



**USWORTH COLLIERY
PRIMARY SCHOOL**

KEY SKILLS

CURRICULUM COVERAGE

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Year 1	<p>Enquiry Questions</p> <ul style="list-style-type: none">• What does it mean to belong to a faith community?• What do Christians believe God is like?• Who is Jewish and how do they live?• Who do Christians say made the world?• How should we care for the world and for others and why does it matter? <p>Making sense of a range of religious and non-religious beliefs. Identify the core beliefs and concepts studied by being able to:</p> <ul style="list-style-type: none">• Explain what religion teaches about loving others.• Make links between ideas of God to the parable of the Lost Son.• Understand how Jewish stories express God.• Understand what Christians believe about the creation of the world.• Explain how Christians and Jews value everyone and the world around them. <p>Understanding the impact and significance of religious and non-religious beliefs. Demonstrate an understanding of ways in which believers put their beliefs into action by being able to:</p> <ul style="list-style-type: none">• Identify some of the ways in which people show belonging in religious and non-religious ceremonies.• Explain the ways in which Christians show their belief through worship.• Make links between Jewish ideas of God found in religious stories.• Understand what Christians do to say 'thank you' to God.• Describe ways in which Christians and Jews show they care for the world. <p>Making connections between religious and non-religious beliefs, concepts, practices and ideas studied. Recognise whether the ideas they have been studying have something to say to them by being able to:</p> <ul style="list-style-type: none">• Describe the benefits of belonging to a faith and non-faith community.• Identify what they can learn from the parable of the Lost Son.• Explain what is good about reflecting, thanking, praising and remembering for Jewish people.• Reflect upon the amazing world in which they live, by asking questions.• Give reasons for their views and the connections, they have made.• Describe how belief in God can affect the way in which people care for the world around them.
Year 1/2	<p>Enquiry Questions</p> <ul style="list-style-type: none">• What does it mean to be Christian?• What can we learn about Christianity from a church at Christmas?• Who is Jewish and how do they live?• Who do Christians say made the world?• How should we care for the world and for others and why does it matter? <p>Making sense of a range of religious and non-religious beliefs. Identify the core beliefs and concepts studied by being able to:</p> <ul style="list-style-type: none">• Describe some of the beliefs of a Christian.• Identify some features of a church and their purpose.• Retell familiar stories from the bible.• Explain Christian beliefs about Jesus.• Understand what Christians believe about the creation of the world.• Explain how Christians and Jews value everyone and the world around them <p>Understanding the impact and significance of religious and non-religious beliefs. Demonstrate an understanding of ways in which believers put their beliefs into action by being able to:</p> <ul style="list-style-type: none">• Recognise the importance of the church to Christians.• Understand the ways the bible is used by Christians.• Explain the ways in which Christians show their belief through worship.• Make links between Jewish ideas of God found in religious stories.• Describe ways in which Christians and Jews show they care for the world. <p>Making connections between religious and non-religious beliefs, concepts, practices and ideas studied.</p>

	<p>Recognise whether the ideas they have been studying have something to say to them by:</p> <ul style="list-style-type: none"> • Reflect upon the values Christians live by. • Respond to what they have learnt from a local church visit. • Question the ways in which the bible has something to teach others. • Show an awareness of Christian beliefs about Jesus. • Explain what is good about reflecting, thanking, praising and remembering for Jewish people. • Reflect upon the amazing world in which they live, by asking questions. • Give reasons for their views and the connections, they have made. • Describe how belief in God can affect the way in which people care for the world around them.
Year 2	<p>Enquiry Questions</p> <ul style="list-style-type: none"> • Who is a Muslim and how do they live? • Why does Christmas matter to Christians? • Why does Easter matter to Christians? • What is the ‘good news’ Christians believe Jesus brings? • What makes some places sacred to believers? <p>Making sense of a range of religious and non-religious beliefs. Identify the core beliefs and concepts studied by being able to:</p> <ul style="list-style-type: none"> • Know some of the key Muslim beliefs about God and describing what some of them mean. • Give a clear, simple account of the story of Jesus’ birth and recognising its origins. • Tell stories of Holy Week and Easter from the Bible and recognising a link with the idea of Salvation. • Retell stories from the Bible and recognise a link with the concept of ‘Gospel’ or ‘good news’. • Recognise beliefs about worship and God, connecting these beliefs to a place of worship. <p>Understanding the impact and significance of religious and non-religious beliefs. Demonstrate an understanding of ways in which believers put their beliefs into action by being able to:</p> <ul style="list-style-type: none"> • Understand how Muslims use stories about the Prophet to guide their beliefs and actions • Make links between how Christians use the Nativity to guide beliefs and actions at Christmas. • Say how Christians show beliefs about Jesus’ death and resurrection in church worship at Easter. • Make connections within teachings studied of forgiveness, peace, and good news to the friendless. • Show understanding of how people worship at a church, mosque or synagogue. <p>Making connections between religious and non-religious beliefs, concepts, practices and ideas studied. Recognise whether the ideas they have been studying have something to say to them by:</p> <ul style="list-style-type: none"> • Explain what they think is good for Muslims about prayer, respect, celebration and self-control. • Reflect on what Christmas means to themselves and to others. • Understand what Jesus’ ‘good news’ meant for Christians and what it could mean for others. • Explain what makes some places special to people, and what the difference is between religious and non-religious special places.
Year 3	<p>Enquiry Questions</p> <ul style="list-style-type: none"> • What is it like for someone to follow God? • What do Christians learn from the Creation story? • How do festivals and worship show what matters to a Muslim? • How do festivals and family life show what matters to Jewish people? • What kind of world did Jesus want? • How and why do people try to make the world a better place? <p>Making sense of a range of religious and non-religious beliefs. Identify the core beliefs and concepts studied by being able to:</p> <ul style="list-style-type: none"> • Describe the links between the story of Noah and the idea of covenant. • Recognise connections between Genesis 1, and Christian belief about Creation. • Describe some beliefs about God in Islam, expressed in Surah 1 • Offer informed suggestions about the meaning of the Exodus story for Jews today. • Explain how the term ‘fishers of people’ relates to followers of Jesus. • Identify some beliefs about why the world is not always a good place <p>Understanding the impact and significance of religious and non-religious beliefs. Recognise how people show their beliefs in how they worship and how they live by being able to:</p> <ul style="list-style-type: none"> • Make links between promises in the story of Noah and those made at a Christian wedding ceremony. • Identify what Christians do because they believe God is Creator.

	<ul style="list-style-type: none"> • Rewcognise some Muslim beliefs about God and a range of ways in which Muslims worship. • Describe how Jews show beliefs through worship in festivals, both at home and in wider communities. • Give examples of how Christians use Jesus' teachings to show love for all in different ways. • Explain the ways in which some people try to make the world a better place. <p>Making connections between religious and non-religious beliefs, concepts, practices and ideas studied. Raise important questions and suggest answers about how the beliefs and practices studied might make a difference to how they think and live by:</p> <ul style="list-style-type: none"> • Ask questions and express their ideas about promises and commitment. • Justify what might be important in the Creation story for Christians and for non-Christians today. • Consider the value of submission and self-control to Muslims, and non- Muslims. • Question how Jews self-reflect and make links with their own life. • Make links between Jesus' teachings and the Christian example of love for all. • Express ideas about the ways in which religious and non-religious people try to make the world a better place.
Year 4	<p>Enquiry Questions</p> <ul style="list-style-type: none"> • What is the 'Trinity' and why is it important for Christians? • What do Hindus believe God is like? • What does it mean to be Hindu in Britain today? • Why do Christians call the day Jesus died Good Friday? • For Christians, when Jesus left, what was the impact of Pentecost? • How and why do people mark the significant events of life? <p>Making sense of a range of religious and non-religious beliefs. Identify the core beliefs and concepts studied by being able to:</p> <ul style="list-style-type: none"> • Offer suggestions about what texts about baptism and Trinity mean. • Demonstrate understanding of the beliefs that Hindus have about God. • Describe the Hindu concept of dharma. • Suggest what Holy Week means to Christians. • Suggest what the events of Pentecost mean to Christians now. • Make some simple links between religious and non-religious ceremonies of commitment. <p>Understanding the impact and significance of religious and non-religious beliefs. Demonstrate an understanding of how people show their beliefs in how they worship and how they live by being able to:</p> <ul style="list-style-type: none"> • Investigate how Christians show their belief in the Trinity in worship and celebration. • Identify some different ways in which Hindus worship • Recognise the different ways in which Hindus in Britain show their faith. • Make links between how Christians mark Easter and the Gospel accounts. • Describe the impact of the kingdom of God upon Christians' lives now. • Make clear connections between beliefs and celebrating commitment. <p>Making connections between religious and non-religious beliefs, concepts, practices and ideas studied. Raise important questions and suggest answers about how the beliefs and practices studied might make a difference to how they think and live by:</p> <ul style="list-style-type: none"> • Express some ideas of their own about what Christians believe God is like. • Reflect upon what we could learn from the Hindu concept of 'atman'. • Discuss what is good about being a Hindu in Britain today. • Begin to question why Christians call the day Jesus died 'Good Friday'. • Explain how Christians use belief in the kingdom of God to guide their lives. • Reflect upon whether commitment and promises throughout life are valuable today.
Year 5	<p>Enquiry Questions</p> <ul style="list-style-type: none"> • What does it mean if Christians believe God is holy and loving? • What does it mean to be a Muslim in Britain today? • Why do Christians believe that Jesus was the Messiah? • Why is the Torah so important to Jewish people? • Christians and how to live: 'What would Jesus do?' • What matters most to Humanists and Christians? <p>Making sense of a range of religious and non-religious beliefs.</p>

Identify and explain the core beliefs and concepts studied, using examples from religious sources

- Explain connections between biblical texts and Christian ideas of God.
- Describe and explain Muslim beliefs about God, the Prophet and the Holy Qur'an
- Make connections between biblical texts, Incarnation and Messiah.
- Identify Jewish beliefs about God through the Shema and other Jewish prayers.
- Begin to understand how Christians interpret Gospel texts.
- Reflect on the ways in which people (religious and non-religious) are good and bad.

Understanding the impact and significance of religious and non-religious beliefs.

Understand how and why people put their beliefs into action in different ways by:

- Show how Christians put their beliefs into practice in worship.
- Describe the impact of the Qur'an upon the lives of Muslims living in Britain today.
- Discuss how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.
- Explain how Jewish people put their beliefs into practice in different ways.
- Examine how Christians live their lives based on the 'good news'.
- Take part in discussions about how Humanists and Christians live.

Making connections between religious and non-religious beliefs, concepts, practices and ideas studied.

Identify lessons people might gain from the beliefs / practices studied, including their own responses, recognising that others may think differently by:

- Compare religious and non-religious views about rules for living.
- Reflect upon what life is like for Muslims living in Britain today.
- Express a response relating to the importance of Jesus as the Messiah.
- Examine the value of traditional beliefs in today's Jewish communities.
- Articulate their own responses to the issues studied, recognising different points of view.
- Reflect on the values discussed and how they live their lives.

Year 6

Enquiry Questions

- **Creation and science: conflicting or complimentary?**
- **Why do some people believe in God and some people do not?**
- **Why do Hindus try to be good?**
- **What do Christians believe Jesus did to save people?**
- **For Christians, what kind of King is Jesus?**
- **How does faith help people when life gets hard?**

Making sense of a range of religious and non-religious beliefs.

Identify and explain the core beliefs and concepts studied, using examples from religious sources by being able to:

- Describe different interpretations of Genesis 1 and their meanings.
- Give reasons for what religious and non-religious people believe about God.
- Identify some of the main Hindu beliefs.
- Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.
- Consider connections between biblical texts and the concept of the kingdom of God.
- Recognise examples of how belief in a religion helps people respond to hard times in life.

Understanding the impact and significance of religious and non-religious beliefs.

Recognise how and why people put their beliefs into action in different ways by:

- Identify ways in which some people are both scientists and people of faith.
- Consider the reasons that different people do or do not believe in God.
- Connect the main stages of life with Hindu beliefs.
- Make connections between belief in Jesus' death as a sacrifice and Christian celebrations.
- Begin to link Christian practises and their belief about the kingdom of God.
- Give examples around peoples' beliefs in God and how they respond to challenges in life

Making connections between religious and non-religious beliefs, concepts, practices and ideas studied.

Identify lessons people might gain from the beliefs / practices studied, including their own responses, recognising that others may think differently by:

- Weigh up how far the Genesis 1 creation narrative is in conflict with a scientific account.
- Articulate ways in which believing in God is valuable, and ways it can be challenging.
- Reflect on what impact belief in karma and dharma might have on Hindus and others.

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| | <ul style="list-style-type: none">• Voice their responses to the idea of sacrifice, recognising different points of view.• Formulate responses to the idea of love and service in the world today.• Offer reasoned responses to the unit questions, expressing insights of their own. |
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