

Knowledge and Understanding of Christianity

Schools are required to include teaching about Christianity at each key stage. They should study a comprehensive selection of the topics and examples outlined here, though it is not required that every item is covered in detail. It is essential to ensure that there is a balance between depth and breadth of study, so that all students are enabled both to develop religious literacy and serious study skills, alongside an awareness of the breadth of religious traditions evident in the UK.

Topics may be covered in thematic units which include study of a range of faiths and beliefs, or they may be studied through discrete units of work based on Christianity. The curriculum will best be delivered through a combination of thematic and discrete work, intertwining the three strands of the syllabus: religious studies, philosophy and ethics.

It is important throughout to recognise the wide range of Christian understanding on beliefs, authority and practice and to explore common ground with those of other faiths and none. Some of the topics will link directly to Jewish and Muslim beliefs and traditions as outlined in the respective knowledge and understanding tables.

Key Stage 1

General skill development

Pupils should be able to apply these skills to content:

In Y1: recall; talk about and notice; respond to questions; talk about ideas.

In Y2 also: recall and name; retell and suggest meanings; recognise similarities and differences.

Beliefs and Authority	Worship and Spirituality
Including: core beliefs and concepts; sources of authority; writings and leaders.	Including: prayer and worship; festivals; making decisions.
<p>By the end of KS1 pupils should be able to:</p> <p>Talk about how Christians see God as the Creator (Genesis 1:1-2:3) and as a loving God. Notice how the Christian beliefs about God and Jesus are based on a promise or 'covenant' between God and people.</p> <p>Name some of the early figures in the Old Testament, retelling stories and talking about Noah, Abraham, Isaac, Jacob and Joseph.</p> <p>Retell and suggest meanings for stories about</p>	<p>By the end of KS1 pupils should be able to:</p> <p>Talk about prayer, noticing how people can pray in church or at home. Recall the Lord's Prayer and recognise how this was taught by Jesus to his disciples (Matthew 6:9-15) and is used today.</p> <p>Recognise key features of a church building, such as a font, altar and lectern and recognise there are similarities and differences between different churches. Talk about how a church is a community of people and not just a building, and how it is important for Christians to belong.</p>

the **birth of Jesus**, (Luke 1:26-38, Matthew 1:18-2:12). Talk about how Christians believe Jesus is special and call him the 'son of God'.

Talk about and respond to questions about stories from the **life and teachings of Jesus**, such as: his baptism (Matthew 3:13-17); the calling of the first disciples (Matthew 4:18-22); the command to love one another and the washing of feet (John 13:1-17); forgiveness and generosity (Luke 15).

Name and retell key events in the **final days of Jesus ministry**, including: his arrival in Jerusalem on a donkey (John 12:12-15); the last meal with his disciples (Mark 14: 12-26); his death on the cross (Luke 23:26-56) and his friends finding the empty tomb (Luke 24:1-12). Recall how these are remembered in Holy Week and Easter.

Notice and recall how the **Bible** is important for Christians, including: how it is seen as a special 'holy' book inspired by God; how it is read at home and in church; different ways in which it guides Christians' lives; how it has an Old and New Testament.

Recall and name different artefacts that Christians may use in **worship** such as the Bible, music books, candles, statues. Notice different things that happen in a church such as prayers, reading, singing, silence. Talk about how Sunday is a special day for worship and about how Christians worship in different ways.

Name **symbols** used by Christians and suggest meanings for these, such as the cross, candle and fish. Talk about the ideas and symbols represented in a eucharist/communion service.

Talk about and respond to questions about **initiation ceremonies**, including baptism and dedication, recalling the main symbols and sequence of events and suggesting reasons why such ceremonies may be important.

Recall and name some of the main **festivals and seasons** including Advent, Christmas, Lent, Holy Week and Easter. Explore some other festivals, such as Harvest festival and name some of the symbols and practices linked to these.

Talk about how Christians see a **code for living** in stories from the Bible, such as parables like the Good Samaritan (Luke 10:25-37) The Sower (Mark 4:1-20).

Talk about how beliefs affect how Christians live their lives such as fasting, supporting the homeless and poor, campaigning. Use examples of local or well-known Christians today.

Key Vocabulary

Christian, Christianity, God, Jesus, worship, font, altar, lectern, church, chapel, prayer, the Lord's Prayer, hymn, the Last Supper, vicar, priest, minister, Christmas, Lent, Holy Week, Good Friday, Palm Sunday, Easter, resurrection, Bible, Holy Communion, harvest, baptism, christening, parable, festival, symbol, Old Testament, New Testament, disciple

Key Stage 2

<p>General skill development</p> <p>Pupils should be able to apply these skills to content:</p> <p>By Y4: describe and make links; explain and give reasons; describe and show understanding; explore and describe similarities and differences; reflect and give examples.</p> <p>By Y6 also: compare and contrast views; give a considered response; explain a range of opinions and give reasons; weigh up different points of view; summarise and apply a range of ideas.</p>	
<p>Beliefs and Authority</p> <p>Including: core beliefs and concepts; sources of authority; writings and leaders.</p>	<p>Worship and Spirituality</p> <p>Including: prayer and worship; festivals; making decisions.</p>
<p>By the end of KS2, pupils should be able to:</p> <p>Describe and show understanding of how Christians believe God to be an all-powerful Creator as well as eternal, loving and righteous. Explore how God is seen as the Holy Trinity, Father, Son and Holy Spirit.</p> <p>Recall the stories in the Old Testament about Abraham and explore how Christianity is one of the Abrahamic faiths along with Judaism and Islam, considering some similarities and differences between these world faiths.</p> <p>Explore the narratives about Moses, the Ten Commandments and the Kingdom, including David, making links between stories and the idea of a covenant between God and the people.</p> <p>Describe and give a considered response to accounts of Jesus’ birth, including his Jewish identity and family. Reflect on narratives such as: Mary, Joseph, the shepherds and angels (Luke 1:26 -38, 2:1-20; the magi (Matthew 1:18-2:12), applying ideas about their meaning. Compare traditional stories and celebrations with biblical accounts. Show understanding of the meaning of the word incarnation; how Jesus is seen as fully human and fully divine.</p> <p>Explore and weigh up different titles used by and of Jesus, such as Son of Man, Servant, Rabbi, Messiah, Christ.</p>	<p>By the end of KS2, pupils should be able to:</p> <p>Compare and contrast different expressions of spirituality including individual and collective worship, prayer and music. Explain the content and meaning of the Lord’s Prayer (Matthew 6:9 - 15). Explore how Christians use and study the Bible in different ways.</p> <p>Describe and evaluate how Christians express spirituality in creative ways, such as art, music, songs, poetry, sculpture, drama and dance. Look at some of the Psalms as examples.</p> <p>Describe and explain a range of churches, comparing and contrasting traditional and contemporary worship and exploring different denominations, such as Anglican, Roman Catholic and free churches. Notice how leadership differs in churches from bishops and clergy to leadership by lay people. Make links between the church in Yorkshire and Christian communities worldwide, responding to work for charities at home and abroad.</p> <p>Make links between symbols and their meanings, looking at the use of artefacts and decorations. Explain the meaning of a variety of ceremonies and rituals including eucharist/communion, infant baptism/dedication and believer’s baptism.</p> <p>Explain how festivals and seasons are celebrated, including Ascension and Pentecost</p>

Compare and contrast **stories about Jesus** and explore the meaning of these, such as: the Feeding of the Five Thousand (Matthew 14: 13-21); the healing of the Blind Man (John 9:1-12), the call of Zacchaeus (Luke 19:1-10) or the raising of Lazarus (John 11). Explore the concept of miracle and weigh up different ideas about how they might be interpreted.

Explore and summarise how Christians understand the significance of **Jesus' death and resurrection**, considering narratives such as: Palm Sunday and the link to kingship (John 12:12-15); Maundy Thursday and the Last Supper (Mark 14:12 -26); Good Friday and the crucifixion (Luke 23:26 -56); Easter day and the empty tomb (Luke 24:1-12). Express understanding and ask questions about how Jesus' death is seen as a sacrifice, as a way of forgiveness and salvation. Show understanding of these terms and weigh up what they mean for Christians today.

Describe how the **Bible** is made up of many different books with different purposes (narratives, poetry, letters, law, etc) and how there are different translations and interpretations. Show understanding of the importance of the **New Testament** (Covenant) and how it includes: gospels (stories, teachings and beliefs about Jesus); accounts of the early church including Paul (Acts of the Apostles and letters to churches)

Consider the practice and value of **pilgrimage**, giving a considered response to their value and impact for believers.

Explain how Christian teachings represent a **code for living**, derived from texts such as: the Ten Commandments (Exodus 20) and The Golden Rule (Love God, Love your neighbour). Explore how these may be applied or interpreted in different ways.

Give a considered response to **how Christians express their beliefs** through working for ideas such as: forgiveness and reconciliation; social justice and equality; charity; lifestyle choices, reflecting on local or national examples.

Key Vocabulary

All KS1 vocabulary and...

Trinity, eternal, covenant, denomination, Roman Catholic, Orthodox, Protestant, charity, dedication, creation, salvation, incarnation, gospel, Messiah, Son of Man, Son of God, Kingdom of Heaven, ascension, communion, eucharist, crucifixion, reconciliation, forgiveness, sacrifice, ritual