives that made them feel special
- recall simply what happens at a traditional Christian infant baptism and dedication
- additional opportunity if you have children from religions other than Christianity in your setting
- recall simply what happens when a baby is welcomed into a religion other than Christianity.

F6: What is special about our world?

- talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world
- re-tell stories, talking about what they say about the world, God, human beings

- think about the wonders of the natural world, expressing ideas and feelings
- express ideas about how to look after animals and plants
- talk about what people do to mess up the world and what they do to look after it.

Units taken from Derbyshire Agreed Syllabus

Islam (Year A Summer)

Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage:

KS1 ‘What is a Muslim and what do they believe?’

- talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad;
- identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr;
- recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like;
- talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah;
- re-tell a story about the life of the Prophet Muhammad;
- recognise some objects used by Muslims and suggest why they are important;
- identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel;
- make links between what the Holy Qur’an says and how Muslims behave;
- ask some questions about God that are hard to answer and offer some ideas of their own.

KS2 ‘What does it mean to be a Muslim in Britain today?’

- Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims;
- Identify three reasons why the Holy Qur’an is important to Muslims, and how it makes a difference to how they live;

- Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad;
- Describe and reflect on the significance of the Holy Qur'an to Muslims;
- Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils;
- Make connections between the key functions of the mosque and the beliefs of Muslims;
- Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life;
- Answer the title key question from different perspectives, including their own.

Humanism (Year B Summer)

Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage:

KS2 'What matters most to Christians and Humanists?'

- Identify the values found in stories and texts;
- Suggest ideas about why humans can be both good and bad, making links with Christian ideas;
- Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples;
- Describe some Christian and Humanist values simply;
- Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied;
- Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view;
- Give examples of similarities and differences between Christian and Humanist values;
- Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning.

Judaism (Year C Autumn)

Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage:

KS1 ‘Who is Jewish and what do they believe?’

- Talk about the fact that Jewish people believe in God;
- Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat);
- Talk about how the mezuzah in the home reminds Jewish people about God;
- Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat;
- Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means;
- Ask some questions about believing in God and offer some ideas of their own;
- Make links between some Jewish teachings and how Jewish people live;
- Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways.

KS2 ‘What does it mean to be Jewish in Britain today?’

Children should learn:

- How Jewish people prepare for Shabbat;
- What makes Shabbat special for Jews;
- To consider whether rest is a special gift for me;
- To talk about the idea of regret and repentance within the festivals;
- To make a link between what Jewish people do at Rosh Hashanah and Yom Kippur and times when we choose to think about what is meaningful and what we regret;

- To make a link between the story of Jonah and the festival of Yom Kippur.
- To make a link between the story of Passover and the Jewish celebrations of Pesach;
- To consider our own memories and why we keep them- of what ties us down and what sets us free
- To use religious vocabulary to **identify and explain** some features, symbolic objects, actions and sounds found in a synaogogue and say how these help people worship
- **To identify and explain** symbolic actions in everyday life which express inner feelings
- **To explain** the meaning of worship for a believer
- To **ask some thoughtful questions** about why people choose to attend a synaogogue and **suggest some possible answers**

Hinduism (Year D Spring)

Pupils should:

KS1 'Who is a Hindu and what do they believe?'

- recall festivals and celebrations that pupils have enjoyed;
- understand that some festivals are special to particular religions;
- know ways that people celebrate, e.g. sharing food, sending cards and telling stories;
- know some of the ways that Hindus celebrate at the festival of Diwali;
- know that the story recalled at Diwali is set in India, a hot country where the forest contains plants and creatures very different from those in the UK;
- know the story of Rama and Sita as told at Diwali and written in a special book called the Ramayana;
- know that Hindus worship Rama;
- identify the feelings of characters in the story and the qualities they demonstrate, e.g. Rama was an obedient son.

KS2 'What does it mean to be a Hindu in Britain today?'

- know the story of Rama and Sita;
- consider what it feels like to go home and that this is one theme of the story;

- know why a diva is a symbol associated with Diwali;
- know that Diwali is a new year festival and that Lakshmi and Ganesh are also worshipped at Diwali;
- know some ways that Hindus celebrate Diwali, including sending cards;
- know about the Festival of Dussehra – when it is celebrated and why;
- know some Hindu symbols associated with this festival and with deities;
- consider ways that members of different cultures welcome people;
- know how Hindus might worship in their homes or the Temple at Diwali;
- know that Hindus believe that God visited earth as Krishna and that Krishna tells human beings about the soul, God and nature;
- know Hindus believe that through Krishna God tells us that he, like us, enjoys fun; and in his fun there is never any selfishness or bad feeling towards others;
- understand Hindu attitudes to cows through the story of Krishna;
- know that Hindus believe that Krishna shows humans what it is to be a good friend;
- know the story of Krishna and Sudhama and that Krishna understood what Sudhama needed and supplied it;
- know about Hindu family life;
- know that Hindus worship at home as well as in the Temple;
- understand how Hindus focus on the good in others and express sincere words of appreciation to their friends and colleagues.

Units with learning across several faiths/ world views

KS2 'Is it better to express your beliefs in arts and architecture or in charity and generosity?'

- Respond with ideas of their own to the title question.
- Find out about religious teachings, charities and ways of expressing generosity.
- 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.
- Outline how and why some Humanists criticise spending on religious buildings or art
- Examine the title question from different perspectives, including their own.

KS2 ‘What can we learn from religions about deciding what is right and wrong?’

- Recall and talk about some rules for living in religious traditions.
- Find out at least two teachings from religions about how to live a good life
- Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions
- Make connections between stories of temptation and why people can find it difficult to be good
- Give examples of ways in which some inspirational people have been guided by their religion
- Discuss their own and others’ ideas about how people decide right and wrong
- Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system
- Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity.

KS2 ‘What difference does it make to believe in Ahimsa (harmlessness), Grace, and Ummah (community)?’

- Describe what Ahimsa, Grace or Ummah mean to religious people
- Respond sensitively to examples of religious practice with ideas of their own
- Make connections between beliefs and behaviour in different religions
- Outline the challenges of being a Hindu, Christian or Muslim in Britain today
- Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions
- Consider similarities and differences between beliefs and behaviour in different faiths
- Explain similarities in ways in which key beliefs make a difference to life in two or three religions

- Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas.

Ethical Questions:

Modern Slavery

KS1 Year B, Summer ‘How should we care for others and the world, and why does it matter?’ (Superheroes change the world)

Pupils will:

- understand freedom in a personal and local context
- identify key characteristics of what makes someone free
- understand the importance of your identity (including your passport)
- understand what makes someone have a positive impact in society
- identify something they want to change about the world
- design a superhero and write a short description about what they do
- discuss how other people should be treated
- understand that everyone should receive fair pay for the work they do
- complete an awareness raising poster on modern day slavery

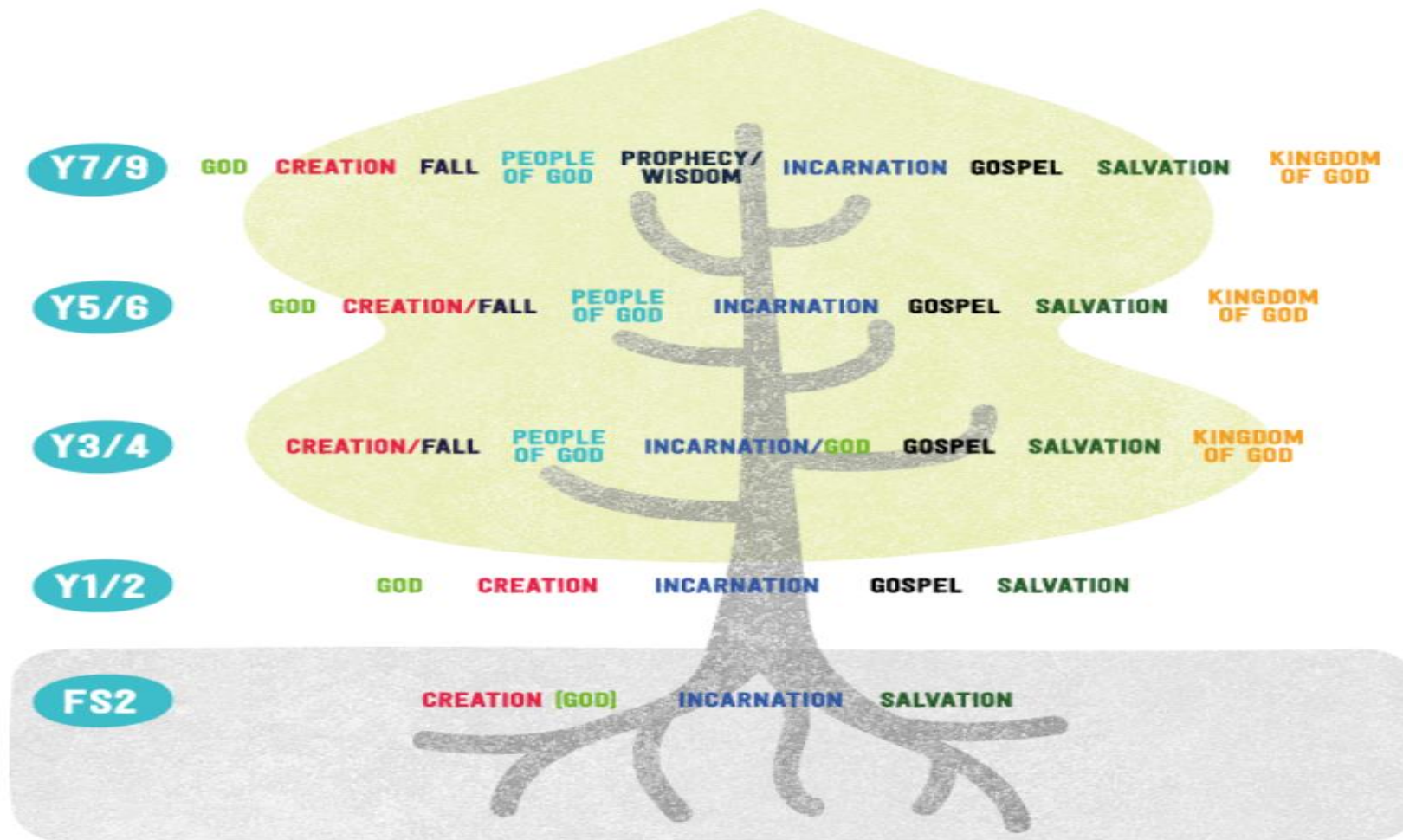
KS2 Year B, Autumn ‘Invisible Slavery’

Pupils will:

- learn definition of modern day slavery
- recall important dates of slavery in history
- understand that sometimes modern day slavery can be hidden away from the public eye

- understand that teachers, police and other professionals are meant to protect children and keep them safe
- know who they can turn to for help
- realise that some adults are not trustworthy, but we can look out for strange behaviours
- create a piece of art expressing the story of a child in modern day slavery
- understand slavery is a crime, but still happens today
- use their vocabulary and English skills to produce a newspaper front explaining how we absolved slavery completely.

THE CONCEPTS: A SPIRAL CURRICULUM



By addressing key questions, *Understanding Christianity* encourages pupils to explore core Bible texts, examine the impact for Christians and consider possible implications. Each unit incorporates the three elements:

- **Making sense of the text** – Developing skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of the meanings of texts for Christians
- **Understanding the impact** – Examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world
- **Making connections** – Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.

God/ Creation (Year A Autumn)

FS 'Why is the word 'God' so important for Christians?'

(Background for the adults) Christians believe that:

- God is 'the Father almighty, the Creator of heaven and earth', who created the world from nothing. God is eternal and has no beginning and end.
- God's creation is awesome – full of beauty, design, variety and a sense of purpose. The natural world points to God its Creator and calls humans to praise him.
- 'The Earth is the Lord's and everything in it.' God is King of the universe, above all else. His name should be respected and hallowed (kept holy).
- Humans are part of God's creation. Each person is known by God and has a place and purpose in the universe; each has been created to 'know God and enjoy him forever'.
- Humans are called to be caretakers of God's wonderful world; we are responsible as God's co-workers for preserving what God says is 'good'.
- Humans are made in God's image. We can create and be creative like our Maker, but God is the true 'giver of life'. We should give thanks to God for his good gifts; at Harvest, for example.

KS1 'What do Christians believe God is like?

- * Identify what a parable is.
- * Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.
- * Give clear, simple accounts of what the story means to Christians.
- * Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.
- * Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.
- * Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.

KS2 'What does it mean if God is holy and loving?'

- Identify some different types of biblical texts, using technical terms accurately.
- Explain connections between biblical texts and Christian ideas of God, using theological terms.
- Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.
- Show how Christians put their beliefs into practice in worship.
- Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.

Creation/Fall (Year A Spring)

KS1 'Who made the world?'

- Retell the story of creation from Genesis 1:1–2.3 simply.
- Recognise that 'Creation' is the beginning of the 'big story' of the Bible.
- Say what the story tells Christians about God, Creation and the world.
- Give at least one example of what Christians do to say thank you to God for the Creation.
- Think, talk and ask questions about living in an amazing world.

LKS2 'What do Christians learn from the creation story?'

- Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.
- Make clear links between Genesis 1 and what Christians believe about God and Creation.
- Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)
- Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.

UKS2 'Creation and Science: conflicting or complimentary?'

- Outline the importance of Creation on the timeline of the 'big story' of the Bible.
- Identify what type of text some Christians say Genesis 1 is, and its purpose.
- Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.
- Make clear connections between Genesis 1 and Christian belief about God as Creator.
- Show understanding of why many Christians find science and faith go together.

- Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.
- Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.

People of God (Year B Spring)

LKS2 'What is it like to follow God?'

- Make clear links between the story of Noah and the idea of covenant.
- Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.
- Make links between the story of Noah and how we live in school and the wider world.

UKS2 'How can following God bring freedom and justice?'

- Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.
- Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.
- Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.
- Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.

Incarnation (Year D Autumn)

FS ‘Why do Christians perform Nativity plays at Christmas?’

(Background for adults) Christians believe that:

- God came to earth as Jesus Christ. He is called the ‘Son of God’, born of the Virgin Mary and fathered by God by the power of the Holy Spirit. Jesus was ‘God in the flesh’, i.e. ‘incarnate’, a real human being and a historical person.
- People are God’s treasured possessions, each known even before they were born. Christians should work to end neglect and poverty – anything which devalues one of God’s creatures.
- Jesus shows what God is like: the Bible says he is the image of the invisible God (Colossians 1:15). People heard and saw and felt God through him. He made God real to those who met him.
- All humans are made in ‘God’s image’, but the image is spoilt by things we do wrong. Jesus embodies what humans should be like, a bit like re-drawing what has been spoilt.
- Every human is precious to God, known and loved by God. We are created to ‘know God and enjoy him forever’. He does not want us to be lost; he wants to welcome us into his presence.
- Jesus came as ‘Emmanuel’ (God with us). He wants his followers to be like him and show (incarnate) God’s love to the world. His followers can be God’s hands and feet in the world.

KS1 ‘Why does Christmas matter to Christians?’

- Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians.
- Recognise that stories of Jesus’ life come from the Gospels.
- Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.
- Decide what they personally have to be thankful for at Christmas time.

LKS2 ‘What is the Trinity?’

- Identify the difference between a ‘Gospel’, which tells the story of the life and teaching of Jesus, and a letter.

- Offer suggestions about what texts about baptism and Trinity might mean.
- Give examples of what these texts mean to some Christians today.
- Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.
- Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.

UKS2 ‘Was Jesus the Messiah?’

- Explain the place of Incarnation and Messiah within the ‘big story’ of the Bible.
- Identify Gospel and prophecy texts, using technical terms.
- Explain connections between biblical texts, Incarnation and Messiah, using theological terms.
- Show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas.
- Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.
- Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people’s lives

Gospel (Year D Autumn)

KS1 ‘What is the Good News Jesus brings?’

- Tell stories from the Bible and recognise a link with a concept of ‘Gospel’ or good news.
- Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.
- Recognise that Jesus gives instructions to people about how to behave.
- Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.
- Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).

- Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas

LKS2 'What kind of world did Jesus want?'

- Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.
- Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.
- Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.
- Make simple links between Bible texts and the concept of 'Gospel' (good news).
- Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.
- Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.

UKS2 'What would Jesus do?'

- Identify features of Gospel texts (for example, teachings, parable, narrative).
- Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.
- Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.
- Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.

Salvation (Year C Spring)

FS ‘Why do Christians put a cross in an Easter garden?’

(Background for adults) Christians believe that:

- The world is not perfect; its pain and suffering is not what God intended. The world needs to be put right and people can make a new start with God as King. Christians pray ‘your kingdom come, your will be done’.
- The world has been spoilt by sin. ‘Sin’ means deliberate wrongdoing, and also failure to do the right thing. All humanity sins and falls short of God’s standards; no one is perfect.
- The Bible tells the story of salvation, of how Jesus came to earth on a rescue mission. Jesus’ name means ‘he saves’. Jesus said he came to ‘seek and save the lost’, and he helped all he met.
- The cross is a reminder of Jesus’ death, and that putting things right can be costly. Christians say Jesus died to save everyone, to pay the price of sin in our world and reunite humans with God.
- Christians ask God to forgive their sins in Jesus’ name. They pray for help to live the right way. They pray for people in need. They tell others about Jesus the Saviour and what he has done.
- Christians should be committed to ‘rescuing’ or ‘saving’ others. Jesus said, ‘Love your neighbour’; they must not ‘walk by’ those in need. Christians say we should help to bring in the Kingdom of God.

KS1 ‘Why does Easter matter for Christians?’

- Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible.
- Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).
- Recognise that Jesus gives instructions about how to behave.
- Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter.
- Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.

LKS2 'Why do Christians call the day Jesus died Good Friday?'

- Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.
- Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.
- Give examples of what the texts studied mean to some Christians.
- Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.
- Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.
- Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.. Use pupils to order them into a timeline and match them to the frieze. Introduce the concept for this work — Salvation — together with a picture of a cross. What does this concept mean? (Remind pupils of the work in Year 2 on Holy Week.) Where does it fit into the 'big story' timeline?

Y5 'What did Jesus do to save human beings?'

- Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.
- Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.
- Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts.
- Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.
- Show how Christians put their beliefs into practice.
- Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.

Y6 'What difference does the resurrection make for Christians?'

- Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.
- Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.

- Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.
- Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.
- Show how Christians put their beliefs into practice in different ways.
- Explain why some people find belief in the Resurrection makes sense and inspires them.
- Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.

Kingdom of God (Year D Summer)

LKS2 'When Jesus left, what was the impact of Pentecost?'

- Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.
- Offer suggestions about what the description of Pentecost in Acts 2 might mean.
- Give examples of what Pentecost means to some Christians now.
- Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.
- Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.

UKS2 'What kind of king is Jesus?'

- Explain connections between biblical texts and the concept of the Kingdom of God.
- Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.
- Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.

- Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.

KS2 'Where in the world are Christians?'

Where in the World? is a global Christianity resource for primary school teachers from 'Barnabas in Schools'. It is an accredited resource to support the Understanding Christianity project, providing background information and teaching material for RE and a number of cross-curricular subjects.

Content includes:

- The growth of the worldwide Christian church
- A journey story focusing on churches in seven different countries, including Israel-Palestine, Uganda, South Sudan and South Africa, as well as European countries
- A further section that focuses on ten additional countries, including Ethiopia, India, Nigeria, Argentina, Spain and Russia
- Background information about the Christian faith in each of the countries visited
- Information about the significance of the sacraments of baptism and communion and how they are celebrated around the world
- A helpful glossary of terms