



The Ribblesdale Federation of Schools

R.E Curriculum Handbook

(Updated for 2023 -2024 Curriculum)



Year Groups	Year A						Year B					
	1	2	3	4	5	6	1	2	3	4	5	6
Year 1	Believing 1.3 Who is Jewish and what do they believe?	Incarnation 1.3 Why does Christmas matter to Christians?	Expressing F3 Which places are special and why?	Salvation F3 Why do Christians put a cross in an Easter Garden?	Creation 1.2 Who made the world?	Living 1.8 How should we care for others and the world?	Living F5 Where do we belong?	Incarnation F2 Why do Christians perform nativity plays at Christmas?	Expressing 1.6 How and why do we celebrate special and sacred times?	Salvation 1.5 Why does Easter matter to Christians?	Believing F1 Which stories are special and why?	God 1.1 What do Christians believe God is like?
Year 2 Year 3	Incarnation 2a.3 What is the Trinity?	Expressing L2.4 Why do people pray?	Believing 1.4 What can we learn from Sacred books?	Salvation 2a.5 Why do Christians call the day Jesus died 'Good Friday'?	Gospel 1.4 What is the good news that Jesus brings?	Living L2.8 What does it mean to be a Hindu in Britain today?	Expressing L2.5 Why are festivals important to religious communities?	Believing L2.1 What do different people believe about God?	People of God 2a.2 What is it like to follow God?	Gospel 2a.4 What kind of world did Jesus want?	Living L2.9 What can we learn from religions when deciding what is right and what is wrong?	Creation/Fa II 2a.1 What do Christians learn from the Creation story?

<p>Year 4/5/6</p>	<p>Creation/Fall 2b.2 Creation and science: conflicting or complementary?</p>	<p>Expressing U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</p>	<p>Believing U2.1 Why do some people think God exists?</p>	<p>Gospel 2b.5 What would Jesus do?</p>	<p>Kingdom of God 2a.6 When Jesus left, what was the impact of Pentecost?</p>	<p>Living U2.7 What matters most to Christians and Humanists?</p>	<p>Kingdom of God 2b.8 What kind of King is Jesus?</p>	<p>Expressing U2.4 If God is everywhere, why go to a place of worship?</p>	<p>Believing U2.3 What do religions say to us when life gets hard?</p>	<p>People of God 2b.3 How can following God bring freedom and justice?</p>	<p>Salvation 2b.7 What difference does the resurrection make for Christians?</p>	<p>Living U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)?</p>
<p>Year 4/5/6 Year C</p>	<p>Living U.2.6 What does it mean to be a Muslim in Britain today?</p>	<p>Incarnation 2b.4 Was Jesus the Messiah?</p>	<p>Salvation 2b.6 What did Jesus do to save human beings?</p>	<p>Expressing L.26 Why do some people think that life is a journey and what significant experiences mark this?</p>	<p>God 2b.1 What does it mean if God is loving and Holy?</p>							

Religious Education

Intent

The Church of England's 'Statement of Entitlement' states: *Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together.* While not all schools in the Ribblesdale Federation are church schools, we believe it is essential that all children have the opportunity to explore and understand religions and world views, their community and personal development and wellbeing. We intend to offer a broad and rich RE curriculum to allow children to do this - the content of our curriculum comes from two sources: Understanding Christianity and the North Yorkshire Agreed Syllabus. This allows for the sequential acquisition of knowledge alongside the development of skills such as enquiry, interpretation, evaluation and reflection.

Our RE lessons are intended to make sure that children understand the relevance of RE in today's modern world and how it affects our lives. We are committed to giving children the opportunity to appreciate diversity, continuity and change within the religions and worldviews being studied, engaging with challenging questions of meaning and purpose raised by human existence. Children will recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places. It is important that all members of The Ribblesdale Federation hold a deep respect for the integrity of all religions and worldviews, and for the religious freedom of each person.

Our RE curriculum is designed to be fully inclusive, meeting the needs of all pupils. We will provide a safe space for pupils to explore their own religious, spiritual and philosophical ways of seeing, living and thinking, believing and belonging. We provide opportunities to engage in meaningful dialogue about all religious and world views.

Pupils with SEND

To support pupils with SEND to access a full RE curriculum, we use a range of approaches which include, but are not limited to: pre-teaching subject-specific vocabulary; concept cartoons; visual aids; additional thinking time; sentence stems to structure responses; additional adult support; use of technology; multi-sensory activities and multimedia teaching; and targeted questioning.

This subject leader handbook is for the national curriculum. There is a separate EYFS handbook which shows the EYFS long-term curriculum. The EYFS curriculum is holistic and therefore a number of areas of learning will link to this subject and support children to be immersed in RE.

Implementation

The Ribblesdale Federation follows a curriculum based on two sources: Understanding Christianity and the North Yorkshire Agreed Syllabus. This ensures that the RE curriculum is tailored to the needs of the class structure in our schools and to the needs of the children. Through our curriculum, children are given the opportunity develop skills such as enquiry, interpretation, evaluation and reflection through carefully sequenced units of work where children learn about Christianity and other religious and world views.

Our teaching of RE follows three core strands – Believing, Expressing and Living. We help children to learn about religious beliefs and religious teaching (Believing), religious and spiritual forms of expression and questions about identity and diversity (Expressing), and religious practices and ways of living, and questions about values and commitment (Living). We want our children to consider the impact of people's beliefs on their own actions and ways of life, to challenge stereotypical views and appreciate difference positively. Our learning in RE contributes to our children's personal development and our school provision for Spiritual, Moral, Social and Cultural (SMSC) and British Values. Our children are encouraged to develop and express their own thoughts and views.

The teaching that takes place incorporates a wide range of teaching strategies including, but not limited to: debate and discussion; art; music; visits and visitors; examining artefacts; critical thinking; drama; reading and retelling stories; and philosophical thinking.

In EYFS, children discover different religions and worldviews through first-hand experiences; meeting special people, books, times, places and objects and by making visits to places of worship. All children in EYFS have the opportunity to visit their local Church and welcome the Vicar into school. Children listen to and talk about stories. They are introduced to subject specific words. Children are encouraged to use all their senses to explore beliefs, practices and forms of expression and to talk about what they know and have. Children learn through a range of self-initiated and adult directed tasks, such as roleplay, dressing up, listening to religious music and looking at pictures and books.

In Key Stage 1, children are able to develop their knowledge and understanding of religions and world views, in a local, national and global context. They continue to use basic subject specific vocabulary. They are beginning to be able to raise questions and express their own views in response to material they learned about.

In Key Stage 2, children extend their knowledge and understanding of religions and world views, beginning to make connections. They are introduced to an extended range of sources and subject specific vocabulary. They are encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Children are able to express their views in response to the materials they engage with, identifying relevant information, selecting examples and supporting their ideas and views.

Impact

Our RE Curriculum is of a high quality, well thought out and planned carefully to demonstrate progression so that children know and remember more. It has been planned to have high expectations of all learners and demonstrate coherence and progression. If children are assessed to be achieving the lesson aims then they are deemed to be making good or better progress.

We measure the impact of our curriculum through work scrutiny, pupil discussions and a reflection on standards achieved against the planned outcomes.

As a result of the high quality learning experiences in RE, children will know and understand more about the religions and beliefs of Christianity and other major religions and world views, have the knowledge and skills to express and communicate their ideas, be able to build upon their own beliefs and be able to show respect to all people within their community and beyond. Children will leave The Ribblesdale Federation with the foundations of RE, ready to develop their learning as they move onto secondary school.

Year A Who is Jewish and what do they believe?

Year 1

- 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.

End of KS1 Outcomes:

A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.

A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.

B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.

B3. Notice and respond sensitively to some similarities between different religions and worldviews.

C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.

C2. Find out about and respond with ideas to examples of cooperation between people who are different.

C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

- Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.
- Identify at least two different types of texts from the Bible;
- for example, a story, a parable, a gospel account of Jesus' life, and instructions about how to behave.
- Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation.
- Give clear, simple accounts of what the texts mean to Christians.
- Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their
- church communities.
- Give at least three examples of how Christians put their beliefs into practice in church worship.

- Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.

Suggested enrichment and links to Cultural Capital

Use of a range of Jewish artefacts that children have hands on experience with.
 Jewish visitor into school.
 Visit a synagogue

Year A Why does Christmas matter to Christians?

Reception and Year 1

- 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.

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- Give at least three examples of how Christians put their beliefs into practice in church worship.
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Suggested enrichment and links to Cultural Capital

Take part in a nativity play.
 To learn some modern and traditional Christmas songs/hymns.
 Visit the local church and look for signs of Jesus' story on the run up to Christmas.

Year A Which places are special and why?

Year 1

- 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.

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- Give clear, simple accounts of what the texts mean to Christians.
- Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities.
- Give at least three examples of how Christians put their beliefs into practice in church worship.
- Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.

Suggested enrichment and links to Cultural Capital

Visit a special place

Year A Why do Christians put a cross in an Easter Garden?

Year 1

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Suggested enrichment and links to Cultural Capital

Dress up and act out parts of the Easter story.

Create an Easter story.

Decorate an Easter tree with symbols related to Easter.

Go for a Spring walk and look for signs of spring- This links to the idea that Easter is a story of new life.

Year A Who made the world?

Year 1

- 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.

End of KS1 Outcomes:

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- Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.
- Identify at least two different types of texts from the Bible;
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- Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation.
- Give clear, simple accounts of what the texts mean to Christians.
- Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities.
- Give at least three examples of how Christians put their beliefs into practice in church worship.

Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.

Suggested enrichment and links to Cultural Capital

To explore different ways of being creative- Musically, artistically, physically etc
Go on a nature walk at different times of the year and look at the changes in nature

Year A How should we care for others and the world?

Year 1

- Talk about how religions teach that people are valuable, giving simple examples.
- Recognise that some people believe God created the world and so we should look after it.

- Re-tell Bible stories and stories from another faith about caring for others and the world.
- Identify ways that some people make a response to God by caring for others and the world.
- Talk about issues of good and bad, right and wrong arising from the stories.
- Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.
- Use creative ways to express their own ideas about the creation story and what it says about what God is like.
- Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories.
- Answer the title question thoughtfully, in the light of their learning in this unit.

End of KS1 Outcomes:

A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

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- Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.
- Identify at least two different types of texts from the Bible;

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- Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation.
- Give clear, simple accounts of what the texts mean to Christians.
- Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their
- church communities.
- Give at least three examples of how Christians put their beliefs into practice in church worship.
- Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.

Suggested enrichment and links to Cultural Capital

To explore ways of being creative.
Make creation in a box models.

Year B Where do we belong?

Year 1

- 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.

	<p>End of KS1 Outcomes:</p> <p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p>B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p> <p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>C2. Find out about and respond with ideas to examples of cooperation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> <ul style="list-style-type: none"> • Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible. • Identify at least two different types of texts from the Bible; • for example, a story, a parable, a gospel account of Jesus' life, and instructions about how to behave. • Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation. • Give clear, simple accounts of what the texts mean to Christians. • Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their • church communities.
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| | <ul style="list-style-type: none">• Give at least three examples of how Christians put their beliefs into practice in church worship.• Think, talk and ask questions about whether the text has something to say to them, exploring different ideas. |
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Suggested enrichment and links to Cultural capital.

Year B Why does Christmas matter to Christians?

Year 1

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| <ul style="list-style-type: none">• 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. |
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- 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.

End of KS1 Outcomes:

A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.

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B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.

B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.

B3. Notice and respond sensitively to some similarities between different religions and worldviews.

C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.

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Suggested enrichment and links to Cultural capital.

Year B How and why do we celebrate special and sacred times?

Year 1

- Identify a special time they celebrate and explain simply what celebration means.
- Talk about ways in which Jesus was a special person who Christians believe is the Son of God.
- Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion.
- Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers.
- Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.
- Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.
- Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr.
- Identify some similarities and differences between the celebrations studied.

End of EYFS Outcomes:	End of KS1 Outcomes:
<p>In line with the DfE’s 2013 EYFS Profile, RE can, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide these opportunities for pupils:</p> <p>Communication and Language</p> <ul style="list-style-type: none"> • Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions. • They use talk to organise, sequence and clarify thinking, ideas, feelings and events. • Children answer ‘who’, ‘how’ and ‘why’ questions about their experiences in response to stories, experiences or events from different sources. • They talk about how they and others show feelings. • They develop their own narratives in relation to stories they hear from different communities. <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect. • They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously. • They talk about their own and others’ behaviour and its consequences, and know that some behaviour is unacceptable. • Children think and talk about issues of right and wrong and why these questions matter. • They respond to significant experiences showing a range of feelings when appropriate. • They have a developing awareness of their own needs, views and feelings and be sensitive to those of others. • Children have a developing respect for their own cultures and beliefs, and those of other people. • They show sensitivity to others’ needs and feelings, and form positive relationships. 	<p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>A3. Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities.</p> <p>B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p> <p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>C2. Find out about and respond with ideas to examples of cooperation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> <ul style="list-style-type: none"> • Recognise that God, Creation, Incarnation and Salvation are part of a ‘big story’ of the Bible. • Identify at least two different types of texts from the Bible; • for example, a story, a parable, a gospel account of Jesus’ life, and instructions about how to behave. • Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation. • Give clear, simple accounts of what the texts mean to Christians. • Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities. • Give at least three examples of how Christians put their beliefs into practice in church worship. • Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.

Understanding the World

- Children talk about similarities and differences between themselves and others, among families, communities and traditions.
- They begin to know about their own cultures and beliefs and those of other people.
- They explore, observe and find out about places and objects that matter in different cultures and beliefs.

Expressive Arts and Design

- Children use their imagination in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings.
- They respond in a variety of ways to what they see, hear, smell, touch and taste.

Literacy

- Children are given access to a wide range of books, poems and other written materials to ignite their interest.

Mathematics

- Children recognise, create and describe some patterns, sorting and ordering objects simply.

These learning intentions for RE are developed from relevant areas of the Early Years Foundation Stage Profile (DfE, 2013).

Suggested enrichment and links to Cultural capital.

Year B Why does Easter matter to Christians?

Year 1

- 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.

End of KS1 Outcomes:

- A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
 - A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
 - A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.
 - B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
 - B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
 - B3. Notice and respond sensitively to some similarities between different religions and worldviews.
 - C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
 - C2. Find out about and respond with ideas to examples of cooperation between people who are different.
 - C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.
- Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.
 - Identify at least two different types of texts from the Bible;

- for example, a story, a parable, a gospel account of Jesus' life, and instructions about how to behave.
- Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation.
- Give clear, simple accounts of what the texts mean to Christians.
- Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities.
- Give at least three examples of how Christians put their beliefs into practice in church worship.
- Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.

Suggested enrichment and links to Cultural capital.

Year B Which stories are special and why?

Reception and Year 1

- 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.

End of KS1 Outcomes:

- A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
- A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.
- B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- B3. Notice and respond sensitively to some similarities between different religions and worldviews.
- C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
- C2. Find out about and respond with ideas to examples of cooperation between people who are different.
- C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.
- Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.
 - Identify at least two different types of texts from the Bible;
 - for example, a story, a parable, a gospel account of Jesus' life, and instructions about how to behave.
 - Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation.
 - Give clear, simple accounts of what the texts mean to Christians.
 - Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities.

- Give at least three examples of how Christians put their beliefs into practice in church worship.
- Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.

Suggested enrichment and links to Cultural capital.

Year B What do Christians believe God is like?

Year 1

- 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.

End of EYFS Outcomes:

End of KS1 Outcomes:

- A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
- A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.
- B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- B3. Notice and respond sensitively to some similarities between different religions and worldviews.
- C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
- C2. Find out about and respond with ideas to examples of cooperation between people who are different.
- C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.
- Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.
 - Identify at least two different types of texts from the Bible;
 - for example, a story, a parable, a gospel account of Jesus' life, and instructions about how to behave.
 - Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation.
 - Give clear, simple accounts of what the texts mean to Christians.
 - Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their

- church communities.
- Give at least three examples of how Christians put their beliefs into practice in church worship.
- Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.

Suggested enrichment and links to Cultural capital.

Year A What is the Trinity?

Year 2 and 3

- 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.

End of KS1 Outcomes:

- A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
- A3. Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities.
- B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- B3. Notice and respond sensitively to some similarities between different religions and worldviews.
- C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
- C2. Find out about and respond with ideas to examples of cooperation between people who are different.
- C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.
- Recognise that God, Creation, Incarnation and Salvation are part of a ‘big story’ of the Bible.
 - Identify at least two different types of texts from the Bible; for example, a story, a parable, a gospel account of Jesus’ life, and instructions about how to behave.
 - Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation.
 - Give clear, simple accounts of what the texts mean to Christians.

End of LKS2 Outcomes:

- A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.
- A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
- B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
- B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.
- C1. Discuss and present thoughtfully their own and others’ views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
- C2. 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.
- C3. Discuss and apply their own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.
- Order at least five key concepts within a timeline of the Bible’s ‘big story’.

<ul style="list-style-type: none"> • Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities. • Give at least three examples of how Christians put their beliefs into practice in church worship. • Think, talk and ask questions about whether the text has something to say to them, exploring different ideas. 	<ul style="list-style-type: none"> • List two distinguishing features of at least three different types of biblical text; for example, Gospel, parable, letter. • Make clear links between biblical texts and the key concepts studied. • Offer suggestions about what texts might mean and give examples of what the texts studied mean to some Christians. • Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities. • Describe how Christians show their beliefs in worship and in the way they live. • Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live. • 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.
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Suggested enrichment and links to Cultural capital.

Year A Why do people pray?

Year 2 and 3

- Describe what some believers say and do when they pray.
- Respond thoughtfully to examples of how praying helps religious believers.
- Describe the practice of prayer in the religions studied.
- Make connections between what people believe about prayer and what they do when they pray.

- Describe ways in which prayer can comfort and challenge believers.
- Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.
- Explain similarities and differences between how people pray.
- Consider and evaluate the significance of prayer in the lives of people today.

End of KS1 Outcomes:

- A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
- A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.
- B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- B3. Notice and respond sensitively to some similarities between different religions and worldviews.
- C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
- C2. Find out about and respond with ideas to examples of cooperation between people who are different.
- C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.
- Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.
 - Identify at least two different types of texts from the Bible;
 - for example, a story, a parable, a gospel account of Jesus' life, and instructions about how to behave.
 - Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation.
 - Give clear, simple accounts of what the texts mean to Christians.
 - Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities.

End of LKS2 Outcomes:

- A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.
- A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
- B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
- B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.
- C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
- C2. 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.
- C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.
- Order at least five key concepts within a timeline of the Bible's 'big story'.
 - List two distinguishing features of at least three different types of biblical text; for example, Gospel, parable, letter.

<ul style="list-style-type: none"> • Give at least three examples of how Christians put their beliefs into practice in church worship. • Think, talk and ask questions about whether the text has something to say to them, exploring different ideas. 	<ul style="list-style-type: none"> • Make clear links between biblical texts and the key concepts studied. • Offer suggestions about what texts might mean and give examples of what the texts studied mean to some Christians. • Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities. • Describe how Christians show their beliefs in worship and in the way they live. • Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live. • 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.
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Suggested enrichment and links to Cultural capital.

Year A What can we learn from sacred books?

Year 2 and 3

- Talk about some of the stories that are used in religion and why people still read them.
- Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books.
- Recognise that sacred texts contain stories which are special to many people and should be treated with respect.
- Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories.
- Ask and suggest answers to questions arising from stories Jesus told and from another religion.
- Talk about issues of good and bad, right and wrong arising from the stories.
- Suggest their own ideas about stories from sacred texts and give reasons for their significance.
- Make links between the messages within sacred texts and the way people live.

End of KS1 Outcomes:	End of LKS2 Outcomes:
<p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p>B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p> <p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>C2. Find out about and respond with ideas to examples of cooperation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> <ul style="list-style-type: none"> • Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible. • Identify at least two different types of texts from the Bible; • for example, a story, a parable, a gospel account of Jesus' life, and instructions about how to behave. • Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation. • Give clear, simple accounts of what the texts mean to Christians. • Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities. • Give at least three examples of how Christians put their beliefs into practice in church worship. • Think, talk and ask questions about whether the text has something to say to them, exploring different ideas. 	<p>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p> <p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p> <p>C2. 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.</p> <p>C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p> <ul style="list-style-type: none"> • Order at least five key concepts within a timeline of the Bible's 'big story'. • List two distinguishing features of at least three different types of biblical text; for example, Gospel, parable, letter. • Make clear links between biblical texts and the key concepts studied. • Offer suggestions about what texts might mean and give examples of what the texts studied mean to some Christians. • Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities.

- Describe how Christians show their beliefs in worship and in the way they live.
- Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live.
- 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.

Suggested enrichment and links to Cultural capital.

Year A Why do Christians call the day Jesus died Good Friday?

Year 2 and 3

- 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.

End of KS1 Outcomes:

End of LKS2 Outcomes:

A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.

A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.

B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.

B3. Notice and respond sensitively to some similarities between different religions and worldviews.

C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.

C2. Find out about and respond with ideas to examples of cooperation between people who are different.

C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

- Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.
- Identify at least two different types of texts from the Bible;
- for example, a story, a parable, a gospel account of Jesus' life, and instructions about how to behave.
- Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation.
- Give clear, simple accounts of what the texts mean to Christians.
- Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities.
- Give at least three examples of how Christians put their beliefs into practice in church worship.
- Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.

A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.

A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.

B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.

C2. 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.

C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

- Order at least five key concepts within a timeline of the Bible's 'big story'.
- List two distinguishing features of at least three different types of biblical text; for example, Gospel, parable, letter.
- Make clear links between biblical texts and the key concepts studied.
- Offer suggestions about what texts might mean and give examples of what the texts studied mean to some Christians.
- Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities.

- Describe how Christians show their beliefs in worship and in the way they live.
- Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live.
- 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.

Suggested enrichment and links to Cultural capital.

Year A What is the Good News that Jesus brings?

Year 2 and 3

- 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.

End of KS1 Outcomes:

End of LKS2 Outcomes:

A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.

A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.

B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.

B3. Notice and respond sensitively to some similarities between different religions and worldviews.

C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.

C2. Find out about and respond with ideas to examples of cooperation between people who are different.

C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

- Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.
- Identify at least two different types of texts from the Bible;
- for example, a story, a parable, a gospel account of Jesus' life, and instructions about how to behave.
- Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation.
- Give clear, simple accounts of what the texts mean to Christians.
- Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities.
- Give at least three examples of how Christians put their beliefs into practice in church worship.
- Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.

A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.

A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.

B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.

C2. 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.

C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

- Order at least five key concepts within a timeline of the Bible's 'big story'.
- List two distinguishing features of at least three different types of biblical text; for example, Gospel, parable, letter.
- Make clear links between biblical texts and the key concepts studied.
- Offer suggestions about what texts might mean and give examples of what the texts studied mean to some Christians.
- Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities.

- Describe how Christians show their beliefs in worship and in the way they live.
- Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live.
- 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.

Suggested enrichment and links to Cultural capital.

Year A What does it mean to be a Hindu in Britain today?

Year 2 and 3

- Identify and name examples of what Hindus have and do in their families and at mandir to show their faith.
- Ask good questions about what Hindus do to show their faith.
- 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.
- Describe some ways in which Hindus express their faith through puja, aarti and bhajans.
- 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.
- 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.
- Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught.
- Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences.

End of KS1 Outcomes:

End of LKS2 Outcomes:

A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.

A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.

B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.

B3. Notice and respond sensitively to some similarities between different religions and worldviews.

C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.

C2. Find out about and respond with ideas to examples of cooperation between people who are different.

C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

- Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.
- Identify at least two different types of texts from the Bible;
- for example, a story, a parable, a gospel account of Jesus' life, and instructions about how to behave.
- Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation.
- Give clear, simple accounts of what the texts mean to Christians.
- Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities.
- Give at least three examples of how Christians put their beliefs into practice in church worship.
- Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.

A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.

A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.

B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.

C2. 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.

C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

- Order at least five key concepts within a timeline of the Bible's 'big story'.
- List two distinguishing features of at least three different types of biblical text; for example, Gospel, parable, letter.
- Make clear links between biblical texts and the key concepts studied.
- Offer suggestions about what texts might mean and give examples of what the texts studied mean to some Christians.
- Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities.

- Describe how Christians show their beliefs in worship and in the way they live.
- Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live.
- 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.

Suggested enrichment and links to Cultural capital.

Year B Why are festivals important to religious communities?

Year 2 and 3

- Recognise and identify some differences between religious festivals and other types of celebrations.
- Retell some stories behind festivals (e.g. Christmas, Divali, Pesach).
- Make connections between stories, symbols and beliefs with what happens in at least two festivals.
- Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid).
- Identify similarities and differences in the way festivals are celebrated within and between religions.
- Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.
- Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media.
- Suggest how and why religious festivals are valuable to many people.

End of KS1 Outcomes:

End of LKS2 Outcomes:

A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.

A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.

B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.

B3. Notice and respond sensitively to some similarities between different religions and worldviews.

C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.

C2. Find out about and respond with ideas to examples of cooperation between people who are different.

C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

- Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.
- Identify at least two different types of texts from the Bible;
- for example, a story, a parable, a gospel account of Jesus' life, and instructions about how to behave.
- Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation.
- Give clear, simple accounts of what the texts mean to Christians.
- Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities.
- Give at least three examples of how Christians put their beliefs into practice in church worship.
- Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.

A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.

A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.

B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.

C2. 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.

C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

- Order at least five key concepts within a timeline of the Bible's 'big story'.
- List two distinguishing features of at least three different types of biblical text; for example, Gospel, parable, letter.
- Make clear links between biblical texts and the key concepts studied.
- Offer suggestions about what texts might mean and give examples of what the texts studied mean to some Christians.
- Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities.

	<ul style="list-style-type: none"> • Describe how Christians show their beliefs in worship and in the way they live. • Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live. • 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.
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Suggested enrichment and links to Cultural capital.

Year B What do different people believe about God?

Year 2 and 3

- Identify beliefs about God that are held by Christians, Hindus and/or Muslims.
- Retell and suggest the meanings of stories from sacred texts about people who encountered God.
- Describe some of the ways in which Christians Hindus and/or Muslims describe God.
- Ask questions and suggest some of their own responses to ideas about God.
- Suggest why having a faith or belief in something can be hard.
- Identify how and say why it makes a difference in people’s lives to believe in God.
- Identify some similarities and differences between ideas about what God is like in different religions.
- Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts.

End of KS1 Outcomes:	End of LKS2 Outcomes:
<p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p>	<p>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of</p>

A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.

B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.

B3. Notice and respond sensitively to some similarities between different religions and worldviews.

C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.

C2. Find out about and respond with ideas to examples of cooperation between people who are different.

C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

- Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.
- Identify at least two different types of texts from the Bible;
- for example, a story, a parable, a gospel account of Jesus' life, and instructions about how to behave.
- Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation.
- Give clear, simple accounts of what the texts mean to Christians.
- Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities.
- Give at least three examples of how Christians put their beliefs into practice in church worship.
- Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.

sources of wisdom and to beliefs and teachings that arise from them in different communities.

A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.

B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.

C2. 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.

C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

- Order at least five key concepts within a timeline of the Bible's 'big story'.
- List two distinguishing features of at least three different types of biblical text; for example, Gospel, parable, letter.
- Make clear links between biblical texts and the key concepts studied.
- Offer suggestions about what texts might mean and give examples of what the texts studied mean to some Christians.
- Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities.
- Describe how Christians show their beliefs in worship and in the way they live.
- Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live.
- 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.

Suggested enrichment and links to Cultural capital.

Year B What is it like to follow God?

Year 2 and 3

- 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.

End of KS1 Outcomes:

A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.

A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.

B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.

B3. Notice and respond sensitively to some similarities between different religions and worldviews.

C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.

C2. Find out about and respond with ideas to examples of cooperation between people who are different.

C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

End of LKS2 Outcomes:

A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.

A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.

B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

C1. Discuss and present thoughtfully their own and others' views on challenging

<ul style="list-style-type: none"> • Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible. • Identify at least two different types of texts from the Bible; for example, a story, a parable, a gospel account of Jesus' life, and instructions about how to behave. • Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation. • Give clear, simple accounts of what the texts mean to Christians. • Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities. • Give at least three examples of how Christians put their beliefs into practice in church worship. • Think, talk and ask questions about whether the text has something to say to them, exploring different ideas. 	<p>questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p> <p>C2. 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.</p> <p>C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p> <ul style="list-style-type: none"> • Order at least five key concepts within a timeline of the Bible's 'big story'. • List two distinguishing features of at least three different types of biblical text; for example, Gospel, parable, letter. • Make clear links between biblical texts and the key concepts studied. • Offer suggestions about what texts might mean and give examples of what the texts studied mean to some Christians. • Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities. • Describe how Christians show their beliefs in worship and in the way they live. • Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live. • 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.
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Suggested enrichment and links to Cultural capital.

Year B What kind of world did Jesus want?

Year 2 and 3

- 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.

End of KS1 Outcomes:

- A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
- A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.
- B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- B3. Notice and respond sensitively to some similarities between different religions and worldviews.
- C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
- C2. Find out about and respond with ideas to examples of cooperation between people who are different.
- C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.
- Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.
 - Identify at least two different types of texts from the Bible;
 - for example, a story, a parable, a gospel account of Jesus' life, and instructions about how to behave.
 - Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation.
 - Give clear, simple accounts of what the texts mean to Christians.

End of LKS2 Outcomes:

- A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.
- A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
- B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
- B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.
- C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
- C2. 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.
- C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.
- Order at least five key concepts within a timeline of the Bible's 'big story'.

- Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities.
- Give at least three examples of how Christians put their beliefs into practice in church worship.
- Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.

- List two distinguishing features of at least three different types of biblical text; for example, Gospel, parable, letter.
- Make clear links between biblical texts and the key concepts studied.
- Offer suggestions about what texts might mean and give examples of what the texts studied mean to some Christians.
- Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities.
- Describe how Christians show their beliefs in worship and in the way they live.
- Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live.
- 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.

Suggested enrichment and links to Cultural capital.

Year B What can we learn from religions when deciding what is right and what is wrong?

Year 2 and 3

- 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.

End of KS1 Outcomes:

- A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
- A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.
- B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- B3. Notice and respond sensitively to some similarities between different religions and worldviews.
- C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
- C2. Find out about and respond with ideas to examples of cooperation between people who are different.
- C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.
- Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.
 - Identify at least two different types of texts from the Bible;
 - for example, a story, a parable, a gospel account of Jesus' life, and instructions about how to behave.
 - Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation.
 - Give clear, simple accounts of what the texts mean to Christians.
 - Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities.
 - Give at least three examples of how Christians put their beliefs into practice in church worship.

End of LKS2 Outcomes:

- A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.
- A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
- B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
- B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.
- C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
- C2. 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.
- C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.
- Order at least five key concepts within a timeline of the Bible's 'big story'.
 - List two distinguishing features of at least three different types of biblical text; for example, Gospel, parable, letter.
 - Make clear links between biblical texts and the key concepts studied.

<ul style="list-style-type: none"> • Think, talk and ask questions about whether the text has something to say to them, exploring different ideas. 	<ul style="list-style-type: none"> • Offer suggestions about what texts might mean and give examples of what the texts studied mean to some Christians. • Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities. • Describe how Christians show their beliefs in worship and in the way they live. • Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live. • 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.
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Suggested enrichment and links to Cultural capital.

Year B What do Christians learn from the Creation story?

Year 2 and 3

- 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.

End of KS1 Outcomes:	End of LKS2 Outcomes:
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A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.

A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.

B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.

B3. Notice and respond sensitively to some similarities between different religions and worldviews.

C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.

C2. Find out about and respond with ideas to examples of cooperation between people who are different.

C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

- Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.
- Identify at least two different types of texts from the Bible;
- for example, a story, a parable, a gospel account of Jesus' life, and instructions about how to behave.
- Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation.
- Give clear, simple accounts of what the texts mean to Christians.
- Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities.
- Give at least three examples of how Christians put their beliefs into practice in church worship.
- Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.

A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.

A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.

B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.

C2. 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.

C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

- Order at least five key concepts within a timeline of the Bible's 'big story'.
- List two distinguishing features of at least three different types of biblical text; for example, Gospel, parable, letter.
- Make clear links between biblical texts and the key concepts studied.
- Offer suggestions about what texts might mean and give examples of what the texts studied mean to some Christians.
- Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities.

	<ul style="list-style-type: none"> • Describe how Christians show their beliefs in worship and in the way they live. • Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live. • Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.
<p><u>Suggested enrichment and links to Cultural capital.</u></p>	

Year A Creation and Science: Conflicting or complementary?

Year 4, 5 and 6

- 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.

<p>End of LKS2 Outcomes:</p>	<p>End of UKS2 Outcomes:</p>
<p>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p>	<p>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p>

A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.

B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.

C2. 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.

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- Describe how Christians show their beliefs in worship and in the way they live.
- Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live.

A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

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B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

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C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

- Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied.
- Identify at least five different types of biblical texts, using technical terms accurately.
- Explain connections between biblical texts and the key concepts studied, using theological terms.
- Taking account of the context(s), suggest meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.
- Make clear connections between Bible texts and concepts studied with what Christians believe, how Christians worship and how Christians behave in their whole lives, their church communities, and in the wider world.

<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Show how Christians put their beliefs into practice in different ways; for example, in different denominations. • Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses. • Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.
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Suggested enrichment and links to Cultural capital.

Year A Is it better to express your beliefs in arts and architecture or in charity and generosity?

Year 4, 5 and 6

- 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.

End of LKS2 Outcomes:	End of UKS2 Outcomes:
<p>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of</p>	<p>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of</p>

sources of wisdom and to beliefs and teachings that arise from them in different communities.

A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.

B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.

C2. 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.

C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

- Order at least five key concepts within a timeline of the Bible's 'big story'.
- List two distinguishing features of at least three different types of biblical text; for example, Gospel, parable, letter.
- Make clear links between biblical texts and the key concepts studied.
- Offer suggestions about what texts might mean and give examples of what the texts studied mean to some Christians.
- Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities.
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- Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live.
- 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.

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C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

- Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied.
- Identify at least five different types of biblical texts, using technical terms accurately.
- Explain connections between biblical texts and the key concepts studied, using theological terms.
- Taking account of the context(s), suggest meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.
- Make clear connections between Bible texts and concepts studied with what Christians believe, how Christians worship and how Christians behave in their whole lives, their church communities, and in the wider world.
- Show how Christians put their beliefs into practice in different ways; for example, in different denominations.

- Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses.
- Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.

Suggested enrichment and links to Cultural capital.

Year A Why do some people believe God exists?

Year 4, 5 and 6

- Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs.
- Give two reasons why a Christian believes in God and one why an atheist does not.
- Outline clearly a Christian understanding of what God is like, using examples and evidence.
- Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.
- Express thoughtful ideas about the impact of believing or not believing in God on someone's life.
- Present different views on why people believe in God or not, including their own ideas.
- Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently.
- Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples.

End of LKS2 Outcomes:

A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.

A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

End of UKS2 Outcomes:

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A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.

B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.

C2. 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.

C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

- Order at least five key concepts within a timeline of the Bible's 'big story'.
- List two distinguishing features of at least three different types of biblical text; for example, Gospel, parable, letter.
- Make clear links between biblical texts and the key concepts studied.
- Offer suggestions about what texts might mean and give examples of what the texts studied mean to some Christians.
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- Describe how Christians show their beliefs in worship and in the way they live.
- Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live.
- 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.

A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

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- Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied.
- Identify at least five different types of biblical texts, using technical terms accurately.
- Explain connections between biblical texts and the key concepts studied, using theological terms.
- Taking account of the context(s), suggest meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.
- Make clear connections between Bible texts and concepts studied with what Christians believe, how Christians worship and how Christians behave in their whole lives, their church communities, and in the wider world.
- Show how Christians put their beliefs into practice in different ways; for example, in different denominations.
- Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses.

- Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.

Suggested enrichment and links to Cultural capital.

Year A What would Jesus do?

Year 4, 5 and 6

- 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.

End of LKS2 Outcomes:

A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.

A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

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B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.

B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.

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Suggested enrichment and links to Cultural capital.

Year A When Jesus left, what was the impact of Pentecost?

Year 4, 5 and 6

- 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.

End of LKS2 Outcomes:

A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.

A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse

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B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.

C2. 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.

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C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.

C2. 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.

C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

- Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied.
- Identify at least five different types of biblical texts, using technical terms accurately.
- Explain connections between biblical texts and the key concepts studied, using theological terms.
- Taking account of the context(s), suggest meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.
- Make clear connections between Bible texts and concepts studied with what Christians believe, how Christians worship and how Christians behave in their whole lives, their church communities, and in the wider world.
- Show how Christians put their beliefs into practice in different ways; for example, in different denominations.
- Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses.
- Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.

Suggested enrichment and links to Cultural capital.

Year A What matters most to Christians and Humanists?

Year 4, 5 and 6

- 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.

End of LKS2 Outcomes:

A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.

A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

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A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.

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B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.

B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.

C2. 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.

C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

- Order at least five key concepts within a timeline of the Bible's 'big story'.
- List two distinguishing features of at least three different types of biblical text; for example, Gospel, parable, letter.
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- Offer suggestions about what texts might mean and give examples of what the texts studied mean to some Christians.
- Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities.
- Describe how Christians show their beliefs in worship and in the way they live.
- Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live.
- 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.

B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.

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- Make clear connections between Bible texts and concepts studied with what Christians believe, how Christians worship and how Christians behave in their whole lives, their church communities, and in the wider world.
- Show how Christians put their beliefs into practice in different ways; for example, in different denominations.
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- Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.

Suggested enrichment and links to Cultural capital.

Year B What kind of king is Jesus?

Year 4, 5 and 6

- 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.

End of LKS2 Outcomes:

A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.

A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

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B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

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B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

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Suggested enrichment and links to Cultural capital.

Year B If God is everywhere, why go to a place of worship?

Year 4, 5 and 6

- Recall and name some key features of places of worship studied.
- Find out about what believers say about their places of worship.
- Make connections between how believers feel about places of worship in different traditions.
- Select and describe the most important functions of a place of worship for the community.
- Give examples of how places of worship support believers in difficult times, explaining why this matters to believers.
- Present ideas about the importance of *people* in a place of worship, rather than the *place* itself.
- Outline how and why places of worship fulfil special functions in the lives of believers.
- Comment thoughtfully on the value and purpose of places of worship in religious communities.

End of LKS2 Outcomes:

A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.

A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

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Suggested enrichment and links to Cultural capital.

Year B What do religions say to us when life gets hard?

Year 4, 5 and 6

- Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life.
- Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation.
- Express ideas about how and why religion can help believers when times are hard, giving examples.
- Outline Christian, Hindu and/or nonreligious beliefs about life after death.
- Explain some similarities and differences between beliefs about life after death.
- Explain some reasons why Christians and Humanists have different ideas about an Afterlife.
- Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples.
- Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding.

End of LKS2 Outcomes:

A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.

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B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.

C2. 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.

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Suggested enrichment and links to Cultural capital.

Year B How can following God bring freedom and justice?

Year 4, 5 and 6

- 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.

End of LKS2 Outcomes:

A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.

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B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.

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Suggested enrichment and links to Cultural capital.

Year B What difference does the resurrection make for Christians?

Year 4, 5 and 6

- 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.

End of LKS2 Outcomes:

A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.

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B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.

B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

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C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.

C2. 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.

C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

- Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied.
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- Show how Christians put their beliefs into practice in different ways; for example, in different denominations.
- Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses.
- Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.

Suggested enrichment and links to Cultural capital.

Year B What difference does it make to believe in Ahimsa (harmlessness), Grace and/or Ummah (community)?

Year 4, 5 and 6

- 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.

End of LKS2 Outcomes:

A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.

A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

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C2. 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.

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Suggested enrichment and links to Cultural capital.

Year C What does it mean to be a Muslim in Britain today? (2 half terms)

Year 4, 5 and 6

- 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.

End of LKS2 Outcomes:

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Suggested enrichment and links to Cultural capital.

Year C Was Jesus the Messiah?

Year 4, 5 and 6

- 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.

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Suggested enrichment and links to Cultural capital.

Year C What did Jesus do to save human beings?

Year 4, 5 and 6

- 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.

End of LKS2 Outcomes:

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Suggested enrichment and links to Cultural capital.

Year C Why do some people think life is a journey and what significant experiences mark this?

Year 4, 5 and 6

- Recall and name some of the ways religions mark milestones of commitment (including marriage).
- Identify at least two promises made by believers at these ceremonies and say why they are important.
- Suggest why some people see life as a journey and identify some of the key milestones on this journey
- Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean.
- Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people.
- Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.
- Explain similarities and differences between ceremonies of commitment.
- Discuss and present their own ideas about the value and challenge of religious commitment in Britain today.

End of LKS2 Outcomes:

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Suggested enrichment and links to Cultural capital.

Year C What does it mean if God is loving and holy?

Year 4, 5 and 6

- 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.

End of LKS2 Outcomes:

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- Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities.
- Describe how Christians show their beliefs in worship and in the way they live.
- Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live.
- 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.

B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.

C2. 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.

C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

- Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied.
- Identify at least five different types of biblical texts, using technical terms accurately.
- Explain connections between biblical texts and the key concepts studied, using theological terms.
- Taking account of the context(s), suggest meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.
- Make clear connections between Bible texts and concepts studied with what Christians believe, how Christians worship and how Christians behave in their whole lives, their church communities, and in the wider world.
- Show how Christians put their beliefs into practice in different ways; for example, in different denominations.
- Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses.
- Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.

Suggested enrichment and links to Cultural capital.

NYCC –

End of Unit Outcomes

EYFS	ELGs in Purple
Understanding The World People, Culture & Communities	<ul style="list-style-type: none"><li data-bbox="636 284 2136 612">• To know now some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

RE	Year One	Year Two
Thinking about religion and belief	<ul style="list-style-type: none"> • Recall features of religious, spiritual and moral stories and other forms of religious expression • recognise and name features of religions and beliefs • 	<ul style="list-style-type: none"> •Retell religious, spiritual and moral stories • Identify how religion and belief is expressed in different ways • Identify similarities and differences in features of religions and beliefs
Enquiring, investigating and interpreting	<ul style="list-style-type: none"> •Identify what they find interesting and puzzling in life • Recognise symbols and other forms of religious expression • 	<ul style="list-style-type: none"> •Recognise that some questions about life are difficult to answer • Ask questions about their own and others' feelings and experiences • Identify possible meanings for symbols and other forms of religious expression
Beliefs and Teachings (What people believe)	<ul style="list-style-type: none"> •Recount outlines of some religious stories 	<ul style="list-style-type: none"> •Retell religious stories and identify some religious beliefs and teachings •
Practices and lifestyles (what people do)	<ul style="list-style-type: none"> •Recognise features of religious life and practice • 	<ul style="list-style-type: none"> •Identify some religious practices, and know that some are characteristic of more than one religion •
Expression and language (how people express themselves)	<ul style="list-style-type: none"> •Recognise some religious symbols and words • 	<ul style="list-style-type: none"> •Suggest meanings in religious symbols, language and stories •

RE	Year One	Year Two
Identity and experience (making sense of who we are)	<ul style="list-style-type: none"> •Identify aspects of own experience and feelings, in religious material studied • 	<ul style="list-style-type: none"> •Respond sensitively to the experiences and feelings of others, including those with a faith •
Meaning and purpose (making sense of life)	<ul style="list-style-type: none"> •Identify things they find interesting or puzzling, in religious materials studied • 	<ul style="list-style-type: none"> •Realise that some questions that cause people to wonder are difficult to answer •
Values and commitments (making sense of right and wrong)	<ul style="list-style-type: none"> •Identify what is of value and concern to themselves, in religious material studied • 	<ul style="list-style-type: none"> •Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong •

RE	Year Three	Year Four
Thinking about religion and belief	<ul style="list-style-type: none"> • Make links between beliefs, stories and practices • Identify the impacts of beliefs and practices on people's lives • Identify similarities and differences between religions and beliefs • 	<ul style="list-style-type: none"> • Comment on connections between questions, beliefs, values and practices • Describe the impact of beliefs and practices on individuals, groups and communities • Describe similarities and differences within and between religions and beliefs
Enquiring, investigating and interpreting	<ul style="list-style-type: none"> • Investigate and connect features of religions and beliefs • Ask significant questions about religions and beliefs • Describe and suggest meanings for symbols and other forms of religious expression • 	<ul style="list-style-type: none"> • Gather, select, and organise ideas about religion and belief • suggest answers to some questions raised by the study of religions and beliefs • suggest meanings for a range of forms of religious expression, using appropriate vocabulary
Beliefs and Teachings (What people believe)	<ul style="list-style-type: none"> • Describe some religious beliefs and teachings of religions studied, and their importance • 	<ul style="list-style-type: none"> • Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions •
Practices and lifestyles (what people do)	<ul style="list-style-type: none"> • Describe how some features of religions studied are used or exemplified in festivals and practices • 	<ul style="list-style-type: none"> • Show understanding of the ways of belonging to religions and what these involve •
Expression and language (how people express themselves)	<ul style="list-style-type: none"> • Make links between religious symbols, language and stories and the beliefs or ideas that underlie them • 	<ul style="list-style-type: none"> • Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language •

RE	Year Three	Year Four
Identity and experience (making sense of who we are)	<ul style="list-style-type: none"> • Compare aspects of their own experiences and those of others, identifying what influences their lives • 	<ul style="list-style-type: none"> • Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers
Meaning and purpose (making sense of life)	<ul style="list-style-type: none"> • Compare their own and other people's ideas about questions that are difficult to answer • 	<ul style="list-style-type: none"> • Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied
Values and commitments (making sense of right and wrong)	<ul style="list-style-type: none"> • Make links between values and commitments, including religious ones, and their own attitudes or behaviour • 	<ul style="list-style-type: none"> • Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues •

RE	Year Five	Year Six
Thinking about religion and belief	<ul style="list-style-type: none"> • Explain connections between questions, beliefs, values and practices in different belief systems • Recognise and explain the impact of beliefs and ultimate questions on individuals and communities • Explain how and why differences in belief are expressed. • 	<ul style="list-style-type: none"> • Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems • Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world • Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.
Enquiring, investigating and interpreting	<ul style="list-style-type: none"> • Suggest lines of enquiry to address questions raised by the study of religions and beliefs • Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence • Recognise and explain diversity within religious expression, using appropriate concepts. 	<ul style="list-style-type: none"> • Identify the influences on, and distinguish between, different viewpoints within religions and beliefs • interpret religions and beliefs from different perspectives • Interpret the significance and impact of different forms of religious and spiritual expression •
Beliefs and Teachings (What people believe)	<ul style="list-style-type: none"> • Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities • 	<ul style="list-style-type: none"> • Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary. •
Practices and lifestyles (what people do)	<ul style="list-style-type: none"> • Explain how selected features of religious life and practice make a difference to the lives of individuals and communities • 	<ul style="list-style-type: none"> • Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities. •
Expression and language (how people express themselves)	<ul style="list-style-type: none"> • Explain how some forms of religious expression are used differently by individuals and communities • 	<ul style="list-style-type: none"> • Compare the different ways in which people of faith communities express their faith. •

RE	Year Five	Year Six
Identity and experience (making sense of who we are)	<ul style="list-style-type: none"> • Make informed responses to questions of identity and experience in the light of their learning • 	<ul style="list-style-type: none"> • Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. •
Meaning and purpose (making sense of life)	<ul style="list-style-type: none"> • Make informed responses to questions of meaning and purpose in the light of their learning • 	<ul style="list-style-type: none"> • Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. •
Values and commitments (making sense of right and wrong)	<ul style="list-style-type: none"> • Make informed responses to people's values and commitments (including religious ones) in the light of their learning • 	<ul style="list-style-type: none"> • Make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply •

Understanding Christianity – Conceptual Building Blocks

God

EYFS Pupils will know that:	End of KS1 Pupils will know that:	End of Lower KS2 Pupils will know that:	End of Upper KS2 Pupils will know that:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Christians believe in God, and that they find out about God in the Bible. • Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this. • Christians worship God and try to live in ways that please him. 	<ul style="list-style-type: none"> • Christians believe God is Trinity: Father, Son and Holy Spirit (see Incarnation). • Jesus the Son is seen by Christians as revealing what God the Father is like. They believe he promises to stay with them and Bible stories show how God keeps his promises. • Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 being loving, forgiving, and full of grace. • Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love. • 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.

Creation and Fall

EYFS Pupils will know that:	End of KS1 Pupils will know that:	End of Lower KS2 Pupils will know that:	End of Upper KS2 Pupils will know that:
<ul style="list-style-type: none"> •The word God is a name. • Christians believe God is Creator of the universe. • Christians believe God made our wonderful world and so we should look after it. 	<ul style="list-style-type: none"> •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. 	<ul style="list-style-type: none"> •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 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), and offers forgiveness even when they keep on falling short. •Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short. 	<ul style="list-style-type: none"> •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.

People of God

EYFS Pupils will know that:	End of KS1 Pupils will know that:	End of Lower KS2 Pupils will know that:	End of Upper KS2 Pupils will know that:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •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. • 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. <ul style="list-style-type: none"> •Christians believe that, through Jesus, all people can become the People of God. 	<ul style="list-style-type: none"> •• 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 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 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 Pupils will know that:	End of KS1 Pupils will know that:	End of Lower KS2 Pupils will know that:	End of Upper KS2 Pupils will know that:
<ul style="list-style-type: none"> • Christians believe God came to Earth in human form as Jesus. • Christians believe Jesus came to show that all people are precious and special to God 	<ul style="list-style-type: none"> • 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, and Advent for Christians is a time for getting ready for Jesus' coming. 	<ul style="list-style-type: none"> • 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 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. 	<ul style="list-style-type: none"> • 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).

Gospel

EYFS Pupils will know that:	End of KS1 Pupils will know that:	End of Lower KS2 Pupils will know that:	End of Upper KS2 Pupils will know that:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 human sin. <ul style="list-style-type: none"> • 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 toward 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 Pupils will know that:	End of KS1 Pupils will know that:	End of Lower KS2 Pupils will know that:	End of Upper KS2 Pupils will know that:
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 Pupils will know that:	End of KS1 Pupils will know that:	End of Lower KS2 Pupils will know that:	End of Upper KS2 Pupils will know that:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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