



Make sense of
belief

Christianity

Islam



Make
connections

RE

Understand the
impact

Hinduism

Judaism



Choices + Vocabulary

Subject Progression
RE
RE Curriculum Overview



	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Autumn	F4: Being special: where do we belong?	1.10: What does it mean to belong to a faith community?	1.6: Who is a Muslim and how do they live? Part 1	L2.1: What do Christians learn from the Creation story? (Creation)	L2.3: What is the 'Trinity' and why is it important for Christians	U2.1: What does it mean if Christians believe God is holy and loving	U2.2: Creation and science: conflicting or complementary? (Creation unit)
	F2: Why is Christmas special for Christians?	1.1: What do Christians believe God is like?	1.4: What is the 'good news' Christians believe Jesus Part 1	L2.2: What is it like for someone to follow God?	L2.7: What do Hindus believe God is like?	U2.8: What does it mean to be a Muslim in Britain today?	U2.4: Was Jesus the Messiah? (Incarnation unit)
Spring	F1: Why is the word 'God' so important to Christians?	1.7: Who is Jewish and how do they live? DOUBLE UNIT	1.4: What is the 'good news' Christians believe Jesus Part 2	L2.9: How do festivals and worship show what matters to a Muslim?	L2.8: What does it mean to be Hindu in Britain today?	U2.3: How can following God bring Freedom and Justice? (People of God)	U2.7 Why do Hindus want to be good?
	F3: Why is Easter special to Christians?	1.2: Who do Christians say made the world	1.5: Why does Easter matter to Christians?	L2.10: How do festivals and family life show what matters to Jewish people?	? L2.5: Why do Christians call the day Jesus died 'Good Friday'?	U2.9: Why is the Torah so important to Jewish people?	U2.7 Unit 40: What difference does the resurrection make to Christians? (Salvation)
Summer	F5: What places are special and why?	1.9: How should we care for the world and for others, and why does it matter?	1.6: Who is a Muslim and how do they live? Part 2	L2.4: What kind of world did Jesus want? (Gospel)	L2.6: For Christians, when Jesus left, what was the impact of Pentecost?	U2.5: Christians and how to live: 'What would Jesus do?' (Gospel)	U2.8: What kind of King was Jesus? (Kingdom of God)
	F6: What times/stories are special and why?	1.10: What does it mean to belong to a faith community?	1.8 What makes some places sacred to believers? C/M	L2.12: How and why do people try to make the world a better place? C/M/J/NR	L2.11: How and why do people mark the significant events of life? C/H/NR	U2.10: What matters most to Humanists and Christians? M/J/NR/C	U2.11: Why do some people believe in God and some people not? C/NR

Subject Progression

RE

Substantive Concepts Overview

[illegible]

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
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Christianity	<p>F2: Why is Christmas special for Christians? INCARNATION</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> - Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus. <p>Understanding the impact</p> <ul style="list-style-type: none"> - Talk about people who are special to them. - Say what makes their family and friends special to them. <p>Making connections</p> <ul style="list-style-type: none"> - Recall simply what happens at a traditional Christian festival (Christmas). - Retell religious stories, making connections with personal experiences. <p>F1: Why is the word 'God' so important to Christians? GOD</p> <p>Make Sense of Belief</p> <p>Talk about things they find interesting, puzzling, or</p>	<p>GOD UNIT</p> <p><u>What do Christians believe God is like?</u></p> <p>What is a parable?</p> <p>A parable is a simple story that teaches a moral or spiritual lesson.</p> <p>The story of the Lost Son:</p> <p>In the story, a young man asks for his inheritance, wastes it, and then returns home. His father forgives him, showing God's forgiveness.</p> <p>Link with Christian beliefs:</p> <p>The story shows that God is like a forgiving Father, welcoming back people who repent and seek forgiveness.</p> <p>CREATION UNIT</p> <p><u>Who do Christians say made the world</u></p> <p>Retell the story of creation</p>	<p>GOSPEL UNIT</p> <p><u>What is the 'good news' Christians believe Jesus brings?</u></p> <p>Make Sense of Belief</p> <ul style="list-style-type: none"> - Telling stories from the Bible (e.g., the story of Matthew the tax collector) and recognizing how they relate to the concept of 'Gospel' or 'good news' - Giving clear, simple accounts of what Bible texts mean to Christians (e.g., the parables or teachings of Jesus) - Recognizing that Jesus gives instructions to people about how to behave (e.g., loving your neighbor, forgiveness, peace) <p>Understand the Impact</p> <ul style="list-style-type: none"> - Giving at least two examples of how Christians follow the teachings about forgiveness, peace, and bringing good news (e.g., helping the poor, reconciling with others) - Giving at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (e.g., volunteering, supporting the friendless) 	<p>L2.1 What do Christians learn from the creation story</p> <p>CREATION UNIT</p> <p>Make Sense of Belief</p> <ul style="list-style-type: none"> - Placing the concepts of God and Creation on a timeline of the Bible's 'big story' (e.g., Creation in Genesis, the Fall, and Redemption) - Making clear links between Genesis 1 and what Christians believe about God and Creation (e.g., God as the Creator of everything) - Recognizing that the story of 'the Fall' in Genesis 3 explains why things go wrong in the world (e.g., human disobedience and sin) <p>Understand the Impact</p> <ul style="list-style-type: none"> - Describing what Christians do because they believe God is the Creator (e.g., following God, marveling at creation, caring for the Earth) - Describing how and why Christians might pray to God, say sorry, and ask for forgiveness (e.g., prayer as a response to sin) <p>Make Connections</p> <ul style="list-style-type: none"> - Asking questions and suggesting answers about what might be important in the Creation story for Christians and for non-Christians today <p>L2.2 What is it like for someone to follow God?</p> <p>PEOPLE OF GOD UNIT</p> <p>Make Sense of Belief</p> <ul style="list-style-type: none"> - Making clear links between the story of Noah and the 	<p>L2.3: What is the 'Trinity' and why is it important for Christians</p> <p>INCARNATION /GOD UNIT</p> <p>Make Sense of Belief</p> <ul style="list-style-type: none"> - Recognising what a 'Gospel' is and giving examples of the kinds of stories it contains (e.g., the life and teachings of Jesus). - Offering suggestions about what texts about baptism and the Trinity mean (e.g., baptism as initiation into the Christian faith, and the Trinity as God the Father, Son, and Holy Spirit). - Giving examples of what these texts (baptism, Trinity) mean to some Christians today (e.g., baptism as an outward sign of inner faith and the Trinity as a model of unity in God's nature). <p>Understand the Impact</p> <ul style="list-style-type: none"> - Describing how Christians show their beliefs about God the Trinity in worship in different ways (e.g., in baptism and prayer). - Describing how Christians show their beliefs about God in the way they live (e.g., the importance of living in accordance with the teachings of Jesus and the example of the Trinity in relationships). <p>Make Connections</p> <ul style="list-style-type: none"> - Making links between some Bible texts studied and the idea of God in Christianity (e.g., understanding God's nature through the stories of creation, salvation, and the life of Jesus). - Expressing ideas about what Christians believe God is like (e.g., loving, just, omnipotent, and present in the world through the Holy Spirit). 	<p>U2.1: What does it mean if Christians believe God is holy and loving</p> <p>GOD UNIT</p> <p>Make Sense of Belief</p> <ul style="list-style-type: none"> - Identifying different types of biblical texts, using technical terms accurately. - Explaining connections between biblical texts and Christian ideas of God, using theological terms. <p>Understand the Impact</p> <ul style="list-style-type: none"> - Making clear connections between Bible texts studied and what Christians believe about God, e.g., through how cathedrals are designed. - Showing how Christians put their beliefs into practice in worship. <p>Make Connections</p> <ul style="list-style-type: none"> - Weighing 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 <p>U2.3: How can following God bring Freedom and Justice?</p> <p>PEOPLE OF GOD</p> <p>Make Sense of Belief</p> <ul style="list-style-type: none"> - Explain connections between the story of Moses and the 	<p>U2.2: Creation and science: conflicting or complementary? CREATION UNIT</p> <p>Make Sense of Belief</p> <ul style="list-style-type: none"> - Identifying different types of biblical texts (e.g., Genesis 1 as a creation narrative), using technical terms accurately (e.g., "myth," "historical narrative," "allegory"). - Explaining connections between biblical texts (e.g., Genesis 1) and Christian ideas of God as Creator, using theological terms (e.g., "theism," "omnipotence," "creation ex nihilo"). <p>Understand the Impact</p> <ul style="list-style-type: none"> - Making clear connections between Genesis 1 and Christian belief about God as Creator, showing how these beliefs influence Christian practices (e.g., church architecture, worship practices). - Explaining why many Christians believe that science and faith can go together, using examples (e.g., seeing Genesis 1 as a theological statement rather than a scientific account). <p>Make Connections</p> <ul style="list-style-type: none"> - Identifying key ideas from Genesis 1 (e.g., God as Creator, the goodness of creation) and evaluating how these ideas influence personal

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	<p>wonderful and also about their own experiences and feelings about the world. Think about the wonders of the natural world, expressing ideas and feelings.</p> <p>Understanding the Impact Talk about what people do to mess up the world and what they do to look after it. Say how and when Christians like to thank their Creator.</p> <p>Making Connections Retell stories, talking about what they say about the world, God, human beings. Talk about what they say about the world, God, human beings.</p> <p>F3: Why is Easter special to Christians? SALVATION Make Sense of Belief Recognise and retell stories connected with the celebration of Easter Say why Easter is a special time for Christians</p>	<p>from Genesis 1:1–2:3 simply: The key events of the Creation story: God creating light, sky, land, sea, plants, animals, and humans, and resting on the seventh day.</p> <p>Recognise that 'Creation' is the beginning of the 'big story' of the Bible: Creation is the starting point of the Bible's larger narrative, setting the foundation for the rest of the Bible's teachings about God, humans, and the world.</p> <p>Say what the story tells Christians about God, Creation, and the world: Christians believe that God is the Creator of the world, that everything in creation is good, and humans are entrusted with the responsibility to care for the earth.</p>	<p>Make Connections - Thinking, talking, and asking questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for everyone to learn about how to live - Giving a good reason for their ideas about how to live based on Jesus' teachings, and whether these values are beneficial to everyone, not just Christians</p> <p>1.5: Why does Easter matter to Christians? SALVATION</p> <p>Make Sense of Belief - Recognizing that Incarnation (God becoming human) and Salvation (Jesus' role in rescuing people) are key themes in the Bible's story - Telling stories from Holy Week and Easter, such as Jesus' death and resurrection, and recognizing their connection to Salvation</p> <p>Understand the Impact - Giving at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship during Easter</p>	<p>idea of covenant (God's promise to Noah, symbolized by the rainbow) Understand the Impact - Making simple links between promises in the story of Noah (e.g., God's covenant with Noah) and the promises Christians make in a wedding ceremony (e.g., vows of commitment) Make Connections - Making links between the story of Noah and how we live in school and the wider world (e.g., keeping promises, caring for the environment, showing loyalty)</p> <p>L2.4 What kind of world did Jesus want</p> <p>Make Sense of Belief - Identifying texts from the Gospels that tell the story of Jesus' life and teachings (e.g., stories from the Gospel of Matthew, Mark, Luke, and John). - Making clear links between the calling of the first disciples and how Christians today try to follow Jesus (e.g., the metaphor of being "fishers of people"). - Suggesting ideas and finding out about what Jesus' actions towards outcasts (e.g., lepers, tax collectors) mean for a Christian (e.g., showing compassion, inclusion, and care for the marginalized). Understand the Impact - Giving examples of how Christians try to show love for all, including how Christian leaders follow Jesus' teachings (e.g., love your</p>	<p><u>L2.5: Why do Christians call the day Jesus died 'Good Friday'? SALVATION UNIT</u></p> <p>Make Sense of Belief - Recognising the word 'Salvation' and understanding that Christians believe Jesus came to 'save' or 'rescue' people, e.g., by showing them how to live. - Offering informed suggestions about what the events of Holy Week mean to Christians. - Giving examples of what Christians say about the importance of the events of Holy Week. Understand the Impact - Making simple links between the Gospel accounts and how Christians mark the Easter events in their communities. - Describing how Christians show their beliefs about Jesus in worship in different ways.</p> <p>Make Connections - Raising thoughtful questions and suggesting some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.</p> <p><u>L2.6: For Christians, when Jesus left, what was the impact of Pentecost? KINGDOM OF GOD UNIT</u></p> <p>Make Sense of Belief - Making clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth. - Offering informed suggestions about what the events of Pentecost in Acts 2 might mean. - Giving examples of what Pentecost means to some Christians now.</p>	<p>concepts of freedom and salvation, using theological terms (e.g., Exodus, Covenant, Redemption). Understand the Impact - 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 (e.g., social justice, activism, charity). Make Connections - 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.</p> <p>U2.5: Christians and how to live: 'What would Jesus do? '</p> <p>GOSPEL</p> <p>Make Sense of Belief - Identify features of Gospel texts (e.g., teachings, parables, narratives). - Suggest meanings of Gospel texts studied, considering the context, and compare personal ideas with Christian interpretations. Understand the Impact - Make clear connections between</p>	<p>faith and global social issues (e.g., environmental stewardship, human dignity). - Weighing up how Genesis 1 aligns with or challenges scientific accounts of creation, giving well-reasoned views based on both theological and scientific perspectives.</p> <p>U2.4: Was Jesus the Messiah? INCARNATION UNIT</p> <p>Make Sense of Belief - Explain the place of the Incarnation and Messiah within the "big story" of the Bible (creation, fall, redemption, and restoration). - Identify Gospel and prophecy texts, using technical terms (e.g., "Messianic prophecies," "Incarnation," "redemption"). - Explain connections between biblical texts, Incarnation, and Messiah, using theological terms (e.g., "Christology," "salvation history," "soteriology"). Understand the Impact - Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas (e.g., worship, nativity scenes, giving gifts). - Comment on how the idea that Jesus is</p>
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	<p>Understanding the Impact Talk about ideas of new life in nature</p> <p>Making Connections Recognise some symbols Christians use during Holy Week (e.g., palm leaves, cross, eggs, etc.), and make connections with signs of new life in nature Talk about some ways Christians remember these stories at Easter</p>	<p>Give at least one example of what Christians do to say 'thank you' to God for Creation: Christians may thank God through prayer or show appreciation for Creation by taking care of the environment (e.g. recycling, protecting wildlife).</p>	<p>Make Connections - Thinking, talking, and asking questions about whether the story of Easter has meaning for Christians only, or if it offers insights about sadness, hope, or heaven for everyone - Exploring different ideas about how Easter's message of hope, resurrection, and new life can resonate beyond Christianity, and giving reasons for their ideas</p>	<p>neighbor, forgiveness, charity). Make Connections - Making links between the importance of love in the Bible stories studied and life in the world today (e.g., how the message of loving your neighbor influences how we treat others in modern society).</p>	<p>Understand the Impact - Making simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now. - Describing how Christians show their beliefs about the Holy Spirit in worship.</p> <p>Make Connections - Making links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.</p>	<p>Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and individually. Make Connections - Make connections between Christian teachings (e.g., about peace, forgiveness, healing) and issues, problems, and opportunities in the world today, including their own lives. - Articulate their own responses to the issues studied, recognizing different points of view.</p>	<p>The Messiah makes sense in the wider story of the Bible, considering his role in salvation history. Make Connections - Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.</p> <p>U2.7 Unit 40: What difference does the resurrection make to Christians? SALVATION</p> <p>Make Sense of Belief - Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it (creation, fall, redemption, restoration). - Explain what Christians mean when they say that Jesus' death was a sacrifice, referring to atonement, redemption, and reconciliation with God. Understand the Impact - Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate</p>
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							<p>Communion/Lord's Supper (e.g., remembering Jesus' sacrifice, communion with God and others). - Show how Christians put their beliefs into practice in different ways (e.g., acts of charity, forgiveness, service to others). Make Connections - Weigh up the value and impact of ideas of sacrifice in their own lives and the world today, reflecting on personal experiences or societal examples of self-sacrifice. - Articulate their own responses to the idea of sacrifice, recognizing different points of view (e.g., how sacrifice is understood in different faiths or secular contexts).</p> <p>U2.8: What kind of King was Jesus? KINGDOM OF GOD</p> <p>Make Sense of Belief - Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it (creation, fall, redemption, restoration). - Explain what Christians mean when they say that Jesus' death was a sacrifice, referring to</p>
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							<p>atonement, redemption, and reconciliation with God. Understand the Impact</p> <ul style="list-style-type: none"> - Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper (e.g., remembering Jesus' sacrifice, communion with God and others). - Show how Christians put their beliefs into practice in different ways (e.g., acts of charity, forgiveness, service to others). <p>Make Connections</p> <ul style="list-style-type: none"> - Weigh up the value and impact of ideas of sacrifice in their own lives and the world today, reflecting on personal experiences or societal examples of self-sacrifice.
Islam			<p>1.6 WHO IS MUSLIM AND HOW DO THEY LIVE? Sense of Belief</p> <ul style="list-style-type: none"> - Recognizing the words of the Shahadah and understanding that it is very important for Muslims - Identifying some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah 	<p>L2.9 How do festivals and worship show what matters to a muslim?</p> <p>Make Sense of Belief</p> <ul style="list-style-type: none"> - Identifying some beliefs about God in Islam, expressed in Surah 1 (Al-Fatiha), which includes God as the Lord of the Worlds, the Most Merciful, and the Most Compassionate. - Making clear links between beliefs about God and ibadah (worship), such as how God is worthy of worship 		<p>U2.8: What does it mean to be a Muslim in Britain today?</p> <p>Make Sense of Belief</p> <ul style="list-style-type: none"> - Identify and explain Muslim beliefs about God, the Prophet, and the Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message). - Describe ways in which Muslim sources of authority guide Muslim 	

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		<p>- Understanding how stories about the Prophet Muhammad show what Muslims believe about him</p> <p>Understand the Impact</p> <ul style="list-style-type: none"> - Giving examples of how Muslims use the Shahadah to show what matters to them (e.g., belief in one God, the importance of Muhammad) - Giving examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g., care for creation, fasting in Ramadan) - Giving examples of how Muslims put their beliefs about prayer into action (e.g., praying five times a day, performing ablution) <p>Make Connections</p> <ul style="list-style-type: none"> - Thinking, talking about, and asking questions about Muslim beliefs and ways of living - Talking about what they think is good for Muslims about prayer, respect, celebration, and self-control, giving good reasons for their ideas - Giving a good reason for their ideas about whether prayer, respect, celebration, and self-control have 	<p>and how Muslims submit to God in worship.</p> <p>Understand the Impact</p> <ul style="list-style-type: none"> - Giving examples of ibadah (worship) in Islam, such as prayer (salah), fasting (sawm), and celebrating Eid, and describing what they involve. - Making links between Muslim beliefs about God and a range of ways in which Muslims worship, including both individual and communal worship in places like the mosque and at home. <p>Make Connections</p> <ul style="list-style-type: none"> - Raising questions and suggesting answers about the value of submission and self-control for Muslims, and whether these qualities offer benefits for people who are not Muslims. - Making links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today. 		<p>living (e.g. Qur'an guidance on the Five Pillars; Hajj practices follow the example of the Prophet).</p> <p>Understand the Impact</p> <ul style="list-style-type: none"> - Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art). - Give evidence and examples to show how Muslims put their beliefs into practice in different ways. <p>Make Connections</p> <ul style="list-style-type: none"> - Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Bolton today. - Consider and weigh up the value of submission, obedience, generosity, self-control, and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims. - Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views. 	
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			something to say to them too				
Judaism		<p>1.7 Who is Jewish and how do they live?</p> <p>The Shema as a Jewish prayer: The Shema is a central Jewish prayer that declares the oneness of God: "Hear, O Israel: the Lord our God, the Lord is one."</p> <p>Stories used in Jewish celebrations (e.g. Chanukah):</p> <p>Chanukah: The story of the miracle of the oil, where one small jar of oil burned for eight days.</p> <p>Shabbat: The story of God creating the world in six days and resting on the seventh.</p> <p>What the stories remind Jews about God: Shabbat: Reminds Jews that God created the world and that rest is important. Chanukah: Reminds Jews of God's</p>		<p>L2.10 How do festivals and family life show what matters to Jewish people?</p> <p>Make Sense of Belief</p> <ul style="list-style-type: none"> - Identifying Jewish beliefs about God, sin, and forgiveness (e.g., God as compassionate and just, the need for repentance, and the possibility of forgiveness through God's grace). - Making clear links between the story of the Exodus and Jewish beliefs about God's relationship with the Jewish people (e.g., God's covenant with Israel, freedom from slavery). - Offering informed suggestions about the meaning of the Exodus story for Jews today (e.g., freedom, salvation, and divine protection). <p>Understand the Impact</p> <ul style="list-style-type: none"> - Making simple links between Jewish beliefs about God and His people and how Jews live (e.g., celebrating forgiveness, salvation, and freedom during festivals like Passover). - Describing how Jews show their beliefs through worship in festivals, both at home and in wider communities (e.g., through prayer, rituals, and communal meals). <p>Make Connections</p> <ul style="list-style-type: none"> - Raising questions and suggesting answers about the value of remembering the past and looking forward to the future for Jews and others (e.g., the importance of historical memory and hope for the future). 		<p>U2.9: Why is the Torah so important to Jewish people?</p> <p>Make Sense of Belief</p> <ul style="list-style-type: none"> - Identify and explain Jewish beliefs about God. - Give examples of some texts that say what God is like and explain how Jewish people interpret them. <p>Understand the Impact</p> <ul style="list-style-type: none"> - Make clear connections between Jewish beliefs about the Torah and how they use and treat it. - Make clear connections between Jewish commandments (Mitzvot) and how Jews live (e.g. in relation to kosher laws). - Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice). <p>Make Connections</p> <ul style="list-style-type: none"> - Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today. - Consider and weigh up the value of e.g. tradition, ritual, community, study, and worship in the lives of Jews today, and articulate responses on how far they are 	

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		<p>power, protection, and faithfulness.</p> <p>How Jewish people celebrate special times:</p> <p>Shabbat: Lighting candles, having a special meal, resting.</p> <p>Sukkot: Building and eating in sukkahs (temporary huts) to remember the journey through the desert.</p> <p>Chanukah: Lighting the menorah to remember the miracle of the oil.</p> <p>Ways Jewish people remember God:</p> <p>Mezuzah: A small scroll with a prayer placed on the doorposts of Jewish homes.</p> <p>Shabbat rituals: Lighting candles, saying blessings, and resting</p>		<p>- Making links with values such as personal reflection, saying sorry, being forgiven, being grateful, seeking freedom, and justice in the world today, including pupils' own lives.</p>		<p>valuable to people who are not Jewish.</p>	
Hinduism					<p>L2.7: What do Hindus believe God is like?</p> <p>Make Sense of Belief</p>		<p>U2.7 Why do Hindus want to be good?</p> <p>Make Sense of Belief</p>

				<p>- Identifying some Hindu deities (e.g., Vishnu, Shiva, Lakshmi) and explaining how they help Hindus describe God (e.g., through different attributes of God, like preservation, destruction, and creation).</p> <p>- Making links between some Hindu stories (e.g., Svetaketu, Ganesh, Diwali) and what Hindus believe about God (e.g., lessons on devotion, wisdom, and the triumph of good over evil).</p> <p>- Offering informed suggestions about what Hindu murtis express about God (e.g., statues and images as representations of divine attributes, allowing Hindus to connect with God).</p> <p>Understand the Impact</p> <p>- Making simple links between Hindu beliefs about God and how Hindus live (e.g., choosing a deity to focus worship on, setting up a home shrine, celebrating Diwali).</p> <p>- Identifying some different ways in which Hindus worship (e.g., through rituals, prayers, offerings, and festivals like Diwali and Holi).</p> <p>Make Connections</p> <p>- Raising questions and suggesting answers about whether it is good to think about the cycle of creation/preservation/destruction in the world today (e.g., environmental concerns, societal changes).</p> <p>- Making links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today (e.g., promoting respect for all people, the idea of divinity within each individual).</p> <p><u>L2.8: What does it mean to be Hindu in Britain today?</u></p>	<p>Identify and explain Hindu beliefs, e.g., dharma, karma, samsara, moksha, using technical terms accurately.</p> <p>- Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, and the cycle of life.</p> <p>Understand the Impact</p> <p>- Make clear connections between Hindu beliefs about dharma, karma, samsara, and moksha and ways in which Hindus live.</p> <p>- Connect the four Hindu aims of life (dharma, artha, kama, moksha) and the four stages of life (ashrama) with beliefs about dharma, karma, moksha, etc.</p> <p>- Give evidence and examples to show how Hindus put their beliefs into practice in different ways (e.g., through rituals, lifestyle choices, social roles).</p> <p>Make Connections</p> <p>- Make connections between Hindu beliefs studied (e.g., karma and dharma), and explain how and why they are important to Hindus.</p> <p>- Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.</p>
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					<p>Understand the Impact</p> <ul style="list-style-type: none"> - Describing how Hindus show their faith within their families in Britain today (e.g., home puja, celebrating Diwali at home). - Describing how Hindus show their faith within their faith communities in Britain today (e.g., arti and bhajans at the mandir, celebrating festivals like Diwali). - Identifying some different ways in which Hindus show their faith (e.g., through practices in different communities in Britain, or between Britain and parts of India). <p>Make Sense of Belief</p> <ul style="list-style-type: none"> - Identifying the terms dharma, Sanatan Dharma, and Hinduism and explaining their meanings (e.g., dharma as duty, Sanatan Dharma as the eternal way of life, and Hinduism as a broad religious tradition). - Making links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) – encompassing rituals, values, and ethical principles. <p>Make Connections</p> <ul style="list-style-type: none"> - Raising questions and suggesting answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is good for individuals and society. 		
Thematic	<p>F4 : Being Special Where do we belong?</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> - Retell religious stories making connections with personal experiences. 	<p>THEMATIC UNIT</p> <p>- FAITH COMMUNITY</p> <p>Substantive Knowledge</p> <p>Make Sense of Beliefs</p>	<p>1.8 What makes some places sacred to believers? C/M</p> <p>SACRED PLACES</p> <p>Make Sense of Beliefs</p> <p>Make Sense of Belief</p> <ul style="list-style-type: none"> - Recognizing that there are special places where people go to worship (e.g., 	<p>12.12 How and why do people try to make the world a better place? (C/M/J/NR)</p> <p>Make Sense of Belief</p> <ul style="list-style-type: none"> - Identifying beliefs about why the world is not always a good place (e.g., Christian ideas of sin, human imperfection, suffering). 	<p>12.11: How and why do people mark the significant events of life? C/H/NR WORLD AND OTHERS</p> <p>Make Sense of Belief</p> <ul style="list-style-type: none"> - Identifying some beliefs about love, commitment, and promises in two religious traditions and describing what they mean. 	<p>U2.10: What matters most to Humanists and Christians?</p> <p>C /M/J/NR</p> <p>Make Sense of Belief</p> <ul style="list-style-type: none"> - Identify and explain beliefs about why people are good and 	<p>U2.11: Why do some people believe in God C/NR</p> <p>Make Sense of Belief</p> <ul style="list-style-type: none"> - Define the terms 'theist', 'atheist', and 'agnostic' and give examples of

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<p>Understanding the impact - Share and record occasions when things have happened in their lives that made them feel special. Making connections - Recall simply what happens at a traditional Christian infant baptism and dedication. - Recall simply what happens when a baby is welcomed into a religion other than Christianity F5: What places are special and why? SACRED PLACES</p> <p>Make Sense of Belief Recognise that some religious people have places which have special meaning for them Begin to recognise that for Christians, Muslims, or Jews, these special things link to beliefs about God Understanding the Impact Talk about the things that are special and</p>	<p>Loving others is a central value in many communities, including religious (Christian, Muslim) and secular communities.</p> <p>Jesus' Teachings: "Love your neighbour as yourself" and "Love your enemies."</p> <p>Prophet Muhammad's Teachings: "None of you truly believes until he wishes for his brother what he wishes for himself."</p> <p>Understand the Impact</p> <p>Christian Welcome Ceremony: Baptism – water symbolises purification and new life.</p> <p>Jewish Welcome Ceremony: Brit Milah (circumcision)</p>	<p>churches, mosques, synagogues) and talking about what people do there - Identifying at least three objects used in worship in two religions (e.g., Bible, Qur'an, menorah) and explaining their use and meaning - Identifying a belief about worship and a belief about God, and connecting these beliefs to a place of worship (e.g., belief in God's presence in worship, reverence in a synagogue) Understand the Impact Understand the Impact - Giving examples of stories, objects, symbols, and actions used in churches, mosques, and synagogues that show what people believe - Giving simple examples of how people worship in a church, mosque, or synagogue (e.g., prayer, singing hymns, reading from religious texts) - Talking about why some people like to belong to a sacred building or community (e.g., a sense of belonging, spiritual growth)</p> <p>Making connections</p>	<p>- Making links between religious beliefs and teachings and why people try to live and make the world a better place (e.g., the role of charity and service in religion). Understand the Impact - Making simple links between teachings on how to live and ways in which people try to make the world a better place (e.g., tikkun olam in Judaism, charity in Christianity). - Describing examples of how people try to live according to religious teachings (e.g., individuals and organizations putting beliefs into action). - Identifying differences in how people put their beliefs into action (e.g., some focus on charity, others on justice). Make Connections - Raising questions and suggesting answers about why the world is not always a good place, and what the best ways of making it better are (e.g., the role of love, forgiveness, and justice). - Making links between commands for living from religious traditions, non-religious worldviews, and pupils' own ideas (e.g., how ethical principles in religions compare to secular beliefs). - Expressing their own ideas about the best ways to make the world a better place, making links with religious ideas studied, and giving good reasons for their views.</p>	<p>- Offering informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today. Understand the Impact - Describing what happens in ceremonies of commitment (e.g., baptism, sacred thread, marriage) and saying what these rituals mean. - Making simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g., through celebrating forgiveness, salvation, and freedom at festivals). - Identifying some differences in how people celebrate commitment (e.g., different practices of marriage or Christian baptism). Make Connections - Raising questions and suggesting answers about whether it is good for everyone to see life as a journey, and to mark the milestones. - Making links between ideas of love, commitment, and promises in religious and non-religious ceremonies. - Giving good reasons why they think ceremonies of commitment are or are not valuable today.</p>	<p>bad (e.g., Christian and Humanist perspectives). - Make links with sources of authority that tell people how to be good (e.g., the Bible and Humanist values). Understand the Impact - Make clear connections between Christian and Humanist ideas about being good and how people live. - Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. Make Connections - Raise important questions and suggest answers about how and why people should be good. - Make connections between the values studied (e.g., Christian morality, Humanist ethics) and their own lives, and their importance in the world today.</p>	<p>statements that reflect these beliefs. - Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from (e.g., scripture, science, personal experience). - Give examples of reasons why people do or do not believe in God (e.g., personal experiences, logical arguments, scientific understanding). Understand the Impact - Make clear connections between what people believe about God and the impact of this belief on how they live (e.g., moral decisions, lifestyle choices). - Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g., different interpretations of Genesis, the nature of God). Make Connections - Reflect on and articulate some ways in which believing in God is valuable in the lives of believers (e.g., providing purpose, moral guidance) and ways it can be challenging (e.g., dealing with suffering, doubts). - Consider and weigh up different views on theism, agnosticism, and atheism, expressing insights of their own about why people believe in God or not. - Make connections between belief and behavior in their own lives, in the light of their learning.</p>
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	<p>valued in a place of worship</p> <p>Making Connections</p> <p>Talk about somewhere that is special to themselves, saying why</p> <p>Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church</p> <p>Express a personal response to the natural world</p> <p>F6: What times/stories are special and why?</p> <p>SPECIAL CELEBRATIONS</p> <p>Making Sense of Beliefs</p> <ul style="list-style-type: none"> - Religious stories (e.g., Zacchaeus, the ten lepers, Chanukah) - Own feelings related to religious stories - Teachings from religious stories (e.g., Zacchaeus, ten lepers, Chanukah) <p>Understanding the Impact</p> <ul style="list-style-type: none"> - Reflecting on how religious stories influence behavior (e.g., 	<p>or naming ceremony – symbolises the covenant with God.</p> <p>Muslim Welcome Ceremony:</p> <p>Aqiqah – animal sacrifice and naming the child, marking the introduction into the Muslim community.</p> <p>Marriage Ceremonies:</p> <ul style="list-style-type: none"> - Christian: Exchange of rings and vows to express commitment. - Jewish: Chuppah (symbol of home) and breaking of the glass (symbolising life's fragility). - Non-religious: Exchange of vows and rings to symbolise love and commitment. <p>Making Connections</p>	<p>Make Connections</p> <ul style="list-style-type: none"> - Thinking, talking, and asking good questions about what happens in a church, synagogue, or mosque, and giving reasons for their ideas - Talking about what makes some places special to people and the difference between religious and non-religious special places 				
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	<p>Zacchaeus teaching about friendship, the lepers teaching about gratitude)</p> <p>Making Connections - Identifying connections between the stories and personal beliefs (e.g., lessons learned from Zacchaeus, the ten lepers, Chanukah)</p>	<p>People express their identity and belonging within faith communities through symbols (e.g., crosses, hijabs, kippahs) and practices (e.g., prayers, festivals).</p> <p>Other Communities: Belonging can be expressed through shared interests such as hobbies, sports, and social causes.</p> <p>Being part of a community provides support, shared values, and a sense of belonging.</p> <p>Faith Communities: Offer spiritual guidance, social support, and a shared purpose.</p> <p><u>THEMATIC UNIT</u></p> <p>=</p>					
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		<p><u>HOW WOULD YOU CARE FOR THE WORLD?</u></p> <p>Making Sense of Belief</p> <p>Substantive Knowledge</p> <p>Story/Text About Uniqueness and Value: Stories such as the creation account in Genesis 1, where humans are made in God's image, show that every person is unique and valuable.</p> <p>Key Belief: A key belief found in these stories is that God loves all people and created them with inherent value.</p> <p>Genesis 1: Genesis 1 tells Christians and Jews that God created the natural world, and everything He made was</p>					
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		<p>good. It conveys that the world was purposefully created and should be respected.</p> <p>Understand the Impact</p> <p>Examples of Caring for Others: Students should be able to give examples of how people show they care for others (e.g., through charity work) and relate these actions to the teachings found in religious texts, like the Good Samaritan story.</p> <p>Caring for the Earth: Students should describe ways in which Christians and Jews can show care for the natural world and explain the religious basis for this care, particularly</p>					
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		<p>through the concept of stewardship</p> <p>Making Connections</p> <p>Why Christians and Jews Look After the Natural World: Christians and Jews might look after the natural world because they believe it is part of God's creation, and they are entrusted with its care. This aligns with their responsibility as stewards of God's creation..</p>					
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	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	-	- UNIT TITLES	-	-	-	-	-
Make sense of belief	F4 – BELONGING - Understanding of the role of stories in religious traditions. F2: Why is Christmas special for Christians? INCARNATION - Understanding the theological concept of "incarnation" in Christian belief. - Recognizing how relationships shape personal identity and values. F1: Why is the word 'God' so important to Christians? GOD Make Sense of Belief Recognizing key ideas about the world, God, and human beings as expressed in religious stories - Retelling religious stories and discussing what they say about the world, God, and humanity (e.g., creation stories or stories of moral guidance) - Understanding how these stories help people explore their relationship with the world, God,	GOD UNIT What do Christians believe God is like? Understanding what a parable is: Recognising that a parable is a story used to teach moral or spiritual lessons. This requires thinking about the deeper meanings behind the simple narratives. Retelling the story of the Lost Son: Being able to identify and clearly tell the story from the Bible in a simple way. Recognising the link with Christian beliefs: Understanding how the story links to the Christian concept of God as a forgiving Father. This involves recognising the symbolism of the father's forgiveness and how it reflects God's character. CREATION UNIT Retell the story of creation simply:	ISLAM – What is a muslim? Make Sense of Beliefs Recognizing key Muslim beliefs (e.g., the Shahadah, 99 names of Allah) - Identifying key beliefs about God in the Shahadah and the meanings of some of the 99 names of Allah (e.g., Al-Rahman – the Merciful) - Describing what some of the names of Allah mean and how they reflect Muslim beliefs about God's nature and attributes - Recognizing how stories of the Prophet guide Muslims' understanding of key beliefs, such as compassion, honesty, and care for creation 1.4: What is the 'good news' Christians believe Jesus Part 1 GOSPEL Recognizing the link between Bible stories and the concept of the Gospel - Identifying key Bible stories that highlight the concept of the Gospel, such as Matthew's conversion and how it represents the good news of forgiveness and redemption	L2.1 What do Christians learn from the creation story CREATION UNIT Make Sense of Beliefs Understanding the biblical story of God and Creation - Identifying the placement of Creation (Genesis 1) and the Fall (Genesis 3) in the Bible's overarching narrative and understanding how these events set the foundation for the rest of the Bible's story - Connecting the teachings of Genesis 1 about God's role in Creation to Christian beliefs about the goodness of creation, God's sovereignty, and the responsibility of humans to care for the Earth - Understanding how the Fall in Genesis 3 is central to the Christian understanding of why suffering and evil exist, and how it introduces the need for redemption and restoration L2.2 What is it like for someone to follow God? PEOPLE OF GOD UNIT Understanding the relationship between the story of Noah and the concept of covenant - Understanding how the story of Noah illustrates	L2.3: What is the 'Trinity' and why is it important for Christians INCARNATION /GOD UNIT Understanding Christian beliefs through the Gospels and key concepts such as baptism and the Trinity - Understanding the Gospels as texts that narrate the life, death, and resurrection of Jesus, forming the foundation of Christian belief. - Exploring the theological concepts of baptism as a ritual that marks the entry into Christian life and the Trinity as a fundamental Christian doctrine of one God in three persons. - Examining how Christians interpret baptism and the Trinity in different Christian denominations, and how these beliefs shape their faith and worship practices today. L2.7: What do Hindus believe God is like? Understanding Hindu beliefs about deities, murtis, and stories - Exploring how Hindu deities embody different aspects of God and how Hindus view the divine in multiple forms,	U2.1: What does it mean if Christians believe God is holy and loving GOD UNIT Understanding biblical texts and Christian beliefs about God - Categorizing and identifying different biblical genres (e.g., historical, poetic, prophetic) and understanding how each type contributes to Christian theology. - Exploring theological concepts such as holiness, love, and grace, and how they are communicated through different biblical texts (e.g., creation stories, the life of Jesus). U2.8: What does it mean to be a Muslim in Britain today? Make Sense of Belief - Identify and explain Muslim beliefs about God, the Prophet, and the Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message). - Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on the Five Pillars; Hajj practices follow the example of the Prophet).	U2.2: Creation and science: conflicting or complementary? CREATION UNIT Make Sense of Belief - Understanding Text Types: Identifying and categorizing biblical genres, such as creation stories, wisdom literature, and prophecy, and understanding how each genre serves a theological purpose within Christianity. - Theological Interpretation: Applying theological concepts (e.g., "imago Dei" for humanity created in the image of God) to interpret the meaning of Genesis 1 in light of Christian beliefs about God's nature and creation.. U2.4: Was Jesus the Messiah? INCARNATION UNIT Make Sense of Belief - Understanding Biblical Narrative: Identifying the overarching structure of the Bible (creation, fall, redemption, restoration) and explaining the role of key events like the Incarnation and Jesus as the Messiah within this narrative.



	<p>and other human beings.F3: Why is Easter special to Christians? SALVATION Recognizing religious symbols used by Christians during Holy Week (e.g., palm leaves, cross, eggs) - Identifying how symbols like palm leaves, crosses, and eggs are used to represent key aspects of the Easter story and new life in nature - Making connections between symbols used in Holy Week and ideas of renewal or new life, both in nature and religious observances F5: What places are special and why? SACRED PLACES Make Sense of Belief Recognise that some religious people have places which have special meaning for them Begin to recognise that for Christians, Muslims, or Jews, these special things link to beliefs about God</p> <p>F6: What times/stories are special and why?</p>	<p>The skill of simplifying and explaining the main events of the Creation story in one's own words. Recognise the Creation story as the beginning of the Bible's big story: The ability to see the Creation story as the first part of the Bible's larger narrative, understanding its importance in the context of Christian beliefs. Interpret the Creation story to understand its meaning for Christians: Understanding how the story reflects Christian beliefs about God's nature (creative, purposeful, and good), the value of creation, and humans' role in caring for the earth. Reflect on the meaning of the world and Creation: Engaging with the idea of living in an amazing world, thinking about the responsibility humans have to care for it, and making connections between the</p>	<p>- Understanding the lessons Christians draw from Bible stories (e.g., Matthew's change of heart reflects Jesus' teachings on forgiveness and transformation) - Recognizing the moral teachings of Jesus that Christians follow in their daily lives, focusing on peace, forgiveness, and loving others 1.5: Why does Easter matter to Christians? SALVATION Recognizing the connection between Incarnation, Salvation, and the 'big story' of the Bible - Understanding how Incarnation and Salvation fit into the overall narrative of the Bible, from creation to Jesus' life, death, and resurrection - Identifying how the stories of Jesus' sacrifice, death, and resurrection highlight the concept of salvation—rescuing people from sin and offering hope and eternal life 1.8 What makes some places sacred to believers? C/M SACRED PLACES Make Sense of Beliefs Recognizing the role of places of worship in religious practice - Identifying and understanding the significance of places of worship in religious</p>	<p>God's covenant with humanity, symbolized by the rainbow as a sign of God's promise to never again destroy the Earth with a flood L2.9 How do festivals and worship show what matters to a muslim?</p> <p>Understanding beliefs about God in Islam - Exploring how Surah 1 expresses core Islamic beliefs about God, highlighting His attributes such as mercy, sovereignty, and guidance, and how these beliefs shape the Muslim understanding of God - Connecting the understanding of God's nature in Islam to the practice of ibadah (worship), where Muslims express submission and devotion to God through acts like prayer and fasting. L2.10 How do festivals and family life show what matters to Jewish people?</p> <p>Understand the Impact - Making simple links between Jewish beliefs about God and His people and how Jews live (e.g., celebrating forgiveness, salvation, and freedom during festivals like Passover). - Describing how Jews show their beliefs through worship in festivals, both at home and in wider communities (e.g.,</p>	<p>depending on the deity (e.g., Vishnu as preserver, Shiva as destroyer). - Analyzing how stories about Hindu deities express core beliefs about God's nature and the moral lessons that are central to Hindu thought (e.g., Diwali as a victory of light over darkness). - Understanding the significance of murtis in Hindu worship and how they help devotees visualize and relate to the divine, even though God is beyond form.</p> <p>L2.8: What does it mean to be Hindu in Britain today?</p> <p>Understanding Hindu concepts and practices - Defining the concepts of dharma and Sanatan Dharma in Hinduism, and understanding how these terms shape the practice of Hindu beliefs, morality, and worldview. - Analyzing the holistic nature of Hinduism as a way of life, including how everyday actions, family traditions, and rituals reflect the principles of dharma and Hindu ethics.</p> <p>L2.5: Why do Christians call the day Jesus died 'Good Friday'? SALVATION UNIT</p>	<p>U2.3: How can following God bring Freedom and Justice?</p> <p>PEOPLE OF GOD</p> <p>Theological Understanding of Freedom and Salvation - Understanding how the story of Moses in the Bible represents God's work of salvation and freedom, interpreting theological concepts like salvation, redemption, and liberation.</p> <p>U2.9: Why is the Torah so important to Jewish people?</p> <p>Understanding Jewish beliefs and texts - Analyzing Jewish views on God as found in scriptures like the Torah, with attention to key ideas such as God's oneness, omnipotence, and holiness. - Exploring specific Jewish texts such as the Shema or other parts of the Torah, and investigating how these are interpreted to understand the nature of God in Judaism.</p> <p>U2.5: Christians and how to live: 'What would Jesus do?'</p> <p>GOSPEL</p> <p>Understanding Gospel texts and Christian teachings</p>	<p>Text Classification and Terminology: Recognizing different types of biblical texts (Gospels, prophetic texts) and using technical theological terms to categorize and interpret them accurately. - Theological Integration: Drawing connections between different biblical texts, the theological concept of the Incarnation, and the idea of Jesus as the Messiah, using specific theological terms to show the relationship between texts and core Christian beliefs.</p> <p>U2.7 Why do Hindus want to be good?</p> <p>Make Sense of Belief - Understanding Hindu Beliefs: Recognizing and explaining core Hindu beliefs such as dharma (duty), karma (action and its consequences), samsara (cycle of rebirth), and moksha (liberation from samsara), using accurate theological terminology. - Textual Interpretation: Analyzing the symbolic meanings behind key stories (e.g., the man in the well) and connecting them to fundamental Hindu concepts like samsara and moksha. Understanding how narratives illustrate these beliefs.</p>
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	<p>SPECIAL CELEBRATIONS</p> <p>Recognizing religious words (e.g., God, sacred texts)</p> <ul style="list-style-type: none"> - Identifying sacred texts (e.g., Bible, Torah) - Analyzing what stories teach believers (e.g., moral lessons like gratitude, kindness, standing up for what's right) - Discussing the significance of religious stories in the context of faith and tradition 	<p>Creation story and modern life.</p> <p><u>JUDAISM – WHO is JEWISH?</u></p> <p>Recognising and explaining the significance of Jewish prayers and celebrations:</p> <p>Identifying and explaining the meaning of the Shema and key stories from Jewish festivals, like Shabbat and Chanukah.</p> <p><u>THEMATIC UNIT – FAITH COMMUNITY</u></p> <p>Make Sense of Beliefs</p> <p>Recognising that love is emphasised in different communities and understanding the different ways it is expressed.</p> <p>Summarising the teachings of Jesus and comparing them with the teachings of another religious leader.</p> <p>Comparing how different religious figures approach the idea of loving others</p> <p>.</p> <p><u>THEMATIC UNIT – HOW WOULD YOU CARE FOR THE WORLD?</u></p>	<p>life, such as the church, mosque, and synagogue, and what takes place there (e.g., prayer, rituals, community activities)</p> <ul style="list-style-type: none"> - Learning about specific worship objects, such as a Bible in Christianity, a Qur'an in Islam, or a menorah in Judaism, and understanding how these objects are used in religious ceremonies and what they represent - Connecting religious beliefs about worship and God to practices within sacred spaces (e.g., the significance of prayer in a church or mosque reflecting belief in God's presence and power) 	<p>through prayer, rituals, and communal meals).</p> <p><u>L2.4 What kind of world did Jesus want</u></p> <p>Make Sense of Beliefs</p> <p>The impact of Jesus' teachings on Christians' actions and leadership</p> <ul style="list-style-type: none"> - Exploring how Christian leaders, such as pastors and community organizers, model Jesus' love through acts of service, preaching, and helping those in need, reflecting Jesus' teachings in everyday life. <p><u>L2.12 How and why do people try to make the world a better place? (C/M/J/NR)</u></p> <p>Understanding religious beliefs about the world's imperfections and human responsibility</p> <ul style="list-style-type: none"> - Exploring the concept of sin in Christianity (e.g., the Fall of Adam and Eve) as an explanation for why the world is imperfect and the need for redemption and moral responsibility. - Understanding how religious teachings motivate actions aimed at improving the world, such as charitable work and justice efforts. 	<p>Understanding Christian beliefs and the concept of Salvation</p> <ul style="list-style-type: none"> - Exploring the Christian concept of salvation: Jesus as the savior who rescues humanity through his life, death, and resurrection, and how this relates to Christian teachings about eternal life and moral guidance. - Analyzing the events of Holy Week (e.g., the Last Supper, Good Friday, Easter Sunday) and their theological significance, such as Jesus' sacrifice, resurrection, and victory over sin and death. - Identifying the personal and communal significance of the Holy Week events, such as remembering Jesus' sacrifice on Good Friday, and celebrating his resurrection on Easter Sunday. <p><u>L2.6: For Christians, when Jesus left, what was the impact of Pentecost?</u></p> <p><u>KINGDOM OF GOD UNIT</u></p> <p>Make Sense of Belief</p> <ul style="list-style-type: none"> - Making clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth. - Offering informed suggestions about what 	<ul style="list-style-type: none"> - Exploring the types of Gospel texts (teachings, parables, and narratives) and their specific features, such as structure, moral lessons, and messages. - Analyzing the context of Gospel texts (historical, cultural, and theological) and comparing personal interpretations with those of Christian scholars and traditions <p><u>U2.10: What matters most to Humanists and Christians?</u></p> <p>C /M/J/NR</p> <p>Understanding the concept of being good</p> <ul style="list-style-type: none"> - Exploring Christian ideas such as being made in the image of God but fallen (e.g., the doctrine of original sin), and Humanist views that people can be good without God. - Analyzing how different sources of authority (e.g., religious texts, Humanist philosophy) guide moral behavior and shape the understanding of what it means to be good. 	<p><u>U2.7 Unit 40: What difference does the resurrection make to Christians? SALVATION</u></p> <p>Make Sense of Belief – Biblical Narrative</p> <p>Structure: Recognizing the overarching story of the Bible (creation, fall, redemption, and restoration), and understanding how the Incarnation (God becoming human in Jesus) and Salvation (Jesus' life, death, and resurrection) are key events within this framework.</p> <ul style="list-style-type: none"> - Theological Concepts: Explaining the idea of sacrifice in Christian theology, specifically how Jesus' death is viewed as an atoning sacrifice, and how it addresses the problem of sin and restores humanity's relationship with God. <p><u>U2.8: What kind of King was Jesus? KINGDOM OF GOD</u></p> <p>Make Sense of Belief – Biblical Narrative</p> <p>Structure: Recognizing the overarching story of the Bible (creation, fall, redemption, and restoration), and understanding how the Incarnation (God becoming human in Jesus) and Salvation (Jesus' life, death, and</p>
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		<p>Make Sense of Beliefs Recognising Unique and Valuable Individuals: Students should understand and explain how the concept of human uniqueness and value is reflected in religious texts, particularly in Genesis 1, and discuss its broader significance.</p> <p>Understanding Key Beliefs in Stories: Students should be able to identify and explain the belief that God loves all people, as found in key stories like Genesis 1, and explore its meaning for those who follow the faith.</p> <p>Interpreting Genesis 1: Students should give a clear, simple explanation of Genesis 1 and how it communicates the belief that the natural world is created by God and should be respected and cared for.</p>			<p>the events of Pentecost in Acts 2 might mean. - Giving examples of what Pentecost means to some Christians now.</p> <p><u>I2.11: How and why do people mark the significant events of life? C/H/NR WORLD AND OTHERS</u></p> <p>Understanding beliefs about love, commitment, and promises in different religious traditions - Exploring the concepts of love, commitment, and promises as understood in different religious traditions (e.g., Christianity, Hinduism, Islam) and how these beliefs shape practices like marriage, baptism, and sacred rituals. - Analyzing how commitment is understood and expressed in religious and non-religious ceremonies (e.g., marriage, baptism) and why these ceremonies are important for individuals and communities.</p>	<p>the resurrection) are key events within this framework. - Theological Concepts: Explaining the idea of sacrifice in Christian theology, specifically how Jesus' death is viewed as an atoning sacrifice, and how it addresses the problem of sin and restores humanity's relationship with God.</p> <p><u>U2.11: Why do some people believe in God C/NR</u></p> <p>Make Sense of Belief - Understanding Beliefs: Defining key terms related to belief in God (theist—belief in God, atheist—lack of belief in God, agnostic—uncertainty or lack of knowledge about God's existence). Providing real-life examples or statements that reflect each position. - Source of Beliefs: Exploring where people (both religious and non-religious) form their beliefs about God, and how these beliefs may come from various sources such as religious texts (e.g., the Bible, Qur'an), personal experience, science, or philosophical reasoning.</p>
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							Reasons for Belief or Disbelief: Identifying common reasons why people may or may not believe in God, including philosophical arguments (e.g., the argument from design, problem of evil), personal experiences, religious upbringing, or scientific perspectives.
Understand the impact	<p>F4 – BELONGING</p> <p>Recognizing how personal experiences shape beliefs and actions.</p> <ul style="list-style-type: none"> - Knowledge of the rites and rituals involved in Christian infant baptism and dedication. <p>F2: Why is Christmas special for Christians? INCARNATION</p> <ul style="list-style-type: none"> - Understanding the significance of family and friendship in shaping one's worldview. - Knowledge of the Christmas festival's customs and rituals in the Christian tradition. <p>F1: Why is the word 'God' so important to Christians? GOD Understanding the Impact</p>	<p>GOD UNIT</p> <p><u>What do Christians believe God is like?</u></p> <p>Explaining how Christians show their belief in God's forgiveness: Understanding how actions like saying sorry to God and forgiving others are practical ways Christians demonstrate their beliefs in God's love and forgiveness.</p> <p>Exploring worship practices:</p> <p>Analysing how acts like prayers of confession in worship reflect a Christian's belief in God's willingness to forgive and the importance of reconciliation with God.</p>	<p>WHO IS MUSLIM?</p> <p>Exploring how beliefs are put into action in Muslim life</p> <ul style="list-style-type: none"> - Giving examples of how Muslims use the Shahadah in prayer, daily life, and celebrations to reaffirm their belief and commitment to God - Exploring how the stories of the Prophet Muhammad influence how Muslims live, such as how they care for the environment, practice fasting, and show kindness - Understanding how the practice of prayer in Islam reflects submission to God and promotes discipline, unity, and self-control <p>1.4: What is the 'good news' Christians believe Jesus Part 1 GOSPEL</p> <p>Exploring how Christians follow teachings of</p>	<p>L2.1 What do Christians learn from the creation story CREATION UNIT</p> <p>Exploring the Christian response to God as Creator</p> <ul style="list-style-type: none"> - Identifying how Christian belief in God as Creator leads to specific actions such as environmental stewardship, worship, and a sense of awe and gratitude for the natural world - Understanding the role of prayer in a Christian's life, particularly in seeking forgiveness for sin, expressing gratitude for creation, and strengthening their relationship with God <p>L2.2 What is it like for someone to follow God? PEOPLE OF GOD UNIT</p> <p>Connecting promises in Noah's story to promises in a Christian wedding ceremony</p> <ul style="list-style-type: none"> - Understanding how the covenant God made 	<p>L2.3: What is the 'Trinity' and why is it important for Christians INCARNATION /GOD UNIT</p> <p>The impact of Christian beliefs on worship and daily life</p> <ul style="list-style-type: none"> - Investigating how the Trinity is reflected in Christian worship (e.g., in liturgy, prayers, hymns) and how baptism serves as a public declaration of faith in the Christian community. - Observing how Christian teachings about the Trinity and baptism affect Christian ethics, relationships, and community life. <p>L2.7: What do Hindus believe God is like?</p> <p>The impact of Hindu beliefs on daily life and worship</p> <ul style="list-style-type: none"> - Exploring how Hindus incorporate their beliefs in God into their daily lives through worship 	<p>U2.1: What does it mean if Christians believe God is holy and loving</p> <p>GOD UNIT</p> <p>Impact of biblical texts on Christian practices</p> <ul style="list-style-type: none"> - Analyzing how biblical texts influence Christian art, architecture, and worship practices (e.g., cathedral designs reflecting ideas of God's majesty and holiness). - Investigating how biblical teachings inform Christian worship practices, such as prayer, sacraments, and community rituals. <p>U2.8: What does it mean to be a Muslim in Britain today?</p> <p>Impact of Muslim beliefs on practices and daily life</p> <ul style="list-style-type: none"> - Examining the role of ibadah (worship) and how it influences various aspects of life, such as the Five Pillars, religious festivals, art, and the 	<p>U2.2: Creation and science: conflicting or complementary? CREATION UNIT</p> <p>Understand the Impact</p> <ul style="list-style-type: none"> - Connecting Scripture to Practice: Analyzing how Genesis 1 influences Christian practices, such as worship, church design (e.g., stained glass windows depicting creation), and the sacraments (e.g., baptism symbolizing new creation). - Science and Faith: Investigating how different Christian interpretations of Genesis 1 reconcile or integrate with scientific explanations (e.g., the Big Bang theory and the concept of a Creator). <p>U2.4: Was Jesus the Messiah?</p>

	<p>Exploring Christian teachings on thanking their Creator and reflecting on the wonders of creation</p> <ul style="list-style-type: none"> - Analyzing how gratitude for creation is expressed in Christian practices, such as prayer, hymns, and celebrating the beauty of the natural world <p>F3: Why is Easter special to Christians?</p> <p>SALVATION</p> <ul style="list-style-type: none"> - Exploring how Christians celebrate new life at Easter through rituals, prayers, and traditions (e.g., Easter eggs, church services) - Understanding how the Easter celebration encourages hope, renewal, and a deepened connection with God <p>F5: What places are special and why?</p> <p>SACRED PLACES</p> <p>Understanding the Impact</p> <p>Talk about the things that are special and valued in a place of worship</p>	<p><u>CREATION UNIT</u></p> <p>Give examples of Christian practices to thank God for Creation: Give examples of Christian practices to thank God for Creation: Being able to identify and explain how Christians express gratitude for Creation through actions like prayer or environmental care.</p> <p><u>JUDAISM – WHO IS JEWISH?</u></p> <p>Understanding how the stories of celebrations shape Jewish beliefs and actions: Interpreting how the stories of Shabbat and Chanukah teach values about God and impact how Jewish people live (e.g. rest, gratitude, trust in God).</p> <p><u>THEMATIC UNIT - FAITH COMMUNITY</u></p> <p>Describing and explaining the significance of rituals (like baptism) and symbols (like water) in different faiths.</p>	<p>forgiveness, peace, and bringing good news to others</p> <ul style="list-style-type: none"> - Giving specific examples of Christian practices that reflect these teachings, such as charity, confession, and acts of kindness toward the marginalized - Understanding how the church and Christians put their beliefs into action through community work, outreach, and maintaining peace in their relationships <p><u>1.5: Why does Easter matter to Christians?</u></p> <p>SALVATION</p> <p>Exploring how Christians express their beliefs about Jesus' death and resurrection in Easter worship</p> <ul style="list-style-type: none"> - Giving specific examples of Easter worship practices such as the Stations of the Cross, the Paschal candle, Easter Sunday services, and Communion that celebrate the Resurrection - Understanding the symbolic actions in worship that reflect the impact of Jesus' death and resurrection, such as the lighting of candles, hymns, and the sharing of the Eucharist 	<p>with Noah is similar to the promises or vows made in a wedding ceremony, symbolizing long-term commitment and faithfulness</p> <p><u>L2.9 How do festivals and worship show what matters to a muslim?</u></p> <p>Exploring the impact of worship practices in Islam</p> <ul style="list-style-type: none"> - Detailing the practices of worship in Islam, such as the Five Pillars (e.g., salah, sawm), and understanding how these practices allow Muslims to show devotion and submission to God. - Exploring how Muslim beliefs about God influence their worship practices, such as communal prayer in the mosque, fasting during Ramadan, and expressing gratitude and submission through various rituals. <p><u>L2.10 How do festivals and family life show what matters to Jewish people?</u></p> <p>The impact of Jewish beliefs on daily life and worship practices</p> <ul style="list-style-type: none"> - Describing how Jewish beliefs influence practices like the observance of holidays (e.g., Passover, Yom Kippur) and rituals that emphasize themes of freedom, repentance, and thanksgiving. 	<p>practices (e.g., puja at home or in temples, celebration of festivals like Diwali).</p> <ul style="list-style-type: none"> - Investigating various forms of worship in Hinduism, from formal rituals in temples to personal devotion at home, and how these practices reflect core beliefs about God. <p><u>L2.8: What does it mean to be Hindu in Britain today?</u></p> <p>Understanding Hindu concepts and practices</p> <ul style="list-style-type: none"> - Defining the concepts of dharma and Sanatan Dharma in Hinduism, and understanding how these terms shape the practice of Hindu beliefs, morality, and worldview. - Analyzing the holistic nature of Hinduism as a way of life, including how everyday actions, family traditions, and rituals reflect the principles of dharma and Hindu ethics. <p><u>L2.5: Why do Christians call the day Jesus died 'Good Friday'?</u></p> <p>SALVATION UNIT</p> <p>Impact of Holy Week on Christian worship and community life</p> <ul style="list-style-type: none"> - Investigating how the Gospel accounts of Jesus' death and 	<p>role of mosques in Muslim communities.</p> <ul style="list-style-type: none"> - Investigating specific practices (e.g., prayer, fasting, charity) and how these practices are influenced by Muslim beliefs about God and their spiritual guidance from the Qur'an. <p><u>U2.3: How can following God bring Freedom and Justice?</u></p> <p>PEOPLE OF GOD</p> <p>Practical Application of Christian Beliefs</p> <ul style="list-style-type: none"> - Exploring how the identity of being "the People of God" impacts Christian behavior, and linking this with actions of justice, mercy, and living according to God's will. - Investigating how Christians practice their beliefs on freedom and justice through action (e.g., social programs, advocacy for freedom, and working for the poor and oppressed). <p><u>U2.9: Why is the Torah so important to Jewish people?</u></p> <p>Impact of Jewish beliefs on practices and lifestyle</p> <ul style="list-style-type: none"> - Exploring the sacred role of the Torah in Jewish life, such as its use in worship, study, and its reverence, and how it affects Jewish identity and daily practices. 	<p><u>INCARNATION UNIT</u></p> <p>Understand the Impact - Practices and Rituals: Analyzing how the celebration of Christmas reflects Christian beliefs about the Incarnation (e.g., the significance of the nativity, Christian traditions of Advent, and the theological importance of Jesus' birth).</p> <p>- Biblical Theology: Explaining how Jesus as the Messiah fits into the broader biblical narrative of salvation, from the Old Testament prophecies to the New Testament fulfillment, and how this shapes Christian understanding of God's plan for humanity.</p> <p><u>U2.7 Why do Hindus want to be good?</u></p> <p>Understand the Impact - Beliefs and Practice: Exploring how beliefs in dharma (duty), karma (cause and effect), samsara (cycle of rebirth), and moksha (spiritual liberation) shape daily practices, ethics, and choices in Hindu life (e.g., in personal conduct, rituals, and social roles).</p> <p>- Frameworks of Life: Connecting the four aims of life (dharma—duty, artha—prosperity, kama—pleasure, moksha—liberation) and the stages of life</p>
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	<p>F6: What times/stories are special and why? SPECIAL CELEBRATIONS</p> <p>Reflecting on moral and ethical lessons from religious stories (e.g., friendship, gratitude, standing up for what's right, moral behavior in society)</p> <p>- Exploring how stories impact believers' actions and understanding of how to live according to religious values (e.g., thanking others, showing compassion)</p>	<p>Understanding the spiritual and community significance of Jewish welcome ceremonies. Interpreting the meaning behind actions such as animal sacrifice and naming ceremonies in Islam. Identifying the key symbols and actions in marriage ceremonies, such as rings, vows, and chuppah. Understanding how these symbols reflect love, commitment, and belonging. Comparing marriage rituals in different religions and exploring their meanings. Exploring the significance of non-religious marriage rituals and how they reflect love and belonging.</p> <p>Thematic</p> <p>HOW WOULD YOU CARE FOR THE WORLD?</p> <p>Make Sense of Beliefs</p> <p>Recognising Unique and</p>	<p>1.8 What makes some places sacred to believers? C/M SACRED PLACES</p> <p>Exploring how worship is expressed through stories, symbols, and actions in religious buildings</p> <p>- Identifying specific religious items or practices in worship (e.g., candles, prayer mats, Torah readings) and explaining how these reflect beliefs about God, faith, and community</p> <p>- Understanding how specific practices in each place of worship (e.g., Salah in a mosque, prayer and Communion in a church) connect to core religious beliefs</p> <p>- Exploring the emotional and social significance of belonging to a religious community and how places of worship foster a sense of identity, belonging, and shared belief</p>	<p>- Exploring the communal and family aspects of Jewish worship during festivals, such as the seder meal at Passover, and the significance of these practices in reinforcing Jewish beliefs.</p> <p>L2.4 What kind of world did Jesus want</p> <p>The impact of Jesus' teachings on Christians' actions and leadership</p> <p>- Exploring how Christian leaders, such as pastors and community organizers, model Jesus' love through acts of service, preaching, and helping those in need, reflecting Jesus' teachings in everyday life.</p> <p>L2.12 How and why do people try to make the world a better place? (C/M/J/NR)</p> <p>The impact of religious teachings on efforts to improve the world</p> <p>- Exploring examples of religious and secular organizations that work to improve the world (e.g., Tzedek, charity events, social justice movements) based on religious principles.</p> <p>- Examining how different organizations (e.g., faith-based or secular) work toward societal improvements and how they apply religious or ethical principles in practice.</p>	<p>resurrection influence Christian worship practices, including Good Friday services, Easter Sunday celebrations, and the Eucharist.</p> <p>- Understanding the variety of ways Christians express their beliefs about Jesus in worship, such as through hymns, prayers, communion, and reflection during Holy Week.</p> <p>L2.6: For Christians, when Jesus left, what was the impact of Pentecost? KINGDOM OF GOD UNIT</p> <p>Impact of Pentecost on Christian beliefs and practices</p> <p>- Understanding how Pentecost influences the way Christians live today, such as living by the power of the Holy Spirit, striving to build God's kingdom on Earth, and engaging in mission and outreach.</p> <p>- Exploring how the Holy Spirit is expressed in Christian worship practices, such as through prayer, praise, speaking in tongues, and other charismatic expressions of faith.</p> <p>L2.11: How and why do people mark the significant events of life? C/H/NR WORLD AND OTHERS</p>	<p>- Investigating how the Mitzvot influence daily Jewish life, such as dietary laws (kosher), observance of the Sabbath, and other commandments, as well as their impact on personal behavior.</p> <p>- Analyzing the differences in Jewish practice between Orthodox and Progressive Judaism, and understanding how these differences reflect varying interpretations of Jewish law and tradition.</p> <p>U2.5: Christians and how to live: 'What would Jesus do?'</p> <p>GOSPEL</p> <p>Understanding Gospel texts and Christian teachings</p> <p>- Exploring the types of Gospel texts (teachings, parables, and narratives) and their specific features, such as structure, moral lessons, and messages.</p> <p>- Analyzing the context of Gospel texts (historical, cultural, and theological) and comparing personal interpretations with those of Christian scholars and traditions</p> <p>U2.10: What matters most to Humanists and Christians?</p>	<p>(ashrama) with core Hindu beliefs, explaining how they guide individual choices and spiritual development.</p> <p>- Practical Application: Investigating how Hindus apply their beliefs about karma, dharma, samsara, and moksha in their everyday lives, from personal conduct to societal participation (e.g., community service, meditation, worship practices).</p> <p>U2.7 Unit 40: What difference does the resurrection make to Christians? SALVATION</p> <p>Understand the Impact</p> <p>- Rituals and Worship: Analyzing how the celebration of Holy Communion/Lord's Supper embodies the belief in Jesus' sacrificial death, and how this sacrament symbolizes forgiveness, unity, and the new covenant between God and humanity.</p> <p>- Living out Beliefs: Exploring how Christians apply their belief in sacrifice through acts of service, charity, and forgiveness, reflecting Jesus' self-giving love and</p>
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Subject Progression RE



		<p>Valuable Individuals: Students should understand and explain how the concept of human uniqueness and value is reflected in religious texts, particularly in Genesis 1, and discuss its broader significance.</p> <p>Understanding Key Beliefs in Stories: Students should be able to identify and explain the belief that God loves all people, as found in key stories like Genesis 1, and explore its meaning for those who follow the faith.</p> <p>Interpreting Genesis 1: Students should give a clear, simple explanation of Genesis 1 and how it communicates the belief that the natural world is created by God and should be respected and cared for.</p>		<p>- Understanding the diversity in religious and non-religious approaches to creating change, from acts of charity to systemic justice work.</p>	<p>Impact of commitment rituals on religious and non-religious communities</p> <p>- Understanding how ceremonies like baptism, sacred thread, and marriage act as expressions of commitment and faith, and how they hold symbolic meaning for communities in different cultures and religions.</p> <p>- Exploring how religious beliefs about love and commitment manifest in festivals and celebrations (e.g., Christmas, Diwali, Ramadan) and how they influence daily actions and ethical living.</p> <p>- Analyzing the variations in commitment ceremonies across religious traditions, such as Christian baptisms, Hindu weddings, or Islamic marriage vows.</p>	<p>C /M/J/NR</p> <p>Impact of moral codes on personal and societal life</p> <p>- Investigating how moral codes from Christianity and Humanism influence personal choices, behaviors, and societal norms.</p> <p>- Evaluating the role of moral codes in society, and discussing both the benefits (e.g., guidance, stability) and challenges (e.g., differing beliefs, conflicting ethical issues).</p>	<p>sacrifice in their everyday lives.</p> <p>U2.8: What kind of King was Jesus? KINGDOM OF GOD</p> <p>Understand the Impact</p> <p>- Rituals and Worship: Analyzing how the celebration of Holy Communion/Lord's Supper embodies the belief in Jesus' sacrificial death, and how this sacrament symbolizes forgiveness, unity, and the new covenant between God and humanity.</p> <p>- Living out Beliefs: Exploring how Christians apply their belief in sacrifice through acts of service, charity, and forgiveness, reflecting Jesus' self-giving love and sacrifice in their everyday lives.</p> <p>U2.11: Why do some people believe in God C/NR</p> <p>Understand the Impact</p> <p>- Belief and Behavior: Analyzing how belief (or lack of belief) in God affects people's lives, including moral decisions, ethics, lifestyle choices, and relationships with others. Exploring how theism, atheism, and agnosticism</p>
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							<p>shape worldview and behavior.</p> <ul style="list-style-type: none"> - Theological Disagreements: Investigating how different Christian denominations and individuals may have differing views on what God is like (e.g., interpretations of the nature of God, the role of scripture, creation stories like Genesis).
<p>Make connections</p>	<p>F4 – BELONGING Knowledge of the rites and rituals involved in infant welcome ceremonies in other religions.</p> <p>F2: Why is Christmas special for Christians? INCARNATION Recognizing the role of religious stories in connecting beliefs and values to personal experience.</p> <p>F1: Why is the word 'God' so important to Christians? GOD Making Connections Understanding the Christian perspective on stewardship, responsibility for the Earth, and taking care of God's creation Connecting religious teachings to real-world</p>	<p>GOD UNIT <u>What do Christians believe God is like?</u></p> <p>Encouraging critical thinking about how the story relates to personal life, examining lessons on forgiveness, humility, and second chances. Encouraging individuals to reflect on the moral of the story and consider how its message can apply to their own lives. This involves asking questions and forming personal opinions based on the teachings of the parable.</p> <p>CREATION UNIT <u>Reflect on the meaning of the world and Creation:</u></p>	<p>ISLAM – Who is a muslim? Making Connections Connecting beliefs to personal reflection and actions</p> <ul style="list-style-type: none"> - Connecting the practice of prayer, respect, celebration, and self-control to personal ideas about what is good for individuals and communities - Reflecting on how values such as prayer, respect, and self-control may have relevance beyond Islam, and connecting them to personal experiences or beliefs - Encouraging personal reflection about how these practices might resonate with their own lives and ethical practices <p>1.4: What is the 'good news' Christians believe Jesus Part 1 GOSPEL</p>	<p>L2.1 What do Christians learn from the creation story CREATION UNIT Connecting the Creation story to both Christian and non-Christian perspectives</p> <ul style="list-style-type: none"> - Reflecting on how the Creation story can speak to people of various worldviews, including its relevance for both religious and secular perspectives on the environment, human responsibility, and moral values <p>L2.2 What is it like for someone to follow God? PEOPLE OF GOD UNIT Connecting the story of Noah to how we live in school and the wider world</p> <ul style="list-style-type: none"> - Exploring the universal principles in Noah's story, such as responsibility, faithfulness, and trust, and relating them to everyday actions in school, communities, and the world 	<p>L2.3: What is the 'Trinity' and why is it important for Christians INCARNATION /GOD UNIT Connecting Christian texts and beliefs to broader concepts of God and faith</p> <ul style="list-style-type: none"> - Interpreting Bible texts (e.g., Genesis 1, John 1:1-14) to explore how they reveal the Christian understanding of God as Creator, Savior, and Holy Spirit. - Analyzing how the Bible presents God's nature in both Old and New Testaments and considering how these ideas shape Christian doctrine, worship, and life today. <p>L2.7: What do Hindus believe God is like?</p> <ul style="list-style-type: none"> - Making connections between the Hindu understanding of the cosmic cycle of creation, preservation, and destruction and how these ideas can relate to modern concerns, such as environmental 	<p>U2.1: What does it mean if Christians believe God is holy and loving</p> <p>GOD UNIT</p> <p>Understanding biblical texts and Christian beliefs about God</p> <ul style="list-style-type: none"> - Categorizing and identifying different biblical genres (e.g., historical, poetic, prophetic) and understanding how each type contributes to Christian theology. - Exploring theological concepts such as holiness, love, and grace, and how they are communicated through different biblical texts (e.g., creation stories, the life of Jesus). <p>U2.8: What does it mean to be a Muslim in Britain today?</p> <p>Connecting beliefs to Muslim life in Britain</p> <ul style="list-style-type: none"> - Exploring how Muslim beliefs are practiced in Britain, especially in diverse communities like 	<p>U2.2: Creation and science: conflicting or complementary? CREATION UNIT Make Connections</p> <ul style="list-style-type: none"> - Evaluating Ideas: Critically assessing how biblical concepts (e.g., God's sovereignty, creation's goodness) are reflected in contemporary Christian responses to social issues (e.g., ecological concerns, justice, and human rights). - Weighing Science and Faith: Reflecting on the tension or harmony between biblical creation narratives and scientific accounts (e.g., evolution), and evaluating how these perspectives contribute to or challenge contemporary Christian thought. <p>U2.4: Was Jesus the Messiah? INCARNATION UNIT</p>

	<p>actions (e.g., caring for creation, expressing gratitude) F3: Why is Easter special to Christians? SALVATION</p> <p>- Reflecting on how symbols like eggs or the resurrection of Jesus represent new beginnings and are celebrated through traditions, fostering spiritual connections and renewal</p> <p>- Recognizing personal or communal ways of celebrating new life and how these connect to the themes of Easter and Christian teachings about life, death, and resurrection F5: What places are special and why? SACRED PLACES</p> <p>Reflect on how personal places of significance help shape individual identity and experiences</p> <p>Develop language skills to express thoughts and feelings in relation to sacred spaces, with attention to</p>	<p>Engaging with the idea of living in an amazing world, thinking about the responsibility humans have to care for it, and making connections between the Creation story and modern life.</p> <p>JUDAISM – WHO IS JEWISH? Explaining the link between Jewish rituals and remembrance of God:</p> <p>Understanding the role of rituals like the mezuzah and Shabbat in helping Jews remember and stay connected to God.</p> <p>Reflecting on the significance of these practices for Jewish people and others:</p> <p>Thinking about how practices like reflecting, thanking, and praising influence people's lives, encouraging gratitude, faith, and community.</p> <p>THEMATIC UNIT - FAITH COMMUNITY</p> <p>Recognising how identity is expressed through symbols, rituals,</p>	<p>Connecting Jesus' teachings to personal and universal values</p> <p>- Reflecting on the universal relevance of teachings like forgiveness and peace, and whether these values can apply to people beyond the Christian faith</p> <p>- Connecting the ideas of forgiveness, peace, and good news to broader human values, and exploring how these ideas might resonate with non-Christians or in secular contexts</p> <p>1.5: Why does Easter matter to Christians? SALVATION</p> <p>Connecting the story of Easter to universal themes like sadness, hope, and heaven</p> <p>- Reflecting on the universal themes in the Easter story—such as dealing with sadness, finding hope, and the promise of heaven—and considering how these ideas apply to personal experiences</p> <p>- Considering how the themes of Easter might offer insights for all people, regardless of faith, in understanding how to overcome hardship and look forward to better times in the future</p> <p>1.8 What makes some places sacred to believers? C/M</p>	<p>L2.9 How do festivals and worship show what matters to a muslim?</p> <p>Connecting Islamic beliefs and practices to life beyond Islam</p> <p>- Discussing how submission and self-control, core principles in Islam, might be relevant to people outside of Islam, and how these concepts promote self-discipline, empathy, and peace.</p> <p>- Connecting the Islamic concept of living in harmony with God to the idea of social harmony and cooperation in today's world, and discussing how mutual respect, understanding, and peace can benefit all people.</p> <p>L2.10 How do festivals and family life show what matters to Jewish people?</p> <p>Connecting Jewish beliefs and practices to broader themes and personal reflection</p> <p>- Reflecting on the significance of remembering and learning from the past (e.g., the Exodus story) and how this relates to personal and societal values, including justice, freedom, and gratitude.</p> <p>- Discussing the relevance of Jewish values like repentance, gratitude, and justice in today's world and how</p>	<p>sustainability and global responsibility.</p> <p>- Connecting the Hindu belief that every person has a divine spark within them to universal concepts of equality, human dignity, and respect for all people in today's society.</p> <p>Connecting Hindu beliefs about God to broader themes in society and the natural world</p> <p>- Making connections between the Hindu understanding of the cosmic cycle of creation, preservation, and destruction and how these ideas can relate to modern concerns, such as environmental sustainability and global responsibility.</p> <p>- Connecting the Hindu belief that every person has a divine spark within them to universal concepts of equality, human dignity, and respect for all people in today's society.</p> <p>L2.5: Why do Christians call the day Jesus died 'Good Friday'? SALVATION UNIT</p> <p>Connecting beliefs with deeper questions and ideas</p> <p>- Reflecting on the paradox of calling the day of Jesus' crucifixion 'Good Friday',</p>	<p>Bolton, considering how they influence social, cultural, and personal practices today.</p> <p>- Engaging in discussions about how Islamic values of submission, obedience, and self-control might resonate with non-Muslims, and reflecting on the broader relevance of these values.</p> <p>- Encouraging personal reflection on the experiences of being a Muslim in Britain, considering social, cultural, and religious factors and articulating reasons for how these impact individuals</p> <p>U2.3: How can following God bring Freedom and Justice?</p> <p>PEOPLE OF GOD</p> <p>Critical Evaluation of Freedom and Justice</p> <p>- Analyzing and evaluating the relevance of biblical ideas of freedom and justice in modern society, considering whether they inspire or challenge our actions and societal structures.</p> <p>U2.9: Why is the Torah so important to Jewish people?</p> <p>Connecting beliefs to Jewish life today</p> <p>- Connecting Jewish beliefs about God, the Torah, and commandments to the practices of contemporary Jewish</p>	<p>Make Connections</p> <p>- Evaluating Contemporary Relevance: Reflecting on the significance of the Messiah in contemporary life, especially how the idea of Jesus as Savior influences Christian living, social justice, ethics, and global issues. Weighing the transformative power of faith in Jesus as the Messiah for modern-day believers and society. U2.7 Why do Hindus want to be good?</p> <p>Make Connections</p> <p>- Core Beliefs and their Importance: Understanding the interconnectedness of beliefs like karma and dharma and analyzing why they are central to Hindu worldview and practice, particularly in promoting ethical living and spiritual growth.</p> <p>- Impact on Life and Society: Reflecting on how karma (action and its consequences) and dharma (duty) shape personal decision-making, social justice, and global issues (e.g., how these beliefs influence responses to suffering, inequality, and personal responsibility).</p> <p>U2.7 Unit 40: What difference does the resurrection make to Christians? SALVATION</p>
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	<p>respectful terminology</p> <p>F6: What times/stories are special and why? SPECIAL CELEBRATIONS</p> <p>Exploring connections between personal beliefs and religious teachings (e.g., how the teachings of stories shape personal values like kindness, respect, and gratitude) - Understanding the broader cultural or societal connections of these stories (e.g., how they are practiced in community life or festivals like Chanukah or Easter)</p>	<p>and beliefs in both faith and non-faith communities. Responding sensitively to the diversity in how people show their identity and belong to different communities. Reflecting on the importance of community for emotional and social well-being, and evaluating how this applies to oneself. Exploring the different ways people value community, both in religious and non-religious contexts, and justifying those values.</p> <p>Thematic Unit Caring for the world</p> <p>Making Connections</p> <p>The Responsibility of Stewardship: Students should explain why Christians and Jews might feel compelled to look after the earth, linking it to their religious beliefs about God's creation and the role of human beings as caretakers of the earth.</p>	<p>SACRED PLACES Connecting personal ideas to what happens in places of worship and their significance - Engaging in discussions about the meaning and role of religious spaces, and considering why these places are important to people's faith and sense of community - Comparing and contrasting religious and non-religious places of importance, and exploring how the concept of "specialness" differs between sacred spaces and secular locations</p>	<p>they can inspire action toward a better future in pupils' own lives and communities.</p> <p>L2.4 What kind of world did Jesus want</p> <p>Connecting Jesus' teachings to life today - Connecting the concept of love in Christian teachings to global and local challenges today, such as social justice, charity, and addressing inequality, and discussing how love is relevant in personal and societal actions.</p> <p>L2.12 How and why do people try to make the world a better place? (C/M/J/NR)</p> <p>Connecting religious teachings to the broader world and personal ideas about societal change - Connecting religious ideas like tikkun olam (Jewish idea of repairing the world) and Christian charity to personal and collective actions that work toward a better world. - Comparing how different worldviews (e.g., religious vs. secular) suggest ways of living to improve the world (e.g., through compassion, fairness, activism). - Encouraging students to reflect on their personal views about</p>	<p>considering its significance in the Christian understanding of salvation and the mystery of suffering and redemption.</p> <p>L2.6: For Christians, when Jesus left, what was the impact of Pentecost? KINGDOM OF GOD UNIT Connecting the kingdom of God with Christian life and belief today - Reflecting on the relationship between the Christian concept of the kingdom of God and practical expressions of faith today, such as how Christians live out justice, love, and community in the world.</p> <p>L2.11: How and why do people mark the significant events of life? C/H/NR WORLD AND OTHERS</p> <p>Connecting the significance of commitment rituals to broader life journeys and values - Reflecting on the value of life milestones and ceremonies as ways of marking personal growth, identity, and community bonds. This could include how these practices influence individuals' sense of purpose and belonging.</p>	<p>communities, and understanding their significance for Jewish identity and values. - Engaging in critical reflection on the role of Jewish tradition, community rituals, and worship in Jewish life, considering their relevance to non-Jews and evaluating their universal values.</p> <p>U2.5: Christians and how to live: 'What would Jesus do?'</p> <p>GOSPEL Connecting Christian teachings to contemporary life - Exploring how teachings on peace, forgiveness, and healing from the Gospel relate to real-world issues such as conflict, reconciliation, and health, and considering personal responses. - Encouraging critical thinking and the articulation of personal views, while recognizing the diversity of perspectives on Christian teachings in the context of contemporary challenges.</p> <p>U2.10: What matters most to Humanists and Christians?</p> <p>C /M/J/NR</p>	<p>Make Connections - Reflection on Sacrifice: Reflecting on the concept of sacrifice in personal life and in society, considering examples of self-sacrifice in contemporary issues (e.g., charity work, social justice movements, acts of courage or love) and evaluating their moral and ethical significance. - Personal and Cultural Responses: Exploring how different cultures, religions, and individuals view sacrifice, and articulating one's own response to the concept, recognizing the diverse ways in which sacrifice is understood and valued across traditions.</p> <p>U2.8: What kind of King was Jesus? KINGDOM OF GOD</p> <p>Make Connections - Reflection on Sacrifice: Reflecting on the concept of sacrifice in personal life and in society, considering examples of self-sacrifice in contemporary issues (e.g., charity work, social justice movements, acts of courage or love) and evaluating their moral and ethical significance. - Personal and Cultural Responses:</p>
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				<p>societal improvement and relate them to religious teachings (e.g., the Golden Rule in Christianity or Islam, tikkun olam in Judaism).</p>	<ul style="list-style-type: none"> - Drawing connections between the importance of commitment in religious ceremonies and non-religious life events, such as civil unions, personal vows, or significant birthdays. - Evaluating the relevance of commitment ceremonies in today's society, considering factors like tradition, personal belief, and social impact. 	<p>Connecting beliefs about being good to personal and societal values</p> <ul style="list-style-type: none"> - Encouraging critical thinking and reflection on ethical questions about morality, goodness, and human behavior. - Analyzing how the values of goodness in Christian and Humanist traditions relate to contemporary issues like justice, equality, and human rights, and offering personal insights. 	<p>Exploring how different cultures, religions, and individuals view sacrifice, and articulating one's own response to the concept, recognizing the diverse ways in which sacrifice is understood and valued across traditions.</p> <p>U2.11: Why do some people believe in God C/NR</p> <p>Make Connections</p> <ul style="list-style-type: none"> - Value and Challenge of Belief: Reflecting on the personal value and challenges of believing in God, such as providing moral guidance, purpose, comfort, or a sense of community, as well as challenges like the problem of suffering or the existence of evil. - Evaluation of Different Worldviews: Weighing the strengths and weaknesses of theism, agnosticism, and atheism as responses to the question of God's existence, considering various arguments and reflecting on why individuals might hold each view. - Personal Reflection: Connecting the beliefs they have studied about God (or lack thereof) to their own experiences and behaviors, reflecting on how their views
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