

# BENEDICT

## RE

### Vision – ‘all things are possible’

**At Benedict Biscop we want our children to learn that all things are possible. We want our children to aspire and to achieve highly. We want all children to have a strong understanding of the world around them and the people who live in it. The principal aim of our RE curriculum is to enable pupils to hold balanced and informed conversations about religion and belief and to grow up with curiosity, tolerance and respect for all.**

### RE in the wider context

The UK has a rich heritage of culture and diversity. This is continuing today in an era of globalisation and an increasingly interdependent world. Religion and belief for many people forms a crucial part of their culture and identity. Religion and beliefs have become more visible in public life locally, nationally and internationally. The impact of religion on society and public life is constantly brought to public attention through extensive media coverage. The rapid pace of development in scientific and medical technologies and the environmental debate continue to present new issues which raise religious, moral and social questions. The internet enables learning and encourages participation in public discussion of issues in a new and revolutionary way.

Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these. RE also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.

### RE in our context

Our local area of Sunderland is less diverse than the national picture. Data from the census shows that over 70% of the population identify as being Christian. Minority religions in the local area including Muslim, Sikh, Hindu, and Jewish. Almost 22% of residents do not follow a religion. Due to this, it was decided that our curriculum needed to enhance the knowledge of the lived experience of people of other faiths and of no faith in order for children to have a improved world view as well as help them make links between their own lives and the lives of others.

Our RE curriculum was therefore designed to offer a broad and rich experience to allow for coverage of the areas prescribed by the Durham and Newcastle Diocesan Syllabus, alongside the Understanding Christianity curriculum. This encourages a variety of ways to explore religions, their community and personal development and wellbeing. The Christian Aid 'Global Neighbours' programme is also woven in to each of our RE units. This aims to increase pupils' understanding of the root causes of poverty and injustice, as well as engage and empower pupils as agents of change in the transformation of our world and encourages them to be courageous advocates in an ever-changing world. Within our unique curriculum, every year group also has a term long topic linked to global citizenship and the UN Convention on the Rights of the Child. These "What I believe" topics allow children to make links to the wider world around them

and help them understand the rights and responsibilities of children and duty bearers around the world. Each term, every class also studies an element of RE through literacy using a high-quality Nicholas Roberts structure which allows children to produce high quality written responses to challenging questions.

Our lessons have an intention of providing a high quality, coherent and progressive experience of the subject, with scope for cross-curricular learning. Through each unit, children will know about and understand a range of religions and world views. They will be able to identify, investigate and respond to a variety of issues. SMSC, personal growth and community cohesion are featured throughout each non-statutory strand and are there to ensure opportunities for children to develop positive attitudes and values and to reflect on and relate their learning in RE to their own experiences. The intent is to make sure that children understand the relevance of RE in today's modern world and how it affects our lives.

### **Characteristic's of effective learners in RE**

The aim of our curriculum is to develop children who:

- Ask and answer challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human.
- Have a secure knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- Explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- Have built resilience to anti-democratic or extremist narratives
- Build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society
- Develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice
- Consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion

### **End of phase outcomes**

#### **EYFS**

# BENEDICT

## Understanding the World

### Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

### The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

# BENEDICT

**KS1-3**

Teaching and learning approach	End KS1 <i>Pupils can...</i>	End lower KS2 <i>Pupils can...</i>	End KS2 <i>Pupils can...</i>	End KS3 <i>Pupils can...</i>
<p><b>Element 1:</b> <b>Making sense of beliefs</b></p> <p>Identifying and making sense of core religious and non-religious concepts and beliefs; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</p>	<ul style="list-style-type: none"> <li>Identify the core beliefs and concepts studied and give a simple description of what they mean</li> <li>Give examples of how stories show what people believe (e.g. the meaning behind a festival)</li> <li>Give clear, simple accounts of what stories and other texts mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the core beliefs and concepts studied</li> <li>Make clear links between texts/sources of authority and the key concepts studied</li> <li>Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</li> <li>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</li> <li>Taking account of the context(s), suggest meanings for texts/sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Give reasoned explanations of how and why the selected key beliefs and concepts are important within the religions studied</li> <li>Explain how and why people use, interpret and make sense of texts/sources of authority differently</li> <li>Show awareness of different methods of interpretation, and explain how appropriate different interpretations of texts/sources of authority are, including their own ideas</li> </ul>



# BENEDICT

Teaching and learning approach	End KS1 <i>Pupils can...</i>	End lower KS2 <i>Pupils can...</i>	End KS2 <i>Pupils can...</i>	End KS3 <i>Pupils can...</i>
<p><b>Element 2:</b> <b>Understanding the impact</b> Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.</p>	<ul style="list-style-type: none"> <li>Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities</li> <li>Give examples of ways in which believers put their beliefs into practice</li> </ul>	<ul style="list-style-type: none"> <li>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</li> <li>Describe how people show their beliefs in how they worship and in the way they live</li> <li>Identify some differences in how people put their beliefs into practice</li> </ul>	<ul style="list-style-type: none"> <li>Make clear connections between what people believe and how they live, individually and in communities</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Give reasons and examples to account for how and why people put their beliefs into practice in different ways, individually and in community (e.g. in different denominations, communities, times or cultures)</li> <li>Show how beliefs guide people in making moral and religious decisions, applying these ideas to situations in the world today</li> </ul>
<p><b>Element 3:</b> <b>Making connections</b> Reasoning about, reflecting on, evaluating and connecting the concepts, beliefs and practices studied; allowing pupils to challenge ideas, and the ideas to challenge pupils' thinking; discerning possible connections between these ideas and pupils' own lives and ways of understanding the world.</p>	<ul style="list-style-type: none"> <li>Think, talk and ask questions about whether the ideas they have been studying have something to say to them</li> <li>Give a good reason for the views they have and the connections they make.</li> <li>Talk about what they have learned</li> </ul>	<ul style="list-style-type: none"> <li>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</li> <li>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</li> <li>Give good reasons for the views they have and the connections they make</li> <li>Talk about what they have learned and if they have changed their thinking</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</li> <li>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.</li> <li>Consider and weigh up how ideas studied 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</li> <li>Talk about what they have learned, how their thinking may have changed and why</li> </ul>	<ul style="list-style-type: none"> <li>Give coherent accounts of the significance and implications of the beliefs and practices studied in the world today</li> <li>Evaluate personally and impersonally how far the beliefs and practices studied help to make sense of the world</li> <li>Respond to the challenges raised by questions of belief and practice in the world today and in their own lives, offering reasons and justifications for their responses</li> <li>Account for how and why their thinking has or has not changed as a result of their studies</li> </ul>

# BENEDICT

## Curriculum overview

Year group	RE Unit					
<b>Year 1</b>	<b>Who made the world?</b>	<b>How should we care for the world?</b>	<b>What is the news Jesus brings?</b>	<b>Why does Easter matter?</b>	<b>Who is Jewish and how do they live?</b>	
Global neighbours enquiry question	What is a charity? (look at Christian aid – what do they do and why?)	Whose responsibility is it to care for the world? (Look at ARUK – A Rocha UK charity)	How can I share God’s message with others?	Does God forgive every sin?	What does the Tzedek foundation (or justice foundation) do to support those in poverty? <a href="https://tzedek.org.uk/">https://tzedek.org.uk/</a>	
<b>Year 2</b>	<b>What do Christians believe God is like?</b>	<b>Why does Christmas matter?</b>	<b>Who am I? What does it mean to belong?</b>	<b>Why does Easter matter?</b>	<b>Who is Muslim and what do they believe?</b>	<b>What makes some places sacred to believers?</b>
Global neighbours enquiry question	Does God feel sad when he sees the world today?	What is it like to be a child in Jerusalem today?	What is a refugee?	What happens on World Malaria day? Why is it important?	How and why does Islamic Relief try to change the world? (belief in action unit)	Is God everywhere, even in places where there is nothing else? (Look at churches in Malawi)
<b>Year 3</b>	<b>What are the deeper meanings of festivals?</b>	<b>What kind of world did Jesus want?</b>	<b>What is it like to follow God?</b>	<b>Why do Christians call the day Jesus died, Good Friday?</b>	<b>What does it mean to be a Hindu in Britain today?</b>	
Global neighbours enquiry question	What does Harvest look like in other countries? (Look at New yam festival for the Igbo tribes)	Are we doing what God asked us to do with the world? (Look at work of <a href="https://operationnoah.org/">https://operationnoah.org/</a> )	Why do some people choose to travel to spread God’s word? (Look at work of Mercy ships)	What is it like to be a child in Syria right now?	How do Hindu’s serve others? (Look at work of SEWA UK)	
<b>Year 4</b>	<b>What does it mean to be Muslim in Britain today?</b>		<b>What does it mean to be a Sikh in Britain today?</b>	<b>What is the trinity?</b>	<b>When Jesus left, what next?</b>	<b>How and why do believers show their commitments during the journey of life?</b>
Global neighbours enquiry question	What are the challenges, if any, are there to practicing this religion?		What are the aims of the Share charity and how do they achieve this? <a href="https://sharecharityuk.com/who-we-are/">https://sharecharityuk.com/who-we-are/</a>	Can Christians hear God talking to them? (look at a famous missionary like David Livingstone)	Will I make a difference to the world in my life? (belief in action unit)	Why do some people die before they are old?
<b>Year 5</b>	<b>What kind of king is Jesus?</b>	<b>Was Jesus the Messiah?</b>	<b>What did Jesus do to save human beings?</b>	<b>Why do some people believe in God and some people not?</b>	<b>What does it mean if God is holy and loving?</b>	<b>What does it mean for Muslims to follow God?</b>

Global neighbours enquiry question	Do people who have committed a crime deserve a second chance? (look at work of Prison Fellowship UK)	How might it feel for your faith to be illegal? (Look at Christianity in other parts of the world)	How do non-government organisations help others? (Look at work of tear-fund)	Why is it dangerous for some people to follow God? (look at work of Open doors foundation)	How can normal Christians show love to others? (Look at life of Helen Rosaveare/Mama Luka)	Why is Zakat a key part of Islam? (Look at work of Muslim Hands foundation)
<b>Year 6</b>	<b>Creation and science: Conflicting or complementary?</b>	<b>How do religions help people live through Good times and bad times?</b>	<b>What does it mean for a Jewish person to follow God?</b>	<b>How can following God bring freedom and justice?</b>	<b>What difference does the resurrection make for Christians?</b>	<b>What would Jesus do?</b>
Global neighbours enquiry question	Is climate change a man made phenomenon or is it part of God's world?	Look at work of Brother Andrew (God smuggler) – was he right to do what he did?	Passover is the festival of freedom – are Jewish people free around the world?	How does Fairtrade promote justice?	Is it easy to forgive people who have done us wrong? (Look at work of Jim Elliot and what his wife did after his death)	How do global religious charities use the web? Could they do better? (belief in action unit)

**Year group specific outcomes by unit**

**Year 1 - Who made the world?**

Knowledge and understanding for pupils who are...	Emerging	Expected	Exceeding
	<ul style="list-style-type: none"> <li>Pupils know that Christians believe that God created the universe. That the earth and everything in it are important to God.</li> <li>They know that the creation story includes a day of rest.</li> <li>They know that Harvest Festival is a time when Christians say thank you to God for creation.</li> <li>Pupils know that Christians believe they should care for the world</li> </ul>	<ul style="list-style-type: none"> <li>Pupils know that Christians believe that God created the universe. That the earth and everything in it are important to God. Pupils can identify the sequence of the creation story and know the importance Christians attach to a day of rest.</li> <li>Pupils know that Christians believe that God has a unique relationship with human beings as their creator and sustainer. They know that Christians believe they should give thanks</li> </ul>	<ul style="list-style-type: none"> <li>Using this knowledge and understanding to raise relevant questions in response to their enquiry into the Christian concept of Creation.</li> <li>Pupils are able to discuss the idea of God making the world and can make connections to the 'Big Story'.</li> <li>They can explore why a belief that God made the world is significant for Christians.</li> </ul>

	<p>because it belongs to God. They can give an example.</p>	<p>to God for his creation and that Harvest Festival is a time to do this.</p> <ul style="list-style-type: none"> <li>• Pupils know that Christians believe they should care for the world because it belongs to God. They can give an example.</li> </ul>	
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**Year 1 – How should we care for the world and for others and why does it matter?**

Emerging	Expected	Exceeding
<ul style="list-style-type: none"> <li>• Talk about how religions teach that people are valuable, giving simple examples</li> <li>• Recognise that some people believe God created the world and so we should look after it.</li> </ul>	<ul style="list-style-type: none"> <li>• Re-tell Bible stories and stories from another faith about caring for others and the world.</li> <li>• Identify ways that some people make a response to God by caring for others and the world.</li> <li>• Talk about issues of good and bad, right and wrong arising from the stories.</li> <li>• Talk about some texts from different religions that promote the ‘Golden Rule’, and think about what would happen if people followed this idea more.</li> <li>• Use creative ways to express their own ideas about the creation story and what it says about what God is like.</li> </ul>	<ul style="list-style-type: none"> <li>• Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories</li> <li>• Answer the title question thoughtfully, in the light of their learning in this unit.</li> </ul>

**Year 1 – What is the good news that Jesus brings**

Emerging	Expected	Exceeding
<ul style="list-style-type: none"> <li>• Pupils will know that Christians believe that Jesus brings the good news that God loves them and</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will know that Christians believe that Jesus brings the good news (Gospel) and that God loves them and</li> </ul>	<ul style="list-style-type: none"> <li>• Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the Christian concept of Gospel.</li> </ul>

	<p>he will forgive them when they go wrong.</p> <ul style="list-style-type: none"> <li>• Pupils will know that Christians believe that you should also forgive others.</li> <li>• Pupils know the story of the calling of Matthew the tax collector and that Jesus chose as his closest friends (disciples) many who were friendless.</li> <li>• Pupils know that Christians will pray to God</li> </ul>	<p>he will forgive them when they go wrong.</p> <ul style="list-style-type: none"> <li>• Pupils will know that Christians believe that by forgiving they will find peace in their own lives, with others, and with God.</li> <li>• Pupils know the story of the calling of Matthew (including why the tax collector was unpopular, and how people reacted) the tax collector and that Jesus chose as his closest friends (disciples) many who were friendless.</li> <li>• Pupils know that Christians will pray to God prayers to say sorry to ask for things to say thank you.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are able to discuss the idea of what is good about the about forgiveness and can make connections to the 'Big Story'.</li> <li>• They can explore why a belief in forgiveness can lead to peace.</li> </ul>
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**Year 1 – Who is Jewish and how do they live?**

Emerging	Expected	Exceeding
<p>Talk about the fact that Jewish people believe in God. Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat)</p>	<ul style="list-style-type: none"> <li>• Talk about how the mezuzah in the home reminds Jewish people about God.</li> <li>• Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat.</li> <li>• Use the correct vocabulary when discussing key Jewish artefacts and beliefs</li> <li>• Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means.</li> </ul>	<ul style="list-style-type: none"> <li>• Make links between some Jewish teachings and how Jewish people live.</li> <li>• Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways.</li> </ul>

**Year 2**

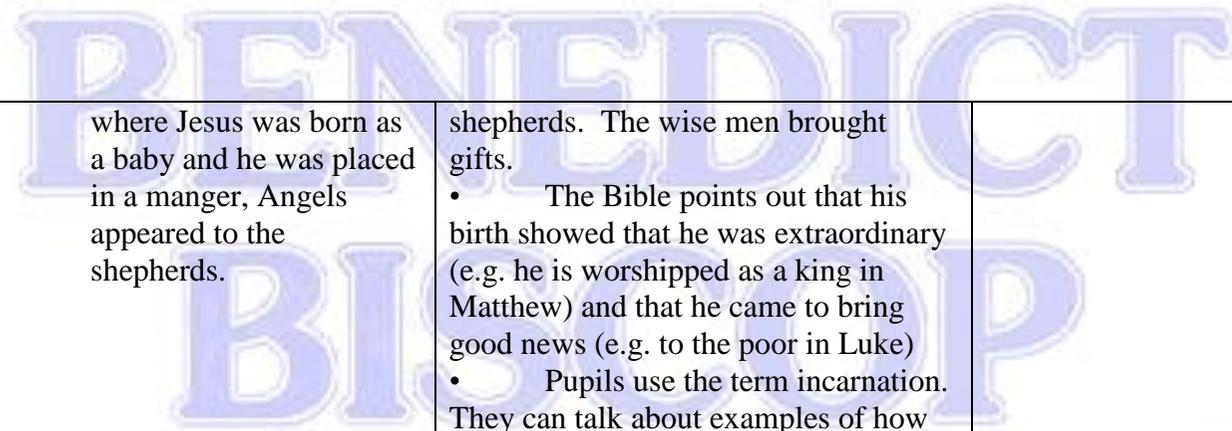
# BENEDICT DISCIPLES

## Year 2 – What do Christians believe God is like?

Knowledge and understanding for pupils who are...	Emerging	Expected	Exceeding
	<ul style="list-style-type: none"> <li>• Pupils know that Christians believe in God and that they find out about him in the Bible.</li> <li>• They know that a parable is ‘a story (in this case told by Jesus) to help people understand ideas’. They can give an example of such a story i.e. parable of the Lost Son and/or the Story of Jonah.</li> <li>• They know that Christians believe that God is loving kind forgiving and fair.</li> <li>• They know that Christians worship God and pray to him.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils know that Christians believe in God and that they find out about him in the Bible.</li> <li>• They know that a parable is ‘a story (in this case told by Jesus) to help people understand ideas’. They can find and say what some of these ideas are in the parable of the Lost Son and/or the Story of Jonah.</li> <li>• They know that Christians believe that God is loving kind forgiving and fair.</li> <li>• They know that Christians worship God and pray to him.</li> <li>• They can identify different types of prayer i.e. Praise: saying sorry: asking: and saying thank you.</li> </ul>	<ul style="list-style-type: none"> <li>• Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the question ‘What do Christians believe God is like? Pupils are able to discuss the idea of God being loving kind forgiving and fair. They can explore why the story of Jonah or the parable of the Lost Son are significant for Christians.</li> </ul>

## Year 2 – Why does Christmas matter?

	Emerging	Expected	Exceeding
	<ul style="list-style-type: none"> <li>• Pupils know that Christians celebrate Jesus’ birth.</li> <li>• They are aware of Advent but can’t explain its significance.</li> <li>• They know aspects of the birth narrative i.e. The Angel appeared to Mary, Mary and Joseph travelled to Bethlehem</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils know that Christians celebrate Jesus’ birth; Advent for Christians is a time for getting ready for Jesus’ coming.</li> <li>• Pupils know that Christians believe that Jesus is God. They know the birth narrative i.e. The Angel appeared to Mary, Mary and Joseph travelled to Bethlehem where Jesus was born as a baby and he was placed in a manger. Angels appeared to the</li> </ul>	<ul style="list-style-type: none"> <li>• Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the Christian concept of Incarnation.</li> <li>• Pupils are able to discuss the idea of Jesus being extraordinary and can make connections to the ‘Big Story’.</li> <li>• They can explore why Jesus being born in a stable is significant for Christians.</li> </ul>



	<p>where Jesus was born as a baby and he was placed in a manger, Angels appeared to the shepherds.</p>	<p>shepherds. The wise men brought gifts.</p> <ul style="list-style-type: none"> <li>• The Bible points out that his birth showed that 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)</li> <li>• Pupils use the term incarnation. They can talk about examples of how this theme has been explore in art and music (including hymns) by Christians.</li> </ul>	
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**Year 2 – Why does Easter matter?**

	Emerging	Expected	Exceeding
	<ul style="list-style-type: none"> <li>• Pupils will know that Easter is very important in the ‘Big story’ of the Bible.</li> <li>• Pupils will know some of the events of the Easter story. Pupils will know that Christians believe that Jesus is willing to forgive all people even those that put him on the cross.</li> <li>• Pupils will know that Christians believe in life after death.</li> <li>• Pupils will know some of the ways its local church celebrates Easter.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will know that Easter is very important in the ‘Big story’ of the Bible.</li> <li>• Pupils will know the outline of events inc: Entry in Jerusalem; The last Supper: Jesus arrest and betrayal: He was put on trial; He was crucified: He came back to life and appeared to Mary Magdalene.</li> <li>• Pupils will know that Christians believe that Jesus is willing to forgive all people even those that put him on the cross. That Jesus did this to build a bridge between man and God. By rising from the dead he gives Christians a hope in a new life.</li> <li>• Pupils will know that Christians believe in life after death.</li> <li>• Pupils will know some of the ways its local church celebrates Easter.</li> </ul>	<ul style="list-style-type: none"> <li>• Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the Christian concept of Salvation.</li> <li>• Pupils are able to discuss the idea of Jesus being extraordinary and can make connections to the ‘Big Story’.</li> <li>• They can explore why Jesus dying and then rising to life is significant for Christians.</li> <li>• They can give their views on why it is important to forgive.</li> </ul>

**Year2 – Who is Muslim and what do they believe?**

Emerging	Expected	Exceeding
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	<ul style="list-style-type: none"> <li>• Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad</li> <li>• Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr</li> <li>• • Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.</li> <li>• Re-tell a story about the life of the Prophet Muhammad.</li> <li>• Recognise some objects used by Muslims and suggest why they are important</li> <li>• Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.</li> <li>• Find out about and respond with ideas to examples of cooperation between people who are different.</li> </ul>	<ul style="list-style-type: none"> <li>• Make links between what the Holy Qur'an says and how Muslims behave.</li> <li>• Ask some questions about God that are hard to answer and offer some ideas of their own.</li> </ul>
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**Year 2 – What makes some places sacred to believers?**

Emerging	Expected	Exceeding	
	<ul style="list-style-type: none"> <li>• Recognise that there are special places where people go to worship, and talk about what people do there.</li> <li>• • Identify at least three objects used in worship in two religions.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.</li> <li>• Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.</li> <li>• Ask good questions during a school visit about what happens in a church, synagogue or mosque.</li> </ul>	<ul style="list-style-type: none"> <li>• Show that they have begun to be aware that some people regularly worship God in different ways and in different places and discuss examples of these.</li> </ul>

# BENEDICT DISCOOP C.E. ACADEMY

## Year 3 – What are the deeper meaning of festivals?

Knowledge and understanding for pupils who are...	Emerging	Expected	Exceeding
	<ul style="list-style-type: none"> <li>Identify and describe how festivals from at least three religions are celebrated, using the correct vocabulary.</li> <li>Retell the story behind at least one festival showing an understanding of why it is celebrated/remembered today</li> <li>Identify similarities and differences in relation to the festivals they study</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe how festivals from at least three religions are celebrated, using correct vocabulary and make links between them</li> <li>Explain examples of texts and stories which lie behind the festivals in terms of the values and beliefs they show</li> <li>Consider questions about the belief that God is at work in human life and stories which show how this should be celebrated.</li> <li>Make simple connections between sacred texts and the practice of religious festivals today</li> <li>Describe how people show devotion to God and commitment to key values in their festivals</li> <li>Identify similarities, differences and generalities in relation to the festivals they study</li> </ul>	<ul style="list-style-type: none"> <li>Raise questions about what is worth celebrating and why, suggesting answers of their own with reason</li> <li>Make links between different religions, which all celebrate the triumph of goodness over evil.</li> </ul>

## Year 3 – What is it like to follow God?

	Emerging	Expected	Exceeding
	<ul style="list-style-type: none"> <li>Pupils know that Christians believe that God makes</li> </ul>	<ul style="list-style-type: none"> <li>Pupils know that Christians believe that God makes covenants or</li> </ul>	<ul style="list-style-type: none"> <li>Using this knowledge and understanding pupils can raise relevant</li> </ul>

	<p>covenants or pacts with his people. The people of God promise to live the way God wants and God promises to stay with them.</p> <ul style="list-style-type: none"> <li>• Pupils are aware of the stories of Noah and Abraham and the way in which God made a covenant with one.</li> <li>• Pupils can give an example of people today try to live the way God wants often at personal cost e.g. William Booth and the Salvation Army</li> </ul>	<p>pacts with his people. i.e. The people of God promise to live the way God wants and God promises to stay with them.</p> <ul style="list-style-type: none"> <li>• Pupils can outline the stories of Noah and Abraham (add selected detail) and the way in which God made a covenant with both.</li> <li>• Pupils know that Christians often make covenants with God and with each other and can make links to e.g. Marriage vows and Baptism vows</li> <li>• Pupils can give detailed example of people today try to live the way God wants often at personal cost. EG William Booth and the Salvation Army.</li> </ul>	<p>questions in response to their enquiry into the question ‘What is it like for Christians to follow God?’</p> <ul style="list-style-type: none"> <li>• Pupils are able to discuss the idea of covenants. They can explore links between God’s covenant with the people of God and the ‘Big Story’ of Christianity.</li> <li>• They recognise that the stories of Noah and Abraham also appear in Jewish and Islamic (Nuh and Ibrahim) texts and can relate the idea of covenant to their own lives.</li> </ul>
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**Year 3 – What kind of world did Jesus want?**

	Emerging	Expected	Exceeding
	<ul style="list-style-type: none"> <li>• Pupils will know that Christians believe that through his teachings Jesus make people think about the way they live.</li> <li>• Pupils will know that it is claimed that Jesus could heal a Leper.</li> <li>• Pupils will know what a parable is.</li> <li>• Pupils are aware of the parable of the Good Samaritan but cannot recall the whole story</li> <li>• They can name the work of a Christian charity that tries to put this teaching into practice e.g. Christian Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will know that Christians believe that through his teachings Jesus challenges everyone about the way they live.</li> <li>• Pupils will know that Jesus first disciples left their jobs and families to follow Jesus.</li> <li>• Pupils will know that it is claimed that Jesus could heal a leper. By doing this Christians believe that showed love for those that others ignore.</li> <li>• They can relate this to the activities of the local church and of Christian charities.</li> </ul>	<ul style="list-style-type: none"> <li>• Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the Christian concept of the Gospel.</li> <li>• Pupils are able to discuss the idea of loving your neighbour and how this has influenced Christians and wider society.</li> <li>• They can explore links between the parable of the Good Samaritan and the story of the Pharisees and the tax collector.</li> </ul>

		<ul style="list-style-type: none"> <li>• Pupils will know what a parable is. Pupils can retell the parable of the Good Samaritan (including the man being attacked, the Levite and the priest passing by, the Samaritan stopping to help, and that Jesus asked who was this man’s neighbour).</li> <li>• They can describe the work of a Christian charity that tries to put this teaching into practice e.g. Christian Aid. They should know that people of other faiths and of none also run charity work.</li> </ul>	
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**Year 3 – Why do Christians call the day Jesus died “Good Friday”?**

	Emerging	Expected	Exceeding
	<ul style="list-style-type: none"> <li>• Pupils will know that Christians see Holy Week as the culmination of Jesus’ earthly life, leading to his death and resurrection.</li> <li>• Pupils will be able to say what some of the events of Holy week means for Christians.</li> <li>• Pupils know that most Christians believe that Jesus rose from the dead and so is alive today.</li> <li>• They know that for some Christians today standing up for your faith can risk persecution.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will know that Christians see Holy Week as the culmination of Jesus’ earthly life, leading to his death and resurrection.</li> <li>• Pupils will be able to say what each event of Holy week means for Christians today inc: Palm Sunday: washing disciples’ feet at the Last Supper: Bread and wine at the Last Supper; Judas’ betrayal; Peter’s denial; the Crucifixion; the Resurrection.</li> <li>• Pupils know that most Christians believe that Jesus rose from the dead and so is alive today. They can explain</li> </ul>	<ul style="list-style-type: none"> <li>• Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the Christian concept of Salvation.</li> <li>• Pupils are able to discuss the idea of Jesus rising from the dead and can make connections to the ‘Big Story’ of Christianity.</li> <li>• They recognise that for Christians believing that Jesus died and rose again is challenging.</li> <li>• They recognise that this belief can make a difference to how believers live their lives.</li> <li>• They can express their own view if this was a Good Friday?</li> </ul>

		<p>why Christians call this Good Friday</p> <ul style="list-style-type: none"> <li>• They know that for some Christians today standing up for your faith can risk ridicule and even persecution.</li> </ul>	
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**Year 3 – What does it mean to be a Hindu in Britain today?**

Emerging		Expected	Exceeding
	<ul style="list-style-type: none"> <li>• Identify and name examples of what Hindus have and do in their families and at mandir to show their faith.</li> <li>• Ask good questions about what Hindus do to show their faith.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.</li> <li>• Describe some ways in which Hindus express their faith through puja, aarti and bhajans.</li> <li>• Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard.</li> <li>• Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught.</li> <li>• Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences.</li> </ul>

**Year 4**

<b>Year 4 – What do Christians learn from Creation?</b>
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# BENEDICT

Knowledge and understanding for pupils who are...	Emerging	Expected	Exceeding
	<ul style="list-style-type: none"> <li>• Pupils know that Christians believe that although God made the world humans spoiled that friendship with God, and that Christians call this the Fall.</li> <li>• Pupils are aware of the story of Adam and Eve but cannot give the detail.</li> <li>• Pupils know that Christians believe that God gives guidelines such as the 10 commandments and offers forgiveness when they fall short.</li> <li>• Pupils understand that many Christians believe they should be stewards or caretakers of God's creation.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils know that Christians believe that although God made the world the Bible tells in Genesis 3 how humans spoiled that friendship with God, and that Christians call this the Fall.</li> <li>• Pupils know the story of Adam and Eve including Gods command not to eat the fruit, the serpent tempting Eve, Adam and Eve hiding from God, Adam and Eve expelled from paradise.</li> <li>• Pupils know that Christians believe that God wants to help people to get close to him again. He gives them guidelines such as the 10 commandments and offers forgiveness when they fall short.</li> <li>• Pupils understand that many Christians believe they are asked to be stewards or caretakers of God's creation and they know about examples where Christians have tried to put this idea in to practice e.g. Forest Churches, A Rocha movement.</li> <li>• They know that some people don't believe that God made the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the Christian concept of creation and Fall. Pupils are able to discuss the story of Adam and Eve and explore their own ideas about what this story may have to say about human nature.</li> <li>• They can make a connection between the Genesis 3 story and the parable of the Lost Son.</li> <li>• They can locate this in the 'Big Story' of Christianity</li> </ul>
<b>Year 4 – What is the Trinity?</b>			
	<b>Emerging</b>	<b>Expected</b>	<b>Exceeding</b>
	<ul style="list-style-type: none"> <li>• Pupils know that Christians believe God is Trinity: Father, Son and Holy Spirit.</li> <li>• That Christians often try to describe God using symbols, similes, and metaphors, in song, story, poems and art and</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils know that Christians believe God is Trinity: Father, Son and Holy Spirit. The Father creates; he sends the Son who saves his people; and the Holy Spirit on his people. Christians believe the Holy Spirit is God's power at work in the</li> </ul>	<ul style="list-style-type: none"> <li>• Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the Christian concept of The Trinity.</li> <li>• Pupils are able to discuss the idea of God being three in one.</li> </ul>

	<p>have created art to help to express this belief.</p> <ul style="list-style-type: none"> <li>• They can talk about the Baptism of Christ but are not able to explain the story's significance.</li> <li>• They can talk about some aspects of Christian Baptism</li> </ul>	<p>world and in their lives today, enabling them to follow Jesus</p> <ul style="list-style-type: none"> <li>• Pupils know that Christians often try to describe God using symbols, similes, and metaphors, in song, story, poems and art and have created art to help to express this belief.</li> <li>• Pupils know the story of Jesus Baptism (Matthew 3; 11-17) including that Jesus was baptised by John the Baptist that a voice came from above and the dove appeared. They know the symbolism this suggests.</li> <li>• Pupils can describe a Christian Baptism (child and adult) including the terminology of 'in the name of the father, the son and the Holy spirit'</li> </ul>	<ul style="list-style-type: none"> <li>• They can explore links between the Baptism of Christ and can make connections to the 'Big Story' of Christianity.</li> <li>• They recognise that for Christians understanding God is challenging; people spend their whole lives learning more and more about God.</li> </ul>
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**Year 4- What does it mean to be a Sikh in Britain today?**

	Emerging	Expected	Exceeding
	<ul style="list-style-type: none"> <li>• Describe the teaching of Guru Nanak.</li> <li>• Use religious or spiritual vocabulary such as symbolism, sacred in the correct contexts.</li> <li>• Make links between Sikh beliefs and the way Sikhs behave.</li> <li>• Can identify some of the key teachings and beliefs of the Sikh religion.</li> </ul>	<ul style="list-style-type: none"> <li>• Can talk about the key teachings and beliefs of the Sikh religion.</li> <li>• Show understanding of how Amrit feels to a Sikh person and make connections to a similar ceremony in another faith.</li> <li>• Use the vocabulary learned in RE, to show their understanding of worship.</li> <li>• Apply ideas from the Sikh Code of Conduct to their own lives, giving reasons and examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the impact for a Sikh of believing that all humans are equal and there is only one God.</li> <li>• Explain some similarities and differences between Sikh worship and Christian or Muslim worship.</li> <li>• Explain some ways in which they show their beliefs and values in the way they live.</li> <li>• Express thoughtful views about self sacrifice.</li> <li>• Use accurately and thoughtfully the language of spirituality and morality to explain their responses to questions about equality.</li> </ul>

**Year 4 – When Jesus left, what was next?**

Emerging	Expected	Exceeding
<ul style="list-style-type: none"> <li>• Pupils know that Christians believe that after Jesus returned to be with God he sent the Holy Spirit at Pentecost to help the church live in a way that reflects the love of God.</li> <li>• Pupils know some of the events of the day of Pentecost. Pupils know some symbols used for the Holy spirit that is; Wind/Fire/Dove/Water/ Comforter</li> <li>• Pupils know the that Christians consider the church to be the ‘Body of Christ’ and that one body has many parts.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils know that Christians believe that after Jesus returned to be with God he sent the Holy Spirit at Pentecost to help the church make Jesus kingdom visible by living in a way that reflects the love of God.</li> <li>• Pupils know the events of the day of Pentecost. That is; The sound of a mighty wind; speaking in tongues; the crowds mixed response: Peter preaches: 3000 believe and are baptised. The church grows from here.</li> <li>• Pupils know the symbols used for the Holy spirit that is; Wind/Fire/Dove/Water/ Comforter and they can identify them as used in art.</li> <li>• Pupils know the that Christians consider the church to be the ‘Body of Christ’ and that one body has many parts. They can explain what this means</li> <li>• Pupils know the term ‘Fruits of the spirit’ and how Christians believe that these are the qualities they should develop with the help of the Holy Spirit.</li> </ul>	<ul style="list-style-type: none"> <li>• Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the question ‘What was the impact of Pentecost?’</li> <li>• Pupils are able to discuss the idea of the Holy Spirit and why this might be important for the growth of a faith.</li> <li>• They can explore links between Pentecost and the ‘Big Story’ of Christianity.</li> <li>• They recognise that following a faith can result in developing positive virtues and can compare the Fruits of the Spirit with virtues from other faiths and from Humanism.</li> <li>• They can relate these texts and ideas to their own lives.</li> </ul>

**Year 4 – How and why do believers show their commitments during the journey of life?**

Emerging	Expected	Exceeding
<ul style="list-style-type: none"> <li>• Recall and name some of the ways religions mark milestones of commitment (including marriage)</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest why some people see life as a journey and identify some of the key milestones on this journey</li> <li>• Describe what happens in Christian, Jewish, and/or Hindu</li> </ul>	<ul style="list-style-type: none"> <li>• Explain similarities and differences between ceremonies of commitment</li> <li>• Discuss and present their own ideas about the value and challenge of</li> </ul>

	<ul style="list-style-type: none"> <li>Identify at least two promises made by believers at these ceremonies and say why they are important</li> </ul>	<p>ceremonies of commitment and say what these rituals mean</p> <ul style="list-style-type: none"> <li>Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people</li> <li>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief</li> </ul>	religious commitment in Britain today
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## Year 5

### Year 5 – What kind of King is Jesus?

Knowledge and understanding for pupils who are...	Emerging	Expected	Exceeding
	<ul style="list-style-type: none"> <li>Pupils know that Jesus told many parables about the Kingdom of God and they are able to name them but cannot describe one in any detail.</li> <li>Pupils know that many Christians try to extend the kingdom of God by challenging social practice and by practising forgiveness.</li> <li>Pupils know the Lord's Prayer and can make links to the idea of the Kingdom of God</li> </ul>	<ul style="list-style-type: none"> <li>Pupils know that Jesus told many parables about the Kingdom of God and they can describe at least one in detail (the feast, the tenants in the vineyard, the unforgiving servant).</li> <li>Pupils know that many Christians believe that Jesus teaching suggests that there will be a future kingdom where God's reign will be complete.</li> <li>Pupils know that many Christians try to extend the kingdom of God by challenging unjust social practice and by practising forgiveness.</li> <li>Pupils know the Lord's Prayer and can explain how this describes the Kingdom of God</li> </ul>	<ul style="list-style-type: none"> <li>Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the question 'What kind of king would Jesus be?'</li> <li>Pupils are able to explore issues of forgiveness and social justice today developing their own insights and can give reasons to support their views.</li> <li>They can make connections to the 'Big Story' of Christianity.</li> </ul>
<b>Year 5 – Was Jesus the Messiah?</b>			

Emerging	Expected	Exceeding
	<ul style="list-style-type: none"> <li>• Pupils know that Jesus was Jewish and that the old testament talked of a Messiah who would rescue his people.</li> <li>• They know that Christians believe Jesus was this Messiah and that Christians believe he is their saviour.</li> <li>• They can give an opinion on the question ‘Was Jesus the Messiah?’</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils know that Jesus was Jewish. They understand that ‘Christ’ is the Greek word for ‘anointed one’, or ‘Messiah’. And that the Old Testament talks about a ‘rescuer’ or ‘anointed one’ – a Messiah. That Isaiah 9 v2-7 texts talks about what this ‘Messiah’ would be like.</li> <li>• Pupils know that most Christians believe Jesus is God incarnate and 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.</li> <li>• Pupils understand that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) That Christians see Jesus as their Saviour (See Salvation). They can give their own view to answer the questions ‘Was Jesus the Messiah?’ supported by a reasoned argument</li> </ul>

**Year 5 – What did Jesus do to save human beings?**

Emerging	Expected	Exceeding
	<ul style="list-style-type: none"> <li>• Pupils will know that Christians believe that Jesus sacrifice on the cross was a way of paying for all the sins of mankind. That as a result they have been ‘saved’ or rescued by God.</li> <li>• Pupils some know of the outline of events of the</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will know that Christians believe that Jesus sacrifice on the cross was a way of paying for all the sins of mankind. That as a result they have been ‘saved’ or rescued by God.</li> <li>• Pupils know the outline of events of the crucifixion (Passion narrative) from John 19. That is: The soldiers mock Jesus: Trial before Pilate; Jesus carries his cross; Soldiers crucify</li> </ul>

	<p>crucifixion (Passion narrative) from John 19.</p> <ul style="list-style-type: none"> <li>• They know that Christians remember Jesus' sacrifice through the service of Holy Communion/ Lord's Supper/The Eucharist/the Mass).</li> <li>• They know that some Christians feel called to sacrifice their own needs to the needs of others and they can give an example of this.</li> </ul>	<p>Jesus; Jesus Mary and John; Jesus dies; Jesus side is pierced; Jesus is buried in Joseph's tomb.</p> <ul style="list-style-type: none"> <li>• Pupils know about the Isaiah 53 passage and can make connections to John 19 using the idea of the suffering servant. They use terms like Messiah, Passion, Salvation and Sacrifice in theological context.</li> <li>• They know that Christians remember Jesus' sacrifice through the service of Holy Communion/ Lord's Supper/The Eucharist/the Mass). They are able to explain denominational difference in practice.</li> <li>• They know that some Christians feel called to sacrifice their own needs to the needs of others and they can give an example of this.</li> </ul>	<p>diverse Christian views as well as atheist and agnostic responses and expressing their own ideas and opinions.</p>
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**Year 5 – Why do some people believe in God and some not?**

Emerging	Expected	Exceeding
	<ul style="list-style-type: none"> <li>• Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs</li> <li>• Give two reasons why a Christian believes in God and one why an atheist does not.</li> </ul>	<ul style="list-style-type: none"> <li>• Outline clearly a Christian understanding of what God is like, using examples and evidence</li> <li>• Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging</li> <li>• Express thoughtful ideas about the impact of believing or not believing in God on someone's life Present different views on why people believe in God or not, including their own ideas.</li> </ul>

**Year 5 – What does it mean for a Muslim person to follow God?**

Emerging	Expected	Exceeding
<ul style="list-style-type: none"> <li>• Name key figures in Islamic faith</li> <li>• Use appropriate vocabulary when discussing the Islamic faith</li> <li>• Retell some stories from the Islamic faith</li> </ul>	<ul style="list-style-type: none"> <li>- Describe key aspects of religions, especially the people, stories and traditions which influence beliefs and values.</li> <li>- Identify and begin to describe the similarities and differences within and between religions.</li> <li>- Consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them.</li> <li>- Use specialist vocabulary in communicating their knowledge and understanding. Use and interpret information and religions from a range of sources.</li> <li>- Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on sources of inspiration in their own and others' lives.</li> <li>• Discuss their own and others' views of religious truth and belief, expressing their own ideas clearly.</li> <li>• Reflect on what it means to belong to a faith community, communicating their own and others' responses thoughtfully.</li> </ul>

**Year 5 – What does it mean if God is Holy and loving?**

Emerging	Expected	Exceeding
<ul style="list-style-type: none"> <li>• Pupils know that Christians believe God is all powerful is everywhere and is eternal.</li> <li>• They know that some people do not believe God exists (i.e. Humanist's).</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils know that Christians believe God is omnipotent, omniscient and eternal. They know that some people do not believe God exists (i.e. Humanist's) and can say why i.e. Humanist's don't believe God is omnipotent omniscient and eternal because...,</li> </ul>	<ul style="list-style-type: none"> <li>• Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the question 'What does it mean if God is holy and loving?'</li> <li>• Pupils are able to discuss the extent to which forgiveness and reconciliation</li> </ul>

	<ul style="list-style-type: none"> <li>• They know that there are different types of text in the Bible and can give examples of psalms, letters and prophecy</li> <li>• Pupil know that Christians believe God is holy and loving but that he is also angered by sin and injustice.</li> <li>• They know how some Christians have reacted to social injustice. for example, Coventry Cathedral.</li> </ul>	<ul style="list-style-type: none"> <li>• They know that there are different types of text in the Bible and can give examples of psalms, letters and prophecy</li> <li>• Pupil know that Christians believe God is holy and loving but that he is also angered by sin and injustice. That not all Christians agree about what God is like but that all try and follow his teachings as they understand it. They can explain that this is why Christians can respond differently both in reaction to social injustice but also in styles of worship and church building.</li> <li>• Pupils can give an example of how biblical ideas about holiness love or forgiveness have made a difference in the world for example Coventry Cathedral.</li> </ul>	<p>relate to the issues and problems in the world and in their own lives.</p> <ul style="list-style-type: none"> <li>• They can relate the teachings in the Bible to life and actions of well-known Christians such as Desmond Tutu and Martin Luther King.</li> <li>• They can evaluate the way in which some examples of Christian practice reflect the belief that God is loving and Holy.</li> </ul>
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## Year 6

### Year 6 – Creation and science – conflicting or complimentary?

Knowledge and understanding for pupils who are...	Emerging	Expected	Exceeding
	<ul style="list-style-type: none"> <li>• Pupils know that there is much debate and controversy around the relationship between Creation stories in Genesis and scientific accounts.</li> <li>• They know that there are many scientists who are also Christians.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils know that there is much debate and controversy around the relationship between creation stories in Genesis and scientific accounts. The can outline both points of view. They know that there are many scientists who are also Christians.</li> <li>• Pupils know that the discoveries of science often make</li> </ul>	<ul style="list-style-type: none"> <li>• Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the question ‘Creation and Science; Conflicting or complimentary?’</li> <li>• They can offer a selection of responses on both sides of the argument, referring to Genesis and Psalm 8, diverse Christian views as well as atheist and agnostic responses.</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils know that some of this controversy is connected with the way in which the Genesis text is interpreted. And that not all Christians agree on this issue.</li> <li>• Pupils know and have heard Psalm 8 and make a link to the Christian belief that we should care for the world</li> </ul>	<p>Christians even more in awe of the power and majesty of God.</p> <ul style="list-style-type: none"> <li>• Pupils know that some of this controversy is connected with the way in which the Genesis text is interpreted and the genre of writing it is considered to be; i.e. poetic account or historical account.</li> <li>• Pupils know that not all Christian believe the same about the relationship between Creation and science.</li> <li>• Pupils know and understand the significance of Psalm 8 for the Christian belief in stewardship.</li> </ul>	
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**Year 6 – How do religions help people through good times and bad times?**

Emerging	Expected	Exceeding
<ul style="list-style-type: none"> <li>• Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life.</li> <li>• Give simple definitions of some key terms to do with life after death, e.g.salvation, heaven, reincarnation.</li> </ul>	<ul style="list-style-type: none"> <li>• Express ideas about how and why religion can help believers when times are hard, giving examples.</li> <li>• Outline Christian, Hindu and/or nonreligious beliefs about life after death.</li> <li>• Explain some similarities and differences between beliefs about life after death</li> <li>• Explain some reasons why Christians and Humanists have different ideas about an afterlife.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what difference belief in judgement/heaven/karma/ reincarnation might make to how someone lives, giving examples</li> <li>• Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding.</li> </ul>

**Year 6 – What does it mean for a Jewish person to follow God?**

Emerging	Expected	Exceeding
<ul style="list-style-type: none"> <li>• Use religious words to talk about how many Jewish people describe what God is</li> </ul>	<ul style="list-style-type: none"> <li>• Use religious words to explain why Moses is important to</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and show understanding of some key beliefs of Judaism using suggested vocabulary.</li> </ul>

	<p>like and how they worship God</p> <ul style="list-style-type: none"> <li>• Talk thoughtfully about how people show what they believe by how they act</li> </ul>	<p>Jewish people and what they learn from him about God</p> <ul style="list-style-type: none"> <li>• Identify and reflect on qualities they admire in others and how they might follow these influences</li> <li>• Reflect on some stories of Moses and begin to express their own understanding of God</li> <li>• Identify rituals and actions of Pesach and explain the meaning of the festival for Jews today. Express their own ideas about the value of hope and freedom.</li> <li>• Explain how Shabbat is important to Jews and reflect on the value of keeping a ‘different’ day in the week for family and reflection.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify key figures in religious stories, artefacts and festivals and describe how they impact on the life of believers.</li> <li>• Describe what inspires and influences themselves and others</li> <li>• Make links between the ideas and values they are learning about in Judaism with Christianity/other religions and their own beliefs/values.</li> </ul>
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**Year 6 – How can following God bring freedom and justice?**

Emerging	Expected	Exceeding
<ul style="list-style-type: none"> <li>• Pupils will know that most Christians believe that God rescued his people from slavery in Egypt.</li> <li>• Pupils are aware of the story of Moses and the exodus and they can show how these relate to the concepts of freedom justice and salvation.</li> <li>• Pupils know that most Christians believe the 10 commandments (and the</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will know that most Christians believe that God rescued his people from slavery in Egypt and that this story looks forward to Jesus death and resurrection that rescued people from the slavery of sin.</li> <li>• Pupils know the outline story of Moses and the exodus (select detail) and they can show how these relate to the</li> </ul>	<ul style="list-style-type: none"> <li>• Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the question ‘Can following God bring freedom and justice?’</li> <li>• Pupils are able to explore issues of fighting for justice and freedom today developing their own insights and can give reasons to support their views.</li> <li>• They can make connections to the ‘Big Story’ of Christianity.</li> </ul>

	<p>Torah) were given to Moses to guide people in how to live.</p> <ul style="list-style-type: none"> <li>• Pupils know that most Christians believe that Jesus shows them how to live through his teachings. This inspires Christians to work for justice and freedom and they can give at least one example of a charity that does this today.</li> </ul>	<p>concepts of freedom justice and salvation</p> <ul style="list-style-type: none"> <li>• Pupils know that most Christians believe the 10 commandments (and the Torah) were given to Moses to guide people in how to live in the way wanted them to live as part of the covenant.</li> <li>• Pupils know that most Christians believe that Jesus brings a new covenant with his people showing them how to live through his teachings. They can relate this to the 5 Marks of Mission in the Anglican Church</li> <li>• Pupils know that the story of the exodus has inspired Christians to work for justice and freedom and they can give at least one detailed example of a charity that does this today.</li> <li>• They are aware that other people fight for justice and freedom too.</li> </ul>	<ul style="list-style-type: none"> <li>• They can relate the stories of the old testament to the biblical accounts of the Jesus as a new Covenant.</li> </ul>
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**Year 6 – What difference does the resurrection make to Christians?**

	Emerging	Expected	Exceeding
	<ul style="list-style-type: none"> <li>• Pupils will know that the book of Luke gives an account of a number of resurrection appearances. (Luke 24). They can describe some of these appearances.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will know that the book of Luke gives an account of a number of resurrection appearances. (Luke 24). They can describe these appearances; to the women at the Tomb, The road to Emmaus and to the disciples on the beach.</li> </ul>	<ul style="list-style-type: none"> <li>• Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the question ‘What difference does the resurrection make to Christian’s?’</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils know that most Christians believe that Jesus resurrection means that death isn't the end and they have hope to be with God in heaven.</li> <li>• Pupils are aware of some modern and traditional songs worship songs that reflect this.</li> <li>• They know a number of Good Friday and Easter Sunday celebrations across a range of denominational settings.</li> <li>• They can say what might happen at a Christian funeral.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils know that most Christians believe that Jesus resurrection means that death isn't the end and that they have hope in a new life with God in heaven. Pupils can explain how this is reflected in Christian worship in both modern and traditional songs.</li> <li>• They can describe a number (add specifics) of Good Friday and Easter Sunday celebrations across a range of denominational settings.</li> <li>• They can explain why certain things might happen at a Christian funeral.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are able to discuss the extent to which this is reflected in current celebrations in funerals.</li> <li>• They can make connections to the 'Big Story' of Christianity.</li> <li>• They can offer a selection of responses to Jesus appearances after the resurrection, giving diverse Christian views as well as atheist and agnostic responses and expressing their own ideas and opinions.</li> </ul>
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**Year 6 – What would Jesus do?**

	Emerging	Expected	Exceeding
	<ul style="list-style-type: none"> <li>• Pupils will know that Christians believe that the Gospel of Jesus is not just about setting a good example but also about making the world better.</li> <li>• Pupils will be aware of a number of Jesus teachings: The wise and foolish builder's/the sermon on the mount/the healing of the centurion's servant/Jesus and the moneylenders/the woman caught in adultery.</li> <li>• Pupils will be able to make a link to activities</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will know that Christians believe that the Gospel of Jesus is not just about setting a good example but also about healing the damage done (by sin) in the world.</li> <li>• Pupils will know a range of Jesus teachings: The wise and foolish builder's/the sermon on the mount/the healing of the centurion's servant/Jesus and the moneylenders/the woman caught in adultery. (select specific detail to retell).</li> <li>• Pupils will be able to relate these teachings to activities undertaken by Christian groups and by</li> </ul>	<ul style="list-style-type: none"> <li>• Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the question 'What would Jesus Do?'</li> <li>• Pupils are able to relate gospel teachings to issues and problems that affect their own lives and communities offering their own insights and ideas.</li> <li>• They can evaluate the way in which some examples of Christian practice reflect the gospel teachings of Jesus.: Is this what Jesus would do?</li> </ul>

	undertaken by Christian groups and by the church.	the church to bring these teachings to life in their churches and communities. <ul style="list-style-type: none"> <li>• Pupils will know that although these texts are fixed the way that different Christians have interpreted them over the years and in different cultures will vary.</li> </ul>	
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**RE curriculum and Nicholas Roberts Unit link**

Within English, additional opportunities have been identified to further extend learning through the delivery of Nicolas Roberts RE units. Each unit last a minimum of 5 sessions. Staff must facilitate at least one unit every term.

<u>Year 1</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b>Class theme</b>	<b>Me, my family and my world</b>	<b>Light and dark: Living in Victorian Sunderland</b>	<b>The seaside: Sunderland's history</b>
<b>RE units covered this term</b>	<b><u>Christianity</u></b> Who made the world? <b><u>Thematic unit</u></b> How should we care for the world and for others, and why does it matter?	<b><u>Christianity</u></b> What is the news Jesus brings?	<b><u>Judaism</u></b> Who is Jewish and how do they live?
<b>Nicholas Roberts Unit</b>	<b><u>Nativity</u></b>	<b><u>Daniel and the lions den</u></b>	<b><u>Jewish Celebrations</u></b>

<u>Year 2</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b>Class theme</b>	<b>Homes in the Tudor times and the Great Fire of London</b>	<b>I have a right to a safe place to live: Homelessness</b>	<b>Planes, trains and automobiles</b>
<b>RE units covered this term</b>	<b><u>Christianity</u></b> <ul style="list-style-type: none"> <li>• What do Christians believe God is like?</li> </ul>	<b><u>Christianity</u></b> <ul style="list-style-type: none"> <li>• Why does Easter matter?</li> </ul>	<b><u>Islam</u></b> <ul style="list-style-type: none"> <li>• Who is Muslim and what do they believe?</li> </ul> <b><u>Thematic unit</u></b>

	<ul style="list-style-type: none"> <li>• Why does Christmas matter?</li> </ul>		<ul style="list-style-type: none"> <li>• What makes some places sacred to believers?</li> </ul>
<b>Nicholas Roberts Unit</b>	<b><u>Harvest Festival</u></b>	<b><u>David and Goliath</u></b>	<b><u>Mosques</u></b>

<u>Year 3</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b>Class theme</b>	Over 2000 years ago: Stone, bronze and iron age	Along the river	I have the right to choose my religion: Religions around the world
<b>RE units covered this term</b>	<u>Thematic unit</u> <ul style="list-style-type: none"> <li>• What are the deeper meanings of festivals?</li> </ul> <u>Christianity</u> <ul style="list-style-type: none"> <li>• What is like to follow God?</li> </ul>	<u>Christianity</u> <ul style="list-style-type: none"> <li>• What kind of world did Jesus want?</li> <li>• Why do Christians call the day Jesus died 'Good Friday'?</li> </ul>	<u>Hinduism</u> <ul style="list-style-type: none"> <li>• What does it mean to be a Hindu in Britain today?</li> </ul>
<b>Nicholas Roberts Unit</b>	<b><u>Passover</u></b>	<b><u>The Crucifixion</u></b>	<b><u>Diwali</u></b>

<u>Year 4</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b>Class theme</b>	Ancient Greece	What did the Romans do for us?	Everyone and everything has the right to be alive: Life in the rainforest
<b>RE units covered this term</b>	<u>Christianity</u> <ul style="list-style-type: none"> <li>• What do Christians learn from the <u>Creation</u>?</li> <li>• What is the Trinity? (Incarnation and God)</li> </ul>	<u>Sikhism</u> <ul style="list-style-type: none"> <li>• What does it mean to be a Sikh in Britain today?</li> </ul>	<u>Christianity</u> <ul style="list-style-type: none"> <li>• When Jesus left, what next?</li> </ul> <u>Thematic unit</u> <ul style="list-style-type: none"> <li>• How and why do believers show their commitments</li> </ul>

			during the journey of life?
<b>Nicholas Roberts Unit</b>	<b><u>Noah and the animals</u></b>	<b><u>Guru Nanak</u></b>	<b><u>Christianity</u></b>

<b><u>Year 5</u></b>	<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
<b>Class theme</b>	<b>Settlers and settlements: Anglo-saxons, Vikings and Scots</b>	<b>What happened after 1066: Tudors and</b>	<b>No one is allowed to punish me in a cruel or harmful way: exploring crime and punishment</b>
<b>RE units covered this term</b>	<b><u>Christianity</u></b> <ul style="list-style-type: none"> <li>• What kind of king is Jesus?</li> <li>• Was Jesus the Messiah?</li> </ul>	<b><u>Christianity</u></b> <ul style="list-style-type: none"> <li>• What did Jesus do to save human beings?</li> </ul> <b><u>Secular/non-religious world views</u></b> <ul style="list-style-type: none"> <li>• Why do some people believe in God and some people not?</li> </ul>	<b><u>Islam</u></b> <ul style="list-style-type: none"> <li>• What does it mean for Muslim to follow God?</li> </ul> <b><u>Christianity</u></b> <ul style="list-style-type: none"> <li>• What does it mean if God is holy and loving?</li> </ul>
<b>Nicholas Roberts Unit</b>	<b><u>The nativity</u></b>	<b><u>Churches</u></b>	<b><u>Muslim Worship</u></b>

<b><u>Year 6</u></b>	<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
<b>Class theme</b>	<b>Children in WW2 in Sunderland</b>	<b>Sunderland's heritage: Coal Mining</b>	<b>I have the right to protection from any kind of exploitation: Slavery</b>
<b>RE units covered this term</b>	<b><u>Christianity</u></b> <ul style="list-style-type: none"> <li>• Creation and science: conflicting or complementary?</li> <li>• How can following God</li> </ul>	<b><u>Judaism</u></b> <ul style="list-style-type: none"> <li>• What does it mean for a Jewish person to follow God?</li> </ul> <b><u>Thematic unit</u></b>	<b><u>Christianity</u></b> <ul style="list-style-type: none"> <li>• What difference does the resurrection make for Christians?</li> </ul>

BENEDICT  
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	bring freedom and justice?	<ul style="list-style-type: none"><li>• How do religions help people live through good times and bad times?</li></ul>	<ul style="list-style-type: none"><li>• What would Jesus do?</li></ul>
<b>Nicholas Roberts Unit</b>	<b><u>Christianity</u></b>	<b><u>The origins of Judaism</u></b>	<b><u>Crucifixion</u></b>

C.E. ACADEMY

