



Stoke Prior Primary School Knowledge Progression Document for RE.

Stoke Prior school has designed the RE curriculum based on the Herefordshire Agreed Syllabus 2025 – 2030. As we have mixed age classes we have a rolling programme over 2 years for some of our stages of learning. At the heart of our curriculum delivery we remain focused on the approach to RE outlined in the Agreed Syllabus. This document outlines the order in which we intend to teach the units and summarises the learning outcomes of all the units within the Agreed Syllabus. Some of the following pages are taken directly from the Hereford Agreed Syllabus.

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The aims of RE

The threefold aim of RE elaborates the principal aim.

The curriculum for RE aims to ensure that all pupils:

1. make sense of a range of religious and non-religious worldviews, so that they can:

- identify, describe, explain and analyse beliefs and concepts in the context of living religious and non-religious worldviews, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

2. understand the impact and significance of religious and non-religious worldviews, so that they can:

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

3. make connections between religious and non-religious worldviews, concepts, practices and ideas studied, so that they can:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

Throughout schooling, teachers should consider how their teaching contributes towards the principal aim of RE in Herefordshire, and how they help pupils to achieve the threefold aims above.

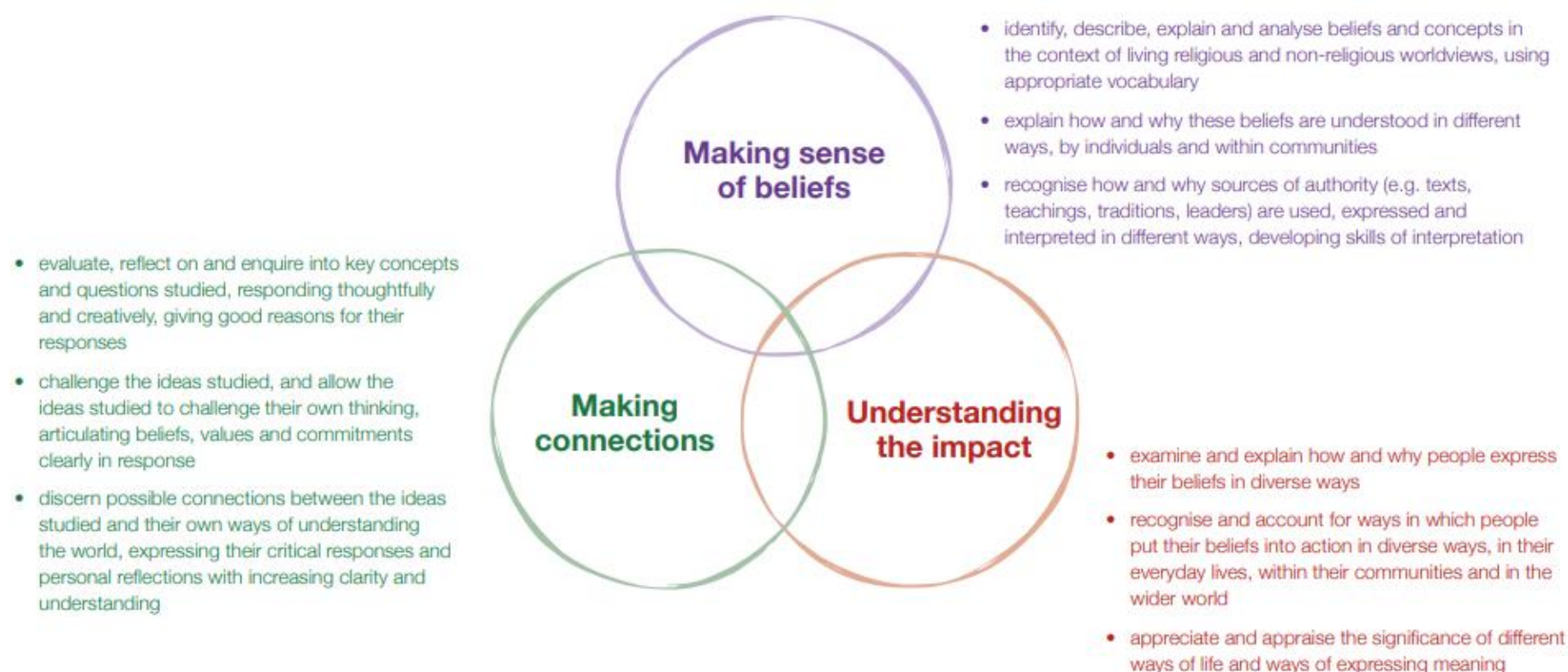
Notes:

These aims incorporate the former attainment targets of 'learning about religion' and 'learning from religion'.

This agreed syllabus builds on the good practice from the 2004 *Non-statutory Framework for RE*, produced by the then Qualifications and Curriculum Authority, and also the core ideas in the RE Council's non-statutory framework from 2013.³ It draws on the developments in RE in the last decade, and responds to national reports including Martha Shaw and Adam Dinham (2015) *RE for REal: The Future of Teaching and Learning about Religion and Belief. Project report*. (University of London: Goldsmiths); Commission on RE (2018) *Religion and Worldviews: The way forward* (London: RE Council); Céline Benoit, Timothy Hutchings and Rachael Shillitoe (2020) *Worldview: a multidisciplinary report*. (London: Religious Education Council); Ofsted Education Inspection Framework (2019); the Ofsted Research Review in Religious Education (2021); Stephen Pett (2024) *Developing a Religion and Worldviews approach in Religious Education in England: a Handbook for curriculum writers* (London: RE Council).

Teaching and learning approach and the aims for RE in Herefordshire

This diagram shows how the three elements of the teaching and learning approach in this syllabus reflect the aims for RE set out on p. 8. Units of study offer content and ideas for enabling pupils to achieve these aims.



Note: The three elements of this teaching and learning approach also incorporate the elements of the teaching resource, *Understanding Christianity: Text Impact Connections* (RE Today 2016) which is being used in a significant number of local schools. Schools that are using *Understanding Christianity* will find that they are delivering the Christianity sections of this agreed syllabus.

RE in the Early Years Foundation Stage

Children in EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

In line with the DfE's 2024 EYFS Profile schools are to plan RE which, through purposeful play and a mix of adult-led and child-initiated activity, provides these opportunities for pupils.

Prime area: Communication and Language.

RE enables children to:

- Develop their spoken language through quality conversation in a language-rich environment, gaining new vocabulary about religion and worldviews
- Engage actively with stories, non-fiction, rhymes and poems from the RE field, taking opportunities to use and embed new words in a range of contexts
- Share their ideas via conversation, storytelling and role play, responding to support and modelling from their teacher, and sensitive questioning that invites them to elaborate their thoughts in the RE field
- Become comfortable using a rich range of vocabulary and language structures in relation to RE content.
- Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems.

Prime area: Personal, Social and Emotional

Development. *RE enables children to:*

- Observe and join in warm and supportive relationships with adults and learn how to understand their own feelings and those of others
- Manage emotions and develop a positive sense of self, understanding their own feelings and those of others e.g. through religious story
- Talk and think about simple values as they learn how to make good friendships, co-operate and resolve conflicts peacefully

- Notice and respond to ideas about caring, sharing and kindness from RE content including stories, sayings and songs.

Prime area: Physical Development. *RE enables children to:*

- Use and develop their motor skills through RE based arts and craft activities and, for example, small world play, visual representations of their ideas and thoughts, role play

Specific area: Literacy. *RE enables children to:*

- Build their abilities in language comprehension through talking with adults about the world around them, including the world of religion and belief
- Engage with stories and non-fiction in RE settings and enjoy rhymes, poems and songs together.
- Build their skills in RE-related word reading, recognising religious words and discovering new vocabulary in relation to religion and worldviews
- Articulate ideas and use RE examples to write simple phrases or sentences that can be read by others.

Specific area: Mathematics. *RE enables children to:*

- Develop their spatial reasoning skills, noticing shape, space and measures in relation to RE content
- Look for patterns and relationships and spot connections, sorting and ordering objects simply.

Specific area: Understanding the World.

RE enables children to:

- Make sense of their physical world and their community, e.g. on visits to places of worship, or by meeting members of religious communities
- Listen to a broad selection of stories, non-fiction, rhymes and poems to foster understanding of our culturally, socially and ecologically diverse world.

- Extend their knowledge and familiarity with words that support understanding of religion and belief
- Talk about the lives of people around them, understanding characters and events from stories.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read and experienced in class.
- Explore the natural world around them making observations of animals and plants, environments and seasons, making space for responses of joy, wonder, awe and questioning.

Specific area: Expressive Arts and Design.

RE enables children to:

- Develop artistic and cultural awareness in relation to RE materials in relation to art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings.
- Build their imagination and creativity by exploring and playing with a wide range of media and materials using RE content, responding in a variety of ways to what they see, hear, smell, touch and taste.
- See, hear and participate in a wide range of examples of religious and spiritual expression, developing their understanding, self-expression, vocabulary and ability to communicate through the arts.
- Create work drawing from religions and beliefs with a variety of materials and tools, sharing their creations and explaining the meaning of their work.
- Adapt and recount religious stories inventively, imaginatively and expressively, and sing, perform and learn from well-known songs in RE imaginatively and expressively.

Class and Year Group	Cycles	Autumn	Spring	Summer
Monkey Puzzle - EYFS	Refer to EYFS long term plans. Thematic	F4 Being Special F2 Christmas	F1 God F3 Easter	F5 Special Places F6 Special times and stories
Maple – Year 1 and Year 2	Cycle A	1.10 Faith Community 1.1 Christian's God	1.7 Jewish faith and way of living	1.2 Christian's creator of the world 1.9 Caring for the World
	Cycle B	1.6 Muslims 1.3 Christmas	1.6 (part 2) Muslims 1.5 Easter	1.4 Jesus 1.8 Sacred Places
Willow – Year 3 and Year 4	Cycle A	L2.1 Creation story L2.2 Following God	L2.5 Good Friday L2.7 Hindu Gods	L2.6 Pentecost L2.12 Trying to make the world a better place
	Cycle B	L2.11 Significant events in our lives L2.4 Jesus's World	L2.8 Modern Hindu L2.10 Jewish Festivals	L2.9 Muslim Festivals L2.3 Tinity
Oak – Year 5 and Year 6	Cycle A	U2.2 Creation and Science U2.11 what does it mean to be a humanist in Britain today?	U2.7 Hindus want to be good U2.5 Jesus saving people	U2.12 Faith when life is hard U2.6 King Jesus
	Cycle B	U2.1 God – holy and loving U2.8 Modern Muslim	U2.3 Jesus-Messiah U2.9 Torah	U2.4 What would Jesus do? U2.10 What Matters most to Humanists and Christians?

KS1 assessment outcomes:

End KS1 <i>Pupils can...</i>	1.1 God	1.2 Creation	1.3 Incarnation	1.4 Gospel	1.5 Salvation
- Identify core beliefs and concepts studied and give a simple description of what they mean - Give examples of how stories show what people believe (e.g. the meaning behind a festival) - Give clear, simple accounts of what stories and other texts mean to believers.	- Identify what a parable is - Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father. - Give clear, simple accounts of what the story means to Christians	- Retell the story of creation from Genesis 1:1–2.3 simply. - Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible. - Say what the story tells Christians about God, Creation and the world.	- Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians. - Recognise that stories of Jesus’ life come from the Gospels.	- Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or good news. - Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. - Recognise that Jesus gives instructions to people about how to behave.	- Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible. - Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). - Recognise that Jesus gives instructions about how to behave.
- Give examples of how people use stories, texts and teachings to guide their beliefs and actions - Give examples of ways in which believers put their beliefs into practice	- Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) - Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)	Give at least one example of what Christians do to say thank you to God for Creation.	Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.	- Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. - Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).	Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter.
- Think, talk and ask questions about whether the ideas they have been studying, have something to say to them. - Give a good reason for the views they have and the connections they make.	- Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas - Give a reason for the ideas they have and the connections they make.	- Think, talk and ask questions about living in an amazing world - Give a reason for the ideas they have and the connections they make between the Christian/Jewish Creation story and the world they live in.	- Decide what they personally have to be thankful for, giving a reason for their ideas - Think, talk and ask questions about Christmas for people who are Christians and for people who are not.	Think, talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.	Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.

The Christianity unit outcomes are taken from *Understanding Christianity*, published by RE Today © 2016. Used by permission.

End KS1 <i>Pupils can...</i>	1.6 Jews	1.7 Muslims	1.8 Sacred places	1.9 World and others	1.10 Belonging
- Identify core beliefs and concepts studied and give a simple description of what they mean - Give examples of how stories show what people believe (e.g. the meaning behind a festival) - Give clear, simple accounts of what stories and other texts mean to believers.	- Recognise the words of the Shema as a Jewish prayer - Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) - Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.	- Recognise the words of the Shahadah and that it is very important for Muslims - Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean - Give examples of how stories about the Prophet show what Muslims believe about Muhammad.	- Recognise that there are special places where people go to worship, and talk about what people do there - Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean - Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship	- Identify a story or text that says something about each person being unique and valuable - Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) - Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world	- Recognise that loving others is important in lots of communities. - Say simply what Jesus and one other religious leader taught about loving other people.
- Give examples of how people use stories, texts and teachings to guide their beliefs and actions - Give examples of ways in which believers put their beliefs into practice	- Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) - Make links between Jewish ideas of God found in the stories and how people live - Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)	- Give examples of how Muslims use the Shahadah to show what matters to them - Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) - Give examples of how Muslims put their beliefs about prayer into action.	- Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe - Give simple examples of how people worship at a church, mosque or synagogue - Talk about why some people like to belong to a sacred building or a community.	- Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories - Give examples of how Christians and Jews can show care for the natural earth - Say why Christians and Jews might look after the natural world.	- Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean. - Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious).
- Think, talk and ask questions about whether the ideas they have been studying, have something to say to them. - Give a good reason for the views they have and the connections they make.	- Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas - Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.	- Think, talk about and ask questions about Muslim beliefs and ways of living - Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas - Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.	- Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas - Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.	- Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world - Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.	- Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences. - Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.

LKS2 assessment outcomes:

End LKS2 <i>Pupils can...</i>	L2.1 Creation	L2.2 People of God	L2.3 Incarnation/God	L2.4 Gospel
- Identify and describe the core beliefs and concepts studied - Make clear links between texts/sources of authority and the key concepts studied - Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers	- Place the concepts of God and Creation on a timeline of the Bible's 'Big Story' - Make clear links between Genesis 1 and what Christians believe about God and Creation - Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world	Make clear links between the story of Noah and the idea of covenant	- Recognise what a 'Gospel' is and give an example of the kinds of stories it contains - Offer suggestions about what texts about baptism and Trinity mean. - Give examples of what these texts mean to some Christians today	- Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. - Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. - Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian
- Make simple links between stories, teachings and concepts studied and how people live, individually and in communities - Describe how people show their beliefs in how they worship and in the way they live - Identify some differences in how people put their beliefs into practice	- Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the earth – some specific ways) - Describe how and why Christians might pray to God, say sorry and ask for forgiveness.	Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony	Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live	Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways
- Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live - Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. - Give a good reason for the views they have and the connections they make.	Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today The Christianity unit outcomes are taken from <i>Understanding Christianity</i>, published by RE Today © 2016. Used by permission.	Make links between the story of Noah and how we live in school and the wider world.	Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like	Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.

End LKS2 <i>Pupils can...</i>	L2.5 Salvation	L2.6 Kingdom of God	L2.7 Hindus & God	L2.8 Hindus in Britain
- Identify and describe the core beliefs and concepts studied - Make clear links between texts/sources of authority and the key concepts studied - Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers	- Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live. - Offer informed suggestions about what the events of Holy Week mean to Christians - Give examples of what Christians say about the importance of the events of Holy Week	- Make clear links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on earth. - Offer informed suggestions about what the events of Pentecost in Acts 2 might mean - Give examples of what Pentecost means to some Christians now	- Identify some Hindu deities and say how they help Hindus describe God - Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God - Offer informed suggestions about what Hindu murtis express about God	- Identify the terms dharma, Sanatana Dharma and Hinduism and say what they mean - Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)
- Make simple links between stories, teachings and concepts studied and how people live, individually and in communities - Describe how people show their beliefs in how they worship and in the way they live - Identify some differences in how people put their beliefs into practice	- Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities - Describe how Christians show their beliefs about Jesus in worship in different ways	- Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God, and how Christians live now. - Describe how Christians show their beliefs about the Holy Spirit in worship	- Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) - Identify some different ways in which Hindus worship	- Describe how Hindus show their faith within their families in Britain today (e.g. home puja). - Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) - Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)
- Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live - Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. - Give a good reason for the views they have and the connections they make.	Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions. The Christianity unit outcomes are taken from <i>Understanding Christianity</i>, published by RE Today © 2016. Used by permission.	Make 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	- Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today - Make 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, giving good reasons for their ideas	Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas

End LKS2 <i>Pupils can...</i>	L2.9 Muslims	L2.10 Jews	L2.11 Stages of life	L2.12 Make the world better	L2.13 Celebrate festivals
- Identify and describe the core beliefs and concepts studied - Make clear links between texts/sources of authority and the key concepts studied - Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers	- Identify some beliefs about God in Islam, expressed in Surah 1. - Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God)	- Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. - Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people - Offer informed suggestions about the meaning of the Exodus story for Jews today	- Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean. - Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today	- Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin). - Make links between religious beliefs and teachings and why people try to live and make the world a better place	Identify and describe some core beliefs, values and stories remembered at festivals.
- Make simple links between stories, teachings and concepts studied and how people live, individually and in communities - Describe how people show their beliefs in how they worship and in the way they live - Identify some differences in how people put their beliefs into practice	- Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. - Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)	- Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) - Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities	- Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean. - Make 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) - Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)	- Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) - Describe some examples of how people try to live (e.g. individuals and organisations) - Identify some differences in how people put their beliefs into action	- Make simple links between stories, teachings and values behind festivals and how people remember these when celebrating. - Describe how people show what is important to them at a festival in how they mark it. - Identify some differences in how people within and between different religious and non-religious worldviews celebrate festivals (e.g. different approaches to celebrating Christmas).
- Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live - Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. - Give a good reason for the views they have and the connections they make.	- Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims - Make 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, giving good reasons for their ideas	- Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. - Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.	- Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones. - Make links between ideas of love, commitment and promises in religious and non-religious ceremonies. - Give good reasons why they think ceremonies of commitment are or are not valuable today	- Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better - Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas - Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views	Raise questions and suggest answers about how far beliefs and different practices studied might make a difference to how pupils think and live.

End UKS2 outcomes

End UKS2 <i>Pupils can...</i>	U2.1 God	U2.2 Creation	U2.3 Incarnation	U2.4 Gospel
- Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions - Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts - Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority	- Identify some different types of biblical texts, using technical terms accurately. - Explain connections between biblical texts and Christian ideas of God, using theological terms	- Identify what type of text some Christians say Genesis 1 is, and its purpose. - Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations	- Explain the place of Incarnation and Messiah within the 'big story' of the Bible. - Identify Gospel and prophecy texts, using technical terms. - Explain connections between biblical texts, Incarnation and Messiah, using theological terms	- Identify features of Gospel texts (for example, teachings, parable, narrative). - Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts
- Make clear connections between what people believe and how they live, individually and in communities - Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures	- Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed. - Show how Christians put their beliefs into practice in worship	- Make clear connections between Genesis 1 and Christian belief about God as Creator. - Show understanding of why many Christians find science and faith go together	- Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. - Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible	Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives
- Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) - Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently. - Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.	Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own The Christianity unit outcomes are taken from <i>Understanding Christianity</i>, published by RE Today © 2016. Used by permission.	- Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. - Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views	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	- Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives. - Articulate their own responses to the issues studied, recognising different points of view

End UKS2 <i>Pupils can...</i>	U2.5 Salvation	U2.6 Kingdom of God	U2.7 Hindus	U2.8 Muslims
- Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions - Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts - Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority	- Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. - Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. - Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts	- Explain connections between biblical texts and the concept of the Kingdom of God. - Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations	- Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately. - Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha etc	- Identify and explain Muslim beliefs about God, the Prophet and the Holy 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 five pillars; hajj practices follow example of the Prophet)
- Make clear connections between what people believe and how they live, individually and in communities - Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures	- Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. - Show how Christians put their beliefs into practice in different ways	- Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice. - Show how Christians put their beliefs into practice in different ways	- Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live - Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha etc. - Give evidence and examples to show how Hindus put their beliefs into practice in different ways	- Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, mosques, art) - Give evidence and examples to show how Muslims put their beliefs into practice in different ways
- Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) - Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently. - Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.	- Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. - Articulate their own responses to the idea of sacrifice, recognising different points of view The Christianity unit outcomes are taken from <i>Understanding Christianity</i>, published by RE Today © 2016. Used by permission.	- Relate the Christian 'Kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today. - Articulate their own responses to the idea of the importance of love and service in the world today	- Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus. - Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view	- Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Herefordshire today - Consider and weigh up the value of e.g. 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

End UKS2 <i>Pupils can...</i>	U2.9 Jews	U2.10 Humanists Christians	U2.11 Being Humanist	U2.12 Life gets hard
- Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions - Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts - Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority	- 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	- Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) - Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')	- Identify some data around numbers of non-religious people and specifically Humanists using, for example, Census data - Identify some of the core values that motivate some humanists to strive to make the world a better place - Give examples of reasons why Humanists do not believe in god	- Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life - Identify beliefs about life after death in at least two religious traditions, comparing and accounting for similarities and differences
- Make clear connections between what people believe and how they live, individually and in communities - Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures	- Make clear connections between Jewish beliefs about the Torah and how they use and treat it - Make clear connections between Jewish commandments 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)	- 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	- Give examples of ways in which Humanists put their beliefs and values into practice - Give evidence and examples to show some differences in how people can be non-religious, including Humanists and others	- Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) - Give examples of ways in which beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives
- Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) - Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently. - Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.	- 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 valuable to people who are not Jewish	- Raise important questions and suggest answers about how and why people should be good - Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views	- Think, talk and ask questions about what motivates Humanists to do good in the world, in the absence of religious teachings or rules, and without belief in a higher power or an afterlife - Make connections between belief and behaviour in their own lives, in the light of their learning.	- Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these - Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own

End UKS2 <i>Pupils can...</i>	U2.13 Reducing racism	U2.14 Green religion
• <i>Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions</i> • <i>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</i> • <i>Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority</i>	• Describe examples of ways in which people use texts/ teachings to make sense of responses to racism and how to approach the challenges it presents.	• Identify and explain at least three examples of ways in which people from religious and non-religious worldviews respond to environmental issues. • Describe examples of ways in which people use religious texts/ sources of authority to respond to environmental issues.
• <i>Make clear connections between what people believe and how they live, individually and in communities</i> • <i>Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</i>	• Make clear connections between the challenges racism presents and how people of religious and non-religious worldviews respond to these, both within and beyond their own communities.	• Make clear connections between what people from religious and non-religious worldviews believe about the world and environment and how this impacts their actions.
• <i>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</i> • <i>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.</i> • <i>Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.</i>	• Interpret case studies of how people holding both religious and non-religious worldviews have approached racism, reflecting on and articulating lessons people might gain from these. • Offer a reasoned response to the unit question, with evidence and examples, expressing insights of their own.	• Reflect on and articulate lessons people might gain from beliefs about the environment and people's responses to environmental issues they have studied, recognising that people may think differently about these. • Consider and weigh up different ideas about and responses to environmental issues and use this reasoning to help articulate personal responses on caring for the world.