



Holy Trinity Church of England (Aided) Primary School

RE Curriculum

RE Skills Progression

The Best for Every Child - a Unique Child of God

At Cookridge Holy Trinity Church of England (A) Primary School we serve the community by providing a happy, secure and caring Christian environment where all are valued and respected. We pride ourselves on being friendly and welcoming. We believe in the uniqueness of the individual as a child of God and recognise the range of contributions that each can make. We provide for the spiritual, emotional, physical, mental and social development of the whole child, as a child of God. We seek to foster self-esteem and instil a sense of responsibility to others and the world around them through the teaching of our Christian Values. We are committed to the pursuit of excellence, and the school curriculum aims to offer all children a broad and balanced, relevant and differentiated curriculum which provides consistency and continuity of teaching throughout the school, enabling every child to maximise their potential. We work in partnership with parents, the local church, the wider community and other schools to provide an education of the highest quality.



Holy Trinity Church of England (Aided) Primary School

End of Unit Outcomes - Knowledge Building Blocks

These indicate the knowledge and understanding children are expected to begin to grasp through their RE activities in EYFS, and then build upon into KS1 and KS2. The resources from both the Diocesan Syllabus Thematic Units and the Understanding Christianity resource, offer opportunities for children to grasp more than these, but the intention is that it is better to focus on developing a deeper understanding of these few concepts than trying to go too broad too young. Please see RE in EYFS document to support this.

		KS1		LKS2		UKS2	
Understanding Christianity Core Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p>God</p>	<ul style="list-style-type: none"> • The word God is a name. • Christians believe God is the creator of the universe. • Christians believe God made our wonderful world and so we should look after it. 	<ul style="list-style-type: none"> • Christians believe in God and that they find out about God in the Bible. • Christians believe God is loving, kind, fair and also Lord and King; there are some stories that show this. • Christians worship God and try to live in ways that please him. 	<p>See Incarnation</p>	<ul style="list-style-type: none"> • Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. • Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving, and full of grace. • Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love. • Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. • Christians believe getting to know God is like getting to know a person rather than learning information.
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<p>Creation/Fall</p>		<ul style="list-style-type: none"> • God created the universe. • The Earth and everything in it are important to God. • God has a unique relationship with human beings as their Creator and Sustainer. • Humans should care for the world because it belongs to God. 	<ul style="list-style-type: none"> • God the Creator cares for the creation, including human beings. <ul style="list-style-type: none"> • As human beings are part of God's good creation, they do best when they listen to God. • The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). <ul style="list-style-type: none"> • This means that humans cannot get close to God without God's help. • The Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. • Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short. 	<ul style="list-style-type: none"> • There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. <ul style="list-style-type: none"> • These debates and controversies relate to the purpose and interpretation of the texts: for example, does reading Genesis as a poetic account conflict with scientific accounts? • There are many scientists through history and now who are Christians. • The discoveries of science make Christians wonder even more about the power and majesty of the Creator.
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<p>People of God</p>			<ul style="list-style-type: none"> • The Old Testament tells the story of a particular group of people, the children of Israel – the People of God – and their relationship with God. • The People of God try to live in the way God wants, following his commands and worshipping him. • They believe he promises to stay with them, and Bible stories show how God keeps his promises. • The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God, and to attract all other nations to worshipping God. • Christians believe that, through Jesus, all people can become the People of God. 	<ul style="list-style-type: none"> • The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God. • The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus’ death and resurrection also rescue people from slavery to sin. • Christians apply this idea to living today by trying to serve God and to bring freedom to others, for example by loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. • Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example as salt and light in the world.
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<p>Incarnation</p>	<ul style="list-style-type: none"> • Christians believe God came to Earth in human form as Jesus. • Christians believe Jesus came to show that all people are precious and special to God. 	<ul style="list-style-type: none"> • Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that his birth showed he was extraordinary (e.g. he is worshipped as a king, in Matthew) and that he came to bring good news (e.g. to the poor, in Luke). • Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming. 	<ul style="list-style-type: none"> • Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit. • Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Christians worship God as Trinity. It is a huge idea to grasp, and artists have created art to help to express this belief. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus. 	<ul style="list-style-type: none"> • Jesus was Jewish. • Christians believe Jesus is God in the flesh. • They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. • The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like. • Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) • Christians see Jesus as their Saviour (see Salvation).
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<p>Gospel</p>		<ul style="list-style-type: none"> • Christians believe Jesus brings good news for all people. • For Christians, this good news includes being loved by God, and being forgiven for bad things. • Christians believe Jesus is a friend to the poor and friendless. • Christians believe Jesus' teachings make people think hard about how to live and show them the right way 	<ul style="list-style-type: none"> • Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first. • Christians believe Jesus challenges people who pretend to be good (hypocrisy), and shows love and forgiveness to unlikely people. • Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour. • Christians try to be like Jesus – they want to know him better and better. • Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice. 	<ul style="list-style-type: none"> • Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. • Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable. • Christians believe that Jesus' good news transforms lives now, but also points towards a restored, transformed life in the future (see Salvation and Kingdom of God). • Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.
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<p>Salvation</p>	<ul style="list-style-type: none"> • Christians remember Jesus' last week at Easter. • Jesus' name means 'He saves'. • Christians believe Jesus came to show God's love. • Christians try to show love to others 	<ul style="list-style-type: none"> • Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. • Christians believe Jesus builds a bridge between God and humans. • Christians believe Jesus rose from the dead, giving people hope of a new life. 	<ul style="list-style-type: none"> • Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. • Christians today trust that Jesus really did rise from the dead, and so is still alive today. • Christians remember and celebrate Jesus' last week, death and resurrection. 	<ul style="list-style-type: none"> • Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. • The Gospels give accounts of Jesus' death and resurrection. • The New Testament says that Jesus' death was somehow 'for us'. • Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the Devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom. • Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). • Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. • This belief gives Christians hope for life with God, starting now and continuing in a new life (Heaven). • Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.
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<p>Kingdom of God</p>			<ul style="list-style-type: none"> • Christians believe that Jesus inaugurated the ‘Kingdom of God’ – i.e. Jesus’ whole life was a demonstration of his belief that God is king, not just in heaven but here and now (‘Your kingdom come, your will be done on earth as it is in heaven’). • Christians believe Jesus is still alive, and rules in their hearts and lives through the Holy Spirit, if they let him. • Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus’ invisible kingdom visible by living lives that reflect the love of God. • Christians celebrate Pentecost as the beginning of the Church. • Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians. 	<ul style="list-style-type: none"> • Jesus told many parables about the Kingdom of God. These suggest that God’s rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. • The parables suggest that there will be a future Kingdom, where God’s reign will be complete. • The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. • Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.
<p>Diocesan Syllabus Thematic Unit and key religions</p>	<p>EYFS</p>			
<p>Being Special</p> <p>Christianity Judaism Hinduism Islam</p>	<ul style="list-style-type: none"> • Retell religious stories, making connections with personal experiences. • Share and record occasions when things have happened in their lives that made them feel special. ☑ recall simply what happens at a traditional Christian infant baptism and dedication. • Recall simply what happens when a baby is welcomed into a religion other than Christianity. 			

<p>Special Stories</p> <p>Christianity Judaism Hinduism</p>	<ul style="list-style-type: none"> • Talk about some religious stories • Recognise some religious vocabulary, e.g. about God • Identify some of their own feelings in the stories they hear • Identify a sacred text e.g. Bible, Qur'an • Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do • Talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.
<p>Special Places</p> <p>Christianity Judaism Islam</p>	<ul style="list-style-type: none"> • Talk about somewhere that is special to themselves, saying why • Recognise that some religious people have places which have special meaning for them • Talk about the things that are special and valued in a place of worship • Identify some significant features of sacred places • Recognise a place of worship • Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church • Express a personal response to the natural world.
<p>Year One</p>	
<p>Judaism</p>	<ul style="list-style-type: none"> • Recognise the words of the Shema as a Jewish prayer ☑ Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah or Sukkot) • Give examples of how the stories used in celebrations (e.g. Shabbat) remind Jews about what God is like. • 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). • Ask some questions about what Jewish people celebrate and why • Talk about what they think is good about reflecting, thanking, praising and • Remembering for Jewish people Give a good reason for their ideas about whether any of these things are good for them too.
<p>Belonging</p> <p>Christianity Judaism Islam</p>	<ul style="list-style-type: none"> • 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 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). • Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively differences to • 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 • Talk about what they have learned and how their ideas have changed
<p>Year Two</p>	

<p>Islam</p>	<ul style="list-style-type: none"> • 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. • 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. 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
<p>Special Places</p> <p>Christianity Judaism Islam</p>	<ul style="list-style-type: none"> • 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. • 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. • 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 • Talk about what they have learned and what has helped them to learn
<p>Year Three</p>	
<p>Celebrations</p> <p>Christianity Islam Judaism</p>	<ul style="list-style-type: none"> • Identify the main beliefs at the heart of religious festivals (i.e. at least one festival in at least two religions) • Make clear links between these beliefs and the stories recalled at the festivals. • Make connections between stories, teachings, symbols and beliefs and how believers celebrate these festivals • Describe how believers celebrate festivals in different ways (e.g. between celebrations at home and in community; and/or a variety of ways of celebrating within a religious tradition). • Raise questions and suggest answers about what is worth celebrating and remembering in religious communities and in their own lives • Make links between the beliefs and practices studied and the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, good reasons for their ideas • Talk about what they have learned, how and why their thinking has changed

Hinduism	<ul style="list-style-type: none"> • Identify some Hindu deities and describe Hindu beliefs about God (e.g. Brahman, trimurti) • Offer informed suggestions about what Hindu murtis express about God • Make links between Hindu beliefs and the aims of life (e.g. karma). • 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; Diwali), indicating some differences in how Hindus show their faith. • 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 • Consider and weigh up the value of taking part in family and community rituals in Hindu communities and express insights on whether it is a good thing for everyone , giving good reasons for their ideas and talking about whether their learning has changed their thinking.
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Year Four

<p>Commitments</p> <p>Christianity Judaism Hinduism</p>	<ul style="list-style-type: none"> • 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 nonreligious people today. • 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). • 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 ceremonies Give good reasons why they think ceremonies of commitment are or are not valuable today.
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Sikhism	<ul style="list-style-type: none"> • Identify some of the core beliefs of Sikhism, e.g. one God, the message of Guru Nanak, equality and service • Make clear links between the Mool Mantar and Sikh beliefs and actions • Offer informed suggestions about what some of the teachings of the Gurus mean to Sikhs today. • Make simple links between the life of at least one of the Gurus and some actions Sikhs take today (e.g. Guru Nanak and the langar; Guru Gobind Singh and the Khalsa) • Give some examples that demonstrate that remembering God, working hard and serving others are important to Sikhs today. • Raise questions about what matters to Sikhs , and (e.g. equality, service, honest work) say why they still matter today • Make links between key Sikh values and life in the world today, identifying which values would make most difference in pupils’ own lives and in the world today • Talk about what they have learned and whether they have changed their thinking.
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Year Five

<p>Religions in life</p> <p>Christianity Hinduism Judaism</p>	<ul style="list-style-type: none"> • 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 explaining for similarities and differences. • Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) • Use evidence and examples to show how beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives. • Reflect on a range of artistic expressions of afterlife, articulating and explaining different ways of understanding these • Consider and weigh up how religion might people in good and bad times, giving good reasons for their ideas and insights • Talk about what they have learned, how their thinking may have changed and why .
<p>Judaism</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. • Make clear connections between Jewish beliefs about the Torah and how they use 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 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 these ideas are valuable to people who are not Jewish • Talk about how ideas of tradition, ritual, community and study relate to their own lives, giving good reasons for their views and explaining how their thinking has developed during the unit.
<p>Year Six</p>	
<p>Respect and Religion</p> <p>Christianity Islam (Any different faiths in our local community)</p>	<ul style="list-style-type: none"> • Identify the religions and beliefs represented locally and regionally, and explain some of their key beliefs • Describe examples of how different communities deal with diversity and interfaith issues. • Make clear connections between what different people believe and the way they live (e.g. involvement in community, in interfaith projects etc.) • Explain how and why people respond differently to diversity and interfaith issues (e.g. inclusivism, exclusivism etc). • Make connections between religious and non-religious beliefs and practices related to living with difference in community • Reflect on and articulate lessons people might gain from the experience of living in communities of diverse beliefs and practices, including their own responses • Talk about how and why people think differently about diversity and interfaith, giving good reasons for their own views • Consider and weigh up the ways in which the ideas studied relate to their own experiences and views of the world today

Islam	<ul style="list-style-type: none">• 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 and explain 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 Muslim beliefs and worship (e.g. Five Pillars, mosques, art)• Give evidence and examples to show how Muslims put their beliefs into practice in different ways.• Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Yorkshire 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 talk about what and how they have learned, and how and why their thinking has changed
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