

Religious Education and World Views

Progression Map

Cycle A

“Science gives man knowledge which is power, religion gives man wisdom which is control”

Martin Luther King Jr



To know what it feels like to belong

I wonder... **where do I belong?** (F4)

- How do we show respect for one another?
- How do we show love/how do I know I am loved?
- Who do you care about?
- How do we show care/how do I know I am cared for?
- How do you know what people are feeling?
- How do we show people they are welcome?
- What things can we do better together rather than on our own?
- Where do you belong?
- How do you know you belong?
- What makes us feel special about being welcomed into a group of people?

KS1
Children will begin to understand what it means to feel part of a faith community

Children will continue to learn what it is like to belong to a faith community and the understand the values that the community hold

Children will continue to learn what it is like to belong to a faith community and the understand the values that the community hold and how these affect the way they live their lives.

Retell	Recall stories they have been told
Describe	To describe things they have learnt
Record	Write, draw or tell others what they have learnt
Identify	To identify facts they have learnt
Express	Give own opinions about what they have learnt

Making sense	To identify and describe beliefs using appropriate vocabulary
Understanding impact	Begin to explain how and why people express their beliefs
Making connections	To begin to reflect on key questions studied

[illegible]

Retell religious stories making connections with personal experiences

Describe occasions when things have happened in their lives that made them feel special

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

Describe simply what happens when a baby is welcomed into a religion other than Christianity.

In Reception class, children should encounter Christianity and other faiths as part of their growing sense of self, their own community and their place within it. Three units below focus on Christianity, and the others include opportunities to encounter Christians, Hindus, Jews and Muslims, as well as non-religious responses and ways of living

Describe 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

Children will begin to make connections between religious stories and the idea of belonging



Objective To understand the importance of Christmas for Christians
Enquiry I wonder... Why is Christmas special for Christians? (F2)
Substantive Knowledge (Content) - What special stories about Jesus are in the Bible? - Why do Christians perform Nativity plays at Christmas? - Why do Christians celebrate Jesus’ birthday? - What special things do Christians do at Christmas to share God’s love? - What makes every single person unique and precious? - How does the Christmas story tell Christians they are precious to God?
Prior Learning
Future learning KS1 Children will continue to learn the importance of Christmas for Christians and why this is LKS2 Children will learn that Christians believe that God came to Earth in human form to teach and save people. They will begin in understand religious terms such as “The Trinity” UKS2 Children will learn the importance of Jesus’ role in saving humans from sin and showing them how to live their lives. They will develop their understanding of religious terms like “Messiah”

Skills	
Retell	Recall stories they have been told
Describe	To describe things they have learnt
Retell	Write, draw or tell others what they have learnt
Identify	To identify facts they have learnt
Express	Give own opinions about what they have learnt
Core Themes	
Making sense	To identify and describe beliefs using appropriate vocabulary
Understanding impact	Begin to explain how and why people express their beliefs
Making connections	To begin to reflect on key questions studied
Key vocabulary	
Bible	The book that contains Christian stories and beliefs
Nativity	The birth of Jesus Christ
Unique	One of a kind
Precious	Very special or valuable

End Points Describe people who are special to them Describe what makes their family and friends special to them Retell simply what happens at a traditional Christian festival (Christmas) Identify the word ‘incarnation’ as describing the belief that God came to Earth as Jesus Retell religious stories, making connections with personal experiences.
East Sussex Agreed Syllabus In Reception class, children should encounter Christianity and other faiths as part of their growing sense of self, their own community and their place within it. Three units below focus on Christianity, and the others include opportunities to encounter Christians, Hindus, Jews and Muslims, as well as non-religious responses and ways of living
Minimum expectations, including for pupils with SEND Describe what makes their family and friends special to them Retell simply what happens at a traditional Christian festival (Christmas)
High prior attainment and extension opportunities, including for pupils with SEND Begin to make connections between their personal experiences and religious stories


Objective
To know why some stories are special

Enquiry
I wonder... **Which stories are special and why? (F6)**

- Substantive Knowledge (Content)**
- What is your favourite story?
 - What do you like about it, and why?
 - What stories do you know about Jesus?
 - What do you think Jesus was (is) like?
 - Where are special stories written?
 - What is the bible?
 - What is the Torah?
 - Do you know any Bible stories?
 - What stories do you know that are special to Christians (or other faiths)?
 - Who are the stories about? What happens in the story?
 - Does the story tell you about God? What do you learn?
 - What stories do you know that tell you how you should behave towards other people?
 - What does the story of Zacchaeus teach us?
 - What does the story of the ten lepers teach us?
 - What are the similarities and differences between different people’s special stories?

Prior Learning

Future learning

KS1
Children will continue to learn through stories from the Gospel and Torah about Christians and Jewish beliefs. They will understand that Jesus is believed to bring “good news” as told in the gospels. They will begin to see how Jewish people live their life’s through stories in the Torah. They will begin to learn how Muslims live their lives through stories from the Qur’ an.

LKS2
Children will continue to learn through stories in the gospels what kind of world Jesus wanted. They will learn through stories what Hindu’s believe God is like. They will continue to learn how Muslims live their lives through teachings from the Qur’ an.

UKS2
Children will learn how Christian, Jewish, Hinduism, Islam and other non-religious communities learn from their sacred texts and how these influence their lives.

Skills

Retell	Recall stories they have been told
Describe	To describe things they have learnt
Retell	Write, draw or tell others what they have learnt
Identify	To identify facts they have learnt
Express	Give own opinions about what they have learnt

Core Themes

Making sense	To identify and describe beliefs using appropriate vocabulary
Understanding impact	Begin to explain how and why people express their beliefs
Making connections	To begin to reflect on key questions studied

Key vocabulary

Jesus	The man who Christians believe is the son of God
Bible	A book where Christian stories and beliefs are found
Torah	The law of God as revealed to Moses that makes up the first five books of the Jewish bible

End Points
Retell some religious stories
Identify some religious words, e.g. about God
Identify some of their own feelings in the stories they hear
Identify a sacred text e.g. Bible, Torah
Describe about some of the things these stories teach believers.

East Sussex Agreed Syllabus
In Reception class, children should encounter Christianity and other faiths as part of their growing sense of self, their own community and their place within it. Three units below focus on Christianity, and the others include opportunities to encounter Christians, Hindus, Jews and Muslims, as well as non-religious responses and ways of living.

Minimum expectations, including for pupils with SEND
Retell some religious stories
Identify some religious words, e.g. about God
Identify a sacred text e.g. Bible, Torah

High prior attainment and extension opportunities, including for pupils with SEND
Describe what can be learnt from the religious stories taught to them and begin to make comparisons with their own lives / behaviour



Objective To understand the importance of Easter for Christians
Enquiry I wonder... Why is Easter special? (F3)
Substantive Knowledge (Content) - What happens at the end of winter and the beginning of spring? - How do ‘dead’ plants and trees come alive again? - What do Christians believe happened to Jesus? - Why do Christians think this is such an important story? - What do Christians do at Easter? - Why are palm leaves significant at Easter - Why is the symbol of the cross used at Easter? - Why do we have Easter eggs?
Prior Learning
Future learning KS1 Children will learn more about the importance of Easter for Christians. LKS2 Children will learn the term salvation and begin to understand what Christians believe that Jesus did to save us UKS2 Children will understand what Christians believe about the crucifixion and resurrection and the significance of why this happened and what God wanted from it

Skills	
Retell	Recall stories they have been told
Describe	To describe things they have learnt
Retell	Write, draw or tell others what they have learnt
Identify	To identify facts they have learnt
Express	Give own opinions about what they have learnt
Core Themes	
Making sense	To identify and describe beliefs using appropriate vocabulary
Understanding impact	Begin to explain how and why people express their beliefs
Making connections	To begin to reflect on key questions studied
Key vocabulary	
Easter	The celebration of the resurrection of Jesus
Palm Sunday	The Sunday before Easter Sunday when Christians believe Jesus arrived in Jerusalem
Symbol	Something that represents or stands for something else

End Points Identify stories connected with the celebration of Easter Retell stories connected with the celebration of Easter Describe why Easter is a special time for Christians Express ideas of new life in nature Identify some symbols Christians use during Holy Week, Express connections with signs of new life in nature Describe some ways Christians remember these stories at Easter.
East Sussex Agreed Syllabus In Reception class, children should encounter Christianity and other faiths as part of their growing sense of self, their own community and their place within it. Three units below focus on Christianity, and the others include opportunities to encounter Christians, Hindus, Jews and Muslims, as well as non-religious responses and ways of living.
Minimum expectations, including for pupils with SEND Describe why Easter is a special time for Christians Express ideas of new life in nature Identify some symbols Christians use during Holy Week,
High prior attainment and extension opportunities, including for pupils with SEND Children will make connections with Easter story and signs of new life in nature


Objective
To understand why the word God is so important to Christians?

Enquiry
I wonder... **Why is God important? (F1)**

- Substantive Knowledge (Content)**
- What does the word ‘God’ mean?
 - Which people believe in God?
 - Which people believe God is the Creator of everything?
 - What is amazing about the world?
 - What do Christians say about God as Creator?
 - What is the story that Christians and Jews use to think about the Creator?
 - What do Christians and other people (including non-religious) think about the world and how we should treat it?

Prior Learning

Future learning

KS1
Children continue to learn what Christians believe God is like. They learn how Jewish see God. They learn that Muslims believe Allah (pbuh) created the world and the similarities and differences in these beliefs.

LKS2
Children learn more about the Christian creation story and what can be learnt from it. They learn what it is like to follow God.

UKS2
Children learn alternative explanations about the creation of the world and explore the conflicting ideas from a scientific belief of creation. They learn what Christians think about God and the affect on their lives. They discuss why some people don’t believe in God and look at non- religious communities like Humanists.

Skills

Retell	Recall stories they have been told
Describe	To describe things they have learnt
Retell	Write, draw or tell others what they have learnt
Identify	To identify facts they have learnt
Express	Give own opinions about what they have learnt

Core Themes

Making sense	To identify and describe beliefs using appropriate vocabulary
Understanding impact	Begin to explain how and why people express their beliefs
Making connections	To begin to reflect on key questions studied

Key vocabulary

God	The creator and ruler of the universe for Christians and Jews
Creator	Someone who brings something into being
Creation story	The story that Christians and Jews believe tells how the world was made

End Points
Express ideas they find interesting, puzzling or wonderful about the world
Express their own experiences and feelings about the world
Retell stories about the world, God, human beings and their meanings
Describe the wonders of the natural world and how they feel about these
Express how and when Christians like to thank their Creator
Describe what people do to mess up the world and what they do to look after it

East Sussex Agreed Syllabus
In Reception class, children should encounter Christianity and other faiths as part of their growing sense of self, their own community and their place within it. Three units below focus on Christianity, and the others include opportunities to encounter Christians, Hindus, Jews and Muslims, as well as non-religious responses and ways of living.

Minimum expectations, including for pupils with SEND
Retell stories about the world, God, human beings and their meanings
Express how and when Christians like to thank their Creator

High prior attainment and extension opportunities, including for pupils with SEND
Children could begin to make connections between creation stories from other religions and non- religious cultures



Objective To understand why religions have special places
Enquiry I wonder... Why are some places special? (F5)
Substantive Knowledge (Content) - Where do you feel safe? Why? - Where do you feel happy? Why? - Where is special to me? - Where is a special place for believers to go? - What is a church like? - What is a Synagogue? - What makes this place special? - Are there special places in the world too?
Prior Learning
Future learning KS1 Children will continue to learn about special places using and understanding the term “sacred”. They will learn about sacred places for Christians, Muslims and Jews and beginning to make comparisons between the religions. They will learn that special places can be man-made or natural. LKS2 Children will learn more about sacred places for a Christians, Muslims and Jewish people and their significance in their religions. They will learn about the festivals that take place in these sacred places. They will learn that different parts of the world are sacred for different religions. UKS2 Children will learn the importance of sacred places in Britain today for Christians, Jews, Muslims and Hindus. They will continue to learn about sacred places around the world for different religions and the significance of these.

Skills	
Retell	Recall stories they have been told
Describe	To describe things they have learnt
Retell	Write, draw or tell others what they have learnt
Identify	To identify facts they have learnt
Express	Give own opinions about what they have learnt
Core Themes	
Making sense	To identify and describe beliefs using appropriate vocabulary
Understanding impact	Begin to explain how and why people express their beliefs
Making connections	To begin to reflect on key questions studied
Key vocabulary	
Church	Christian building for worship
Synagogue	Jewish building for worship
Mosque	Islamic building for worship
Temple	Hindu building for worship

End Points Describe somewhere that is special to themselves, saying why Identify that religious people have places which have special meaning for them Identify the things that are special and valued in a place of worship Describe that for Christians, Muslims or Jews, these special things link to beliefs about God Express appropriate words to talk about their thoughts and feelings when visiting a church
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Minimum expectations, including for pupils with SEND Identify that religious people have places which have special meaning for them Identify the things that are special and valued in a place of worship
High prior attainment and extension opportunities, including for pupils with SEND Begin to understand and use the term “sacred” when talking about religious places .


KS1 Objective To understand what Christians believe God is like
Enquiry I wonder... What do Christians believe God is like? (1.1)
Substantive Knowledge (Content) - To identify what a parable is - Tell the story of the Lost Son from the Bible simply - Recognise a link with the Christian idea of God as a forgiving Father and this story - Give clear, simple accounts of what the story means to Christians - To understand that Christians believe that God is loving and forgiving - To know Christians show their belief by saying sorry to God - To understand that God welcomes Christians back and forgives them - To know how Christians use worship to show their beliefs - To know different ways that Christians worship
Prior Learning EYFS Children would have been introduced to the idea of God as loving everyone. They would know that stories in the bible can teach us about God.
Future learning LKS2 Children will be taught some of the meanings of the stories from the Gospels. Begin to understand stories and meanings about the Trinity and Baptism and how Christians use these to guide their lives.
UKS2 Children will be taught to make clear connections about a range of biblical texts and what Christians believe about God. They will use theological terms accurately and look at these beliefs are put into practise.

Skills	
Identify	Find examples of something
Retell	Recall stories and begin to understand meanings of them
Understand	To think carefully about facts learnt and begin to make connections
Interpret	To begin to understand what they have been taught
Express	Talk about their own ideas in relation to what they have been taught
Core Themes	
Making sense of beliefs	Identify core beliefs and concepts studied and give a simple description of what they mean Give examples of how stories show what people believe Give clear, simple accounts of what stories and other texts mean to believers
Understanding the impact	Give examples of how people use stories, texts and teachings to guide their beliefs and actions Give examples of ways in which believers put their beliefs into practice
Making connections	Think, talk and ask questions about whether the ideas they have been studying, have something to say to them Give a good reason for the views they have and the connections they make
Key vocabulary	
Parable	A simple story used to illustrate a moral or spiritual lesson, told by Jesus in the Gospels
Forgiveness	Showing that you understand someone’s actions of thoughts and letting them go
Worship	To show adoration of someone or something
Belief	To except that something exists or is true without proof

End Points Identify what a parable is Retell the story of the Lost Son from the bible Interpret the meaning of the parable for Christians Describe different ways in which Christians show that God is loving and forgiving Express their own ideas about the meaning of the parable Understand the meaning of the parable making connections to their own lives
East Sussex Agreed Syllabus 2022 Coverage Religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. During this key stage, pupils should be taught knowledge, skills and understanding through learning about Christians, Muslims and Jews.
Minimum expectations, including for pupils with SEND Identify what a parable is Retell the story of the Lost Son from the bible Describe different ways in which Christians show that God is loving and forgiving
High prior attainment and extension opportunities, including for pupils with SEND Children could read other parables and identify the message in the story and begin to reflect on their own lives.


KS1 Objective

To understand why Christmas is important to Christians

Enquiry

I wonder... **Why is Christmas important to Christians? (1.3)**

Substantive Knowledge (Content)

- To know that incarnation means God in the flesh
- To know that Christians celebrate the birth of Jesus as they belief he was God on earth
- To know the story of the Nativity from The Gospel of Luke
- To know how Christmas is celebrated in the Christian church
- To understand the term Advent
- To know Advent traditions
- To understand how Christians celebrate the birth of Jesus and say thank you to God at this time of year

Prior Learning

EYFS

Children will learn that Christmas is a special time for Christians as it celebrates God coming to Earth as Jesus. They will learn the nativity story.

Future learning

LKS2

Children will learn further stories from the Gospels and what they mean to Christians. They will learn about different ways of prayer. They will begin to look at what these stories mean to Christians today.

UKS2

Children will learn the place of Incarnation and Messiah within the ‘big story’ of the Bible. They will learn how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible

Skills

Identify	Find examples of something
Retell	Recall stories and begin to understand meanings of them
Understand	To think carefully about facts learnt and begin to make connections
Interpret	To begin to understand what they have been taught
Express	Talk about their own ideas in relation to what they have been taught

Core Themes

Making sense of beliefs	Identify core beliefs and concepts studied and give a simple description of what they mean Give examples of how stories show what people believe Give clear, simple accounts of what stories and other texts mean to believers
Understanding the impact	Give examples of how people use stories, texts and teachings to guide their beliefs and actions Give examples of ways in which believers put their beliefs into practice
Making connections	Think, talk and ask questions about whether the ideas they have been studying, have something to say to them Give a good reason for the views they have and the connections they make

Key vocabulary

Incarnation	God in the flesh
Nativity	The occasion of someone’s birth, the birth of Jesus Christ
Advent	The first season of the Christian Church year, including the four preceding Sundays
Tradition	Customs of beliefs passed through generation to generation

End Points

Identify the meaning of incarnation, nativity and advent

Retell the story of Jesus’ birth from the Gospel of Luke

Identify how Christmas is celebrated in the Christian church

Understand the importance of the Advent traditions for Christians

Express how Christians celebrate the birth of Jesus and say than you to God

East Sussex Agreed Syllabus 2022 Coverage

Religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. During this key stage, pupils should be taught knowledge, skills and understanding through learning about Christians, Muslims and Jews.

Minimum expectations, including for pupils with SEND

Identify the meaning of incarnation, nativity and advent

Retell the story of Jesus’ birth from the Gospel of Luke

Identify how Christmas is celebrated in the Christian church

High prior attainment and extension opportunities, including for pupils with SEND

Children could look at Christmas traditions in global Christian communities and find similarities and differences around the globe.



KS1 Objective To understand the importance of Easter to Christians
Enquiry I wonder... Why is Easter important to Christians? (1.5)
Substantive Knowledge (Content) - To understand the term “Salvation” means Jesus saving people - To know that Salvation (and Incarnation) are part of the big story of the bible - To know the story of Holy Week - To understand the emotions of Jesus’ supporters during this week - To know and understand the term ”resurrection” and link it new life - To know what happens in a church on Good Friday (services, hot cross buns, four stations of the cross) - To know what happens in a church on Easter Sunday (joyful songs) - To know that the Easter story says something to non -Christians about themes such as: sadness, hope or heaven, darkness and light
Prior Learning EYFS Children will have learnt about the Easter story and linked it new beginnings and springtime. They would have looked at palm crosses and made Easter gardens and made connections between eggs and new life.
Future learning LKS2 Children will learn about salvation and its meaning. They will learn about Holy Week and be able to link stories from the Gospels. They will begin to understand the importance of these events for Christians and learn about the traditions that take place in churches during this time.
UKS2 Children will learn where these events fit into the “big story” of the bible. They will learn about what Christians believe about Jesus’ sacrifice. They will learn about how Christians celebrate the last supper with services in church. They will begin to think about how these beliefs are put into action in Christian daily lives.

Skills	
Identify	Find examples of something
Retell	Recall stories and begin to understand meanings of them
Understand	To think carefully about facts learnt and begin to make connections
Interpret	To begin to understand what they have been taught
Express	Talk about their own ideas in relation to what they have been taught
Core Themes	
Making sense of beliefs	Identify core beliefs and concepts studied and give a simple description of what they mean Give examples of how stories show what people believe Give clear, simple accounts of what stories and other texts mean to believers
Understanding the impact	Give examples of how people use stories, texts and teachings to guide their beliefs and actions Give examples of ways in which believers put their beliefs into practice
Making connections	Think, talk and ask questions about whether the ideas they have been studying, have something to say to them Give a good reason for the views they have and the connections they make
Key vocabulary	
Salvation	Jesus saving people
Crucifixion	Put to death on the cross
Resurrection	To rise from death and live again

End Points Understand the terms “salvation” “resurrection” Retell the story of Holy week simply Identify ways Easter is celebrated in Christian churches Express their ideas simply on themes linked to Easter such as hope and heaven, darkness and light
East Sussex Agreed Syllabus 2022 Coverage Religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. During this key stage, pupils should be taught knowledge, skills and understanding through learning about Christians, Muslims and Jews.
Minimum expectations, including for pupils with SEND Understand the terms “salvation” “resurrection” Retell the story of Holy week simply Identify ways Easter is celebrated in Christian churches
High prior attainment and extension opportunities, including for pupils with SEND Children could investigate the themes of salvation and resurrection (darkness and light) within other world religions.


KS1 Objective To understand the impact of belonging to a faith community
Enquiry I wonder... what is a faith community? (1.10)
Substantive Knowledge (Content) - To understand that a faith community is a group of people that share the same faith - To know there are other faiths than Christianity (Jewish, Muslim for example) - To understand that loving each other is important in many faith communities - To know that Jesus said to love each other (Luke 13:034-35) - To know that in the older Jewish teaching it was said to “Love you neighbour” (Leviticus 18:19) - To know that in Muslim teaching: ‘None of you is a good Muslim until you love for your brother and sister what you love for yourself. - To understand what happens at a wedding ceremony where two people show they love and belong to each other - To know what happens at a Christian, Jewish and Muslim welcoming ceremony - To know that symbols are used to show belonging to a faith community - To understand different faith communities can work together
Prior Learning EYFS Children will learn about what it means to belong reflecting on where they belong. They will learn about feeling special and look at a Christian baptism and what happens at a welcoming ceremony in another religion.
Future learning LKS2 Children will learn about commitment and promises in two religions and the traditions and customs that come with them. They will develop their knowledge about ceremonies that celebrate these things in two different religions. They will learn to see life as a journey and learn how different religions mark special occasions in life’s journey. UKS2 Children will look further into the idea of faith and how faith can help in good and bad times in their lives. They will begin to give clear examples of how people’s faith guides them through life’s journeys. They will learn about humanist beliefs and compare and contrast these with Christian and Hindu beliefs about reincarnation and life after death.

Skills	
Identify	Find examples of something
Retell	Recall stories and begin to understand meanings of them
Understand	To think carefully about facts learnt and begin to make connections
Interpret	To begin to understand what they have been taught
Express	Talk about their own ideas in relation to what they have been taught
Core Themes	
Making sense of beliefs	Identify core beliefs and concepts studied and give a simple description of what they mean Give examples of how stories show what people believe Give clear, simple accounts of what stories and other texts mean to believers
Understanding the impact	Give examples of how people use stories, texts and teachings to guide their beliefs and actions Give examples of ways in which believers put their beliefs into practice
Making connections	Think, talk and ask questions about whether the ideas they have been studying, have something to say to them Give a good reason for the views they have and the connections they make
Key vocabulary	
Muslim	People who follow Islam
Jewish	People who follow Judaism
Baptism	Christian welcoming ceremony
brit bat or zeved habat	Jewish welcoming ceremony for a baby girl
Aqiqah	Muslim welcoming ceremony
Ketubah	Jewish wedding contract

End Points Interpret what a faith group is and know some of the symbols that represent the community Identify different faith groups and their beliefs on loving each other Identify what happens at a wedding ceremony Identify what happens at Christian, Jewish and Muslim welcoming ceremonies Understand and give examples of how different faith communities can work together
East Sussex Agreed Syllabus 2022 Coverage Religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. During this key stage, pupils should be taught knowledge, skills and understanding through learning about Christians, Muslims and Jews.
Minimum expectations, including for pupils with SEND Interpret what a faith group is and know some of the symbols that represent the community Identify different faith groups and their beliefs on loving each other Identify what happens at Christian, Jewish and Muslim welcoming ceremonies
High prior attainment and extension opportunities, including for pupils with SEND Children could investigate further examples where different faith groups work together putting their faith into action


To recognise what Muslims belief and how they live their lives

I wonder... What is it like to be a Muslim? (1.6)

- To recognise the words of the Shahadah and to know that they are important for Muslims
- To know that the key Muslim beliefs about God are found in the Shahadah
- To know that Muslims believe that there is one true God and its name is Allah
- To understand that Muslims use the mentioned 99 Names for Allah to help them understand Allah better
- To know that Mohammad (PBUH) is a prophet and is the messenger of Allah
- To know and retell some stories about Mohammad (PBUH)
- To know that Muslims use these stories to help them guide their lives
- To understand where customs like Ramadan (fasting) come from
- To know the importance of prayer for Muslims
- To know what the five pillars of Islam represent

Children learn that Islam is a world religion that people who belief in Islam belong to. They would know this community is called a Muslim community. They will learn that the special place they Muslims worship is called a Mosque.

Children learn about the importance of worship to Allah and explore the different ways Muslims pray; at home and in the Mosque. They learn what happens at a Mosque. They learn about the festivals of Ramadam, Laylat-ul-Qadr and Eid-ul-Fitr. They begin to think about the benefits of reflection (five time daily) for non-Muslims.

Children learn about the importance of worship to Allah and explore the different ways Muslims pray; at home and in the Mosque. They learn what happens at a Mosque. They learn about the festivals of Ramadam, Laylat-ul-Qadr and Eid-ul-Fitr. They begin to think about the benefits of reflection (five time daily) for non-Muslims.

Identify	Find examples of something
Retell	Recall stories and begin to understand meanings of them
Analyse	To think carefully about facts learnt and begin to make connections
Interpret	To begin to understand what they have been taught
Express	Talk about their own ideas in relation to what they have been taught

Making sense of beliefs	Identify core beliefs and concepts studied and give a simple description of what they mean Give examples of how stories show what people believe Give clear, simple accounts of what stories and other texts mean to believers
Understanding the impact	Give examples of how people use stories, texts and teachings to guide their beliefs and actions Give examples of ways in which believers put their beliefs into practice
Making connections	Think, talk and ask questions about whether the ideas they have been studying, have something to say to them Give a good reason for the views they have and the connections they make

Islam	The religion of Muslims
Muslim	People who follow Islam
Shahadah	The Muslim profession of faith; one of the five pillars
Iman	Belief in Islam
Tawhid	The belief in One God
Ibadah	Worship
Allah	The name for God in Arabic
Ramadam	A holy month of worship

- Identify** the meanings of Shahadah, Tawhid, ibadah and iman for Muslims
- Identify** Muslim beliefs that there is one God called Allah
- Express** Muslim beliefs about Allah
- Retell** stories of the Prophet Mohammad (pbuh)
- Interpret** stories of Mohammad (pbuh) in the way they guide Muslims
- Analyse** the connections between Muslim customs and prayer
- Identify** the five pillars of Islam

Religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. During this key stage, pupils should be taught knowledge, skills and understanding through learning about Christians, Muslims and Jews.

- Identify** Muslim beliefs that there is one God called Allah
- Express** Muslim beliefs about Allah
- Identify** the five pillars of Islam

Children can investigate what can be learnt from Muslim beliefs by non-Muslims reflecting on their own lives and experiences.



LKS2 Objective
To understand the importance of festivals and worship to Muslims

Enquiry
I wonder... **how festivals and worship demonstrate what matters to Muslims?**
(L2.9)

- Substantive Knowledge (Content)**
- To know that the meaning of the words ‘Islam’ and ‘Muslim’: based on the Arabic root ‘slm’ which means peace
 - To understand the importance of Salah (prayer)
 - To know the difference between prayer at home and in the Mosque
 - To know what happens at a Mosque
 - To understand examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve
 - To understand what happens at Ramadam
 - To know what the ‘Night of Power’ (Laylat-ul-Qadr) is
 - To know what happens in a Muslim household at Eid-ul-Fitr
 - To understand that submission to Allah is central to Islam
 - Explore the benefits of refection five times a day could have on non-Muslims

Prior Learning
EYFS
Children learn that Islam is a world religion that people who belief in Islam belong to. They would know this community is called a Muslim community. They will learn that the special place they Muslims worship is called a Mosque.

KS1
Children learn about Islam, Allah and taught stories about the importance of the prophet Mohammad (pbuh). Children learn about the five pillars of Islam and the beliefs behind them.

Future learning

UKS2
Children learn about the importance of worship to Allah and explore the different ways Muslims pray; at home and in the Mosque. They learn what happens at a Mosque. They learn about the festivals of Ramadam, Laylat-ul-Qadr and Eid-ul-Fitr. They begin to think about the benefits of reflection (five time daily) for non-Muslims.

Skills	
Identify	Find examples of something
Define	Give meaning to something
Recall	Recall stories and begin to understand meanings of them
Analyse	To think carefully about facts learnt and begin to make connections
Interpret	To begin to understand what they have been taught

Core Themes	
Making sense of beliefs	Identify core beliefs and concepts studied and give a simple description of what they mean Give examples of how stories show what people believe Give clear, simple accounts of what stories and other texts mean to believers
Understanding the impact	Give examples of how people use stories, texts and teachings to guide their beliefs and actions Give examples of ways in which believers put their beliefs into practice
Making connections	Think, talk and ask questions about whether the ideas they have been studying, have something to say to them Give a good reason for the views they have and the connections they make

Key vocabulary	
Salah	One of the five pillars of Islam that represents prayer
Mosque	A Muslim place of worship
Ibadah	The Muslim name for worship
Ramadam	The ninth month of the Muslim year where fasting is observed from dawn to dusk
Laylat-ul-Qadr	Translated as the “Night of Power” which celebrates the night that Allah revealed the Quran to the Prophet Mohammad (pbuh)
Eid-ul-Fitr	The Muslim festival marking the end of the fast of Ramadam

End Points
Recall that the meaning of Islam and Muslim derives from the word peace
Interpret the importance of Salah (prayer) and worship (ibadah) for Muslims
Recall differences in practices of prayer at home and in the Mosque
Identify what happens at a Mosque
Recall the importance of Ramadan for Muslims
Recall the importance of Laylat-ul-Qadr for Muslims
Recall how Muslims celebrate the festival of Eid-ul-Fitr
Interpret the importance of submission to Allah for Muslims
Analyse the benefits of reflection five times a day for non-Muslims

East Sussex Agreed Syllabus 2022 Coverage
Religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. During this key stage, pupils should be taught knowledge, skills and understanding through learning about Christians, Muslims, Hindus and Jews. Pupils may also encounter other religions and worldviews (including non-religious worldviews).

Minimum expectations, including for pupils with SEND
Interpret the importance of Salah (prayer) and worship (ibadah) for Muslims
Recall differences in practices of prayer at home and in the Mosque
Identify what happens at a Mosque
Recall the importance of Ramadan for Muslims
Recall the importance of Laylat-ul-Qadr for Muslims

High prior attainment and extension opportunities, including for pupils with SEND
Children could explore in detail the way daily prayer / reflection could benefit Muslim and Non-Muslim communities making connections between world religions.



LKS2 Objective
To understand the importance of festivals and family to Jewish people

Enquiry
I wonder... **why are festivals and family important to Jewish people? (L2.10)**

Substantive Knowledge (Content)

- To understand Jewish beliefs on God, sin and forgiveness
- To learn about the meaning behind the festivals of Rosh Hashanah and Yom Kippur
- To learn the meaning behind the festivals of Pesach/ Passover
- To know that to escape Egypt the Jewish people were given the Ten Commandments
- To understand the importance of the commandments to Jewish people then and now
- To know that Jewish people are taught to use prayers and blessings throughout the day to encourage gratitude
- To learn the importance of gratitude in other religions and for non-religious people
- To learn about the family rituals for Jewish people and their importance
- To consider the themes of gratitude, saying sorry and personal reflection in their own lives

Prior Learning

EYFS
Children learn that Judaism is a world religion that people who belief in Judaism belong to. They learn this community is called a Jewish community. They will learn the special place for Jews to worship is called a Synagogue.

KS1
Children will learn to retell Jewish stories such as Shabbat and Chanukah and how they are used in Jewish celebrations such as Chanukak to remind Jews what God is like. They will learn the words of Jewish prayers (Shema).

Future learning

UKS2
Children will explore the importance of the Torah for Jews. They will learn about the different Jewish communities and their differences and similarities of their beliefs. They will look at how the Jewish communities live in Britain today.

Skills

Identify	Find examples of something
Define	Give meaning to something
Recall	Recall stories and begin to understand meanings of them
Analyse	To think carefully about facts learnt and begin to make connections
Interpret	To begin to understand what they have been taught

Core Themes

Making sense of beliefs	Identify core beliefs and concepts studied and give a simple description of what they mean Give examples of how stories show what people believe Give clear, simple accounts of what stories and other texts mean to believers
Understanding the impact	Give examples of how people use stories, texts and teachings to guide their beliefs and actions Give examples of ways in which believers put their beliefs into practice
Making connections	Think, talk and ask questions about whether the ideas they have been studying, have something to say to them Give a good reason for the views they have and the connections they make

Key vocabulary

Rosh Hashanah	The Jewish New Year festival
Yom Kippur	The “Day of Atonement”
Atonement	The action of making amends for a wrong doing
Passover	The spring festival that celebrates the liberation of the Israelites from Egyptian slavery
Exodus	A mass departure of people
Gratitude	Being thankful

End Points
Identify the Jewish beliefs on God, sin and forgiveness
Recall the stories behind the festivals of Rosh Hashanah and Yom Kippur
Interpret the story of Exodus for Jewish people
Define the impact of the Ten commandments for Jewish people
Recall the prayers and blessings used throughout the day to encourage gratitude
Identify rituals used by Jewish families
Analyse the impact of the themes of gratitude, saying sorry and personal reflection in their own lives

East Sussex Agreed Syllabus 2022 Coverage
Religious education is to explore what people believe and what difference Religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. During this key stage, pupils should be taught knowledge, skills and understanding through learning about Christians, Muslims, Hindus and Jews. Pupils may also encounter other religions and worldviews (including non-religious worldviews).

Minimum expectations, including for pupils with SEND
Recall the stories behind the festivals of Rosh Hashanah and Yom Kippur
Interpret the story of Exodus for Jewish people
Identify rituals used by Jewish families

High prior attainment and extension opportunities, including for pupils with SEND
Children could continue to make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils’ own lives, and giving good reasons for their ideas.



LKS2 Objective
To learn what Hindus believe God is like?

Enquiry
I wonder... **What do Hindus believe Brahman is like? (L2.7)**

- Substantive Knowledge (Content)**
- To know the AUM symbol and that it represents Brahman (God)
 - To know the story of Svetaketu and what Hindus believe it represents
 - To know the Hindu deities Brahma, Vishnu and Shiva (the Trimurti) and their consorts, Saraswati, Lakshmi and Parvati.
 - To understand the connection between the Trimurti and Hindu beliefs about the cycle of life
 - To understand the different representations of these Gods and Goddesses
 - To know that Hindus worship shrines in their homes (puja)
 - To know the story of Rama and Sita
 - To understand what the festival of Diwali means to Hindus
 - To understand the idea of Atman and what it means to Hindus and their daily lives

Prior Learning

EYFS
Children will not be taught about Hinduism in EYFS.

KS1
Children are not taught about Hinduism in KS1.

Future learning

UKS2
Children will learn about the stages of life that Hindus believe in – Karma, Dharma, Samsara and Moksha and how these beliefs guide Hindus to lead a good life.

Skills

Identify	Find examples of something
Define	Give meaning to something
Recall	Recall stories and begin to understand meanings of them
Analyse	To think carefully about facts learnt and begin to make connections
Interpret	To begin to understand what they have been taught

Core Themes

Making sense of beliefs	Identify core beliefs and concepts studied and give a simple description of what they mean Give examples of how stories show what people believe Give clear, simple accounts of what stories and other texts mean to believers
Understanding the impact	Give examples of how people use stories, texts and teachings to guide their beliefs and actions Give examples of ways in which believers put their beliefs into practice
Making connections	Think, talk and ask questions about whether the ideas they have been studying, have something to say to them Give a good reason for the views they have and the connections they make

Key vocabulary

Brahman	The Hindu name for God
Atman	The name given to the belief that all living things carry a “spark” of Brahman
Shrine	A place regarded as holy
Diwali	A festival with lights that celebrates the Goddess Lakshmi and prosperity

End Points

Identify some Hindu deities and say how they help Hindus describe God
Recall the stories of Svetaketu, Ganesh and Diwali

Identify links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God

Analyse the different representations of the Hindu Gods and Goddesses

Identify Hindu beliefs about the cycle of life

Identify the ways in which Hindus worship at home

Interpret the idea of Atman and how it guides Hindus in their daily lives

East Sussex Agreed Syllabus 2022 Coverage

Religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. During this key stage, pupils should be taught knowledge, skills and understanding through learning about Christians, Muslims, Hindus and Jews. Pupils may also encounter other religions and worldviews (including non-religious worldviews).

Minimum expectations, including for pupils with SEND

Identify some Hindu deities and say how they help Hindus describe God

Recall the stories of Svetaketu, Ganesh and Diwali

Identify the ways in which Hindus worship at home

High prior attainment and extension opportunities, including for pupils with SEND

Children could look at other religions beliefs about life and death and make comparisons to the beliefs of Hindus



LKS2 Objective To learn why “Good Friday” is important to Christians
Enquiry I wonder... What is good about “Good Friday”? (L2.5)
Substantive Knowledge (Content) - To understand that the word “salvation” for Christians means “save” or “rescue” - To understand the importance of Holy Week means to Christians - To understand what happens in Christian Churches during “Holy Week” - To know about the different types of service, music, readings and rituals Christians use on Palm Sunday, Good Friday and Easter Sunday - To make links between stories in the Gospel and what happens in Christian churches - To understand where themes hope, sadness and joy fit into the Easter story for Christians - To understand that for Christians Good Friday was not the end but an event that allowed the way to Heaven for all
Prior Learning EYFS Children would have learnt why Easter is a special time for Christians and made connections between the Easter Story and new life. KS1 Children would have taught the Easter story and the events of Holy Week. They would have been introduced to the term salvation meaning “save”. They learn about some of the customs Christians follow at this time.
Future learning UKS2 Children will learn more about Jesus’ sacrifice for mankind and learn about the events of The Last Supper. They will learn the ways in which these events guide Christians in the lives.

Skills	
Identify	Find examples of something
Define	Give meaning to something
Recall	Recall stories and begin to understand meanings of them
Analyse	To think carefully about facts learnt and begin to make connections
Interpret	To begin to understand what they have been taught
Core Themes	
Making sense of beliefs	Identify core beliefs and concepts studied and give a simple description of what they mean Give examples of how stories show what people believe Give clear, simple accounts of what stories and other texts mean to believers
Understanding the impact	Give examples of how people use stories, texts and teachings to guide their beliefs and actions Give examples of ways in which believers put their beliefs into practice
Making connections	Think, talk and ask questions about whether the ideas they have been studying, have something to say to them Give a good reason for the views they have and the connections they make
Key vocabulary	
Salvation	The term used to describe how Jesus came to save mankind
Crucifixion	Put to death on a cross
Resurrection	The term used to describe Jesus’ return from the dead
Holy Week	The week from Palm Sunday to Easter Sunday (when Jesus entered Jerusalem until his resurrection)
Ritual	A practice that has a particular meaning

End Points Define the word Salvation for Christians Recall the importance of Holy Week for Christians Identify ways in which Palm Sunday, Good Friday and Easter Sunday are recognised in Christian churches Analyse the themes of hope, joy and sadness in relation to the Christian beliefs about Holy Week Identify reasons why Good Friday wasn’t the end for Jesus and Christianity
East Sussex Agreed Syllabus 2022 Coverage Religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. During this key stage, pupils should be taught knowledge, skills and understanding through learning about Christians, Muslims, Hindus and Jews. Pupils may also encounter other religions and worldviews (including non-religious worldviews).
SEN/D minimum expectations Recall the importance of Holy Week for Christians Identify ways in which Palm Sunday, Good Friday and Easter Sunday are recognised in Christian churches
High prior attainment and extension opportunities Children could investigate if the themes of hope, joy and sadness are present in other bible teachings. They could also compare similarities and differences of Easter services around the globe.


LKS2 Objective
To learn why “The Trinity” is important for Christians

Enquiry
I wonder... Why is the trinity important to Christians? (L2.3)

- Substantive Knowledge (Content)**
- To know that the Gospels tell the life story and teachings of Jesus
 - To understand the significance of the Baptism of Jesus and what the water, the voice and the dove represent
 - To know that The Trinity represents Jesus as the son and as God coming to Earth to save humanity.
 - To know that Christians understand The Trinity to mean, God the Father, the Son and the Holy Spirit.
 - To know the story of Jesus’ baptism
 - To know how Christians worship The Trinity
 - To learn about different representations of The Trinity in artwork
 - To learn about the significance of water in Jesus’ baptism

Prior Learning

EYFS
Children will have discussed what is meant by God, they will have learnt who believes in God and that God is seen as the creator of everything by Christians.

KS1
They would have learnt how Christians see God and how they worship him. They would have been taught that God is holy and loving. They would have been taught the story of the Lost Son from the bible.

Future learning

UKS2
Children will taught about different types of biblical texts and begin to use correct terminology. They will begin to use theological terms to describe how Christians see God. They will look at how cathedrals are designed and the different significant parts. They will identify which biblical texts reveal God as holy and loving.

Skills	
Identify	Find examples of something
Define	Give meaning to something
Recall	Recall stories and begin to understand meanings of them
Analyse	To think carefully about facts learnt and begin to make connections
Interpret	To begin to understand what they have been taught

Core Themes	
Making sense of beliefs	Identify core beliefs and concepts studied and give a simple description of what they mean Give examples of how stories show what people believe Give clear, simple accounts of what stories and other texts mean to believers
Understanding the impact	Give examples of how people use stories, texts and teachings to guide their beliefs and actions Give examples of ways in which believers put their beliefs into practice
Making connections	Think, talk and ask questions about whether the ideas they have been studying, have something to say to them Give a good reason for the views they have and the connections they make

Key vocabulary	
Gospel	A teaching or revelation by Jesus
Trinity	The three persons of the Christian Godhead: The Father, Son and Holy Spirit
Baptism	The Christian religious ritual of using water to cleanse a person and welcome them into the Christian church

End Points
Identify some stories from the Gospels
Recall some stories from the Gospels and their teaching message they contain
Recall the story of Jesus’ baptism
Define the meaning of The Trinity and as the Father, Son and Holy Spirit
Identify the ways in which Christians worship The Trinity
Analyse the different ways in which The Trinity is represented in works of art
Interpret the significance of water in Christian baptism

East Sussex Agreed Syllabus 2022 Coverage
Religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. During this key stage, pupils should be taught knowledge, skills and understanding through learning about Christians, Muslims, Hindus and Jews. Pupils may also encounter other religions and worldviews (including non-religious worldviews).

Minimum expectations, including for pupils with SEND
Recall some stories from the Gospels and their teaching message they contain
Recall the story of Jesus’ baptism
Define the meaning of The Trinity and as the Father, Son and Holy Spirit

High prior attainment and extension opportunities, including for pupils with SEND
Children could compare and contrast other world religions and their naming ceremonies to Christian baptisms.



LKS2 Objective

To understand what is wrong in the world and how people try and make it better

Enquiry

I wonder... **How and why do people try to make the world a better place?**

Substantive Knowledge (Content)

- To understand that the world is not always a good place
- To know that different religions offer guidance to their believers in ways of living a good life
- To understand the Jewish teachings of tikkun olam and tzedaka
- To understand Jewish festivals of Tu B’shevat and Mitzvah Day
- To understand the Muslim belief of zakah
- To recall the lives of inspirational Christians
- To compare the charity work of Christian Aid and Islamic Relief
- To understand non-religious ways of trying to live a good life i.e. Humanists
- To understand the values of love, forgiveness, honesty, kindness, generosity and service in their own lives

Prior Learning

EYFS

Children will have learnt that the world needs to be looked after and that religions can offer people ways to do this.

KS1

They would have been taught that God believes that we are all unique and valuable. They would have learnt stories about how Christians and Jews were told to look after the natural world and that religious beliefs can help us to do this.

Future learning

UKS2

Children will learn more about the ways in which world religions and non-religions can guide people in ways in which to look after the world. They will also learn that faith can help people when times are difficult.

Skills

Identify	Find examples of something
Define	Give meaning to something
Recall	Recall stories and begin to understand meanings of them
Analyse	To think carefully about facts learnt and begin to make connections
Interpret	To begin to understand what they have been taught

Core Themes

Making sense of beliefs	Identify core beliefs and concepts studied and give a simple description of what they mean Give examples of how stories show what people believe Give clear, simple accounts of what stories and other texts mean to believers
Understanding the impact	Give examples of how people use stories, texts and teachings to guide their beliefs and actions Give examples of ways in which believers put their beliefs into practice
Making connections	Think, talk and ask questions about whether the ideas they have been studying, have something to say to them Give a good reason for the views they have and the connections they make

Key vocabulary

tikkun olam	Jewish believe of “mending the world”
tzedaka	Jewish belief of “charity”
Tu B’shevat	Jewish new year festival of trees
Mitzvah Day	A Jewish day where Jews take part in voluntary work in the community
zakah	The Muslim belief of charity
Humanist	A person that believes in human welfare, values and dignity but does not believe in any God or divine being

End Points

Identify events that can make the world a bad place

Recall the beliefs different religions use to guide their followers to a good life

Identify the Jewish teachings and festivals that help make the world a better place

Identify the Muslim teachings that help make the world a better place

Analyse the charity work of Christians and Muslims

Recall the lives of Christians that have put their faith into action

Recall ways that non-religious communities try to make the world a better place

Interpret values (love, forgiveness, honesty, kindness, generosity and service) and there place in their own lives

East Sussex Agreed Syllabus 2022 Coverage

Religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. During this key stage, pupils should be taught knowledge, skills and understanding through learning about Christians, Muslims, Hindus and Jews. Pupils may also encounter other religions and worldviews (including non-religious worldviews).

Minimum expectations, including for pupils with SEND

Identify events that can make the world a bad place

Recall the beliefs different religions use to guide their followers to a good life

Recall the lives of Christians that have put their faith into action

High prior attainment and extension opportunities, including for pupils with SEND

Children could look further into the charity work of world religions and compare and contrast the work they do and the values they hold.



UKS2 Objective
Objective
To know what kind of world Jesus wanted for us

Enquiry
I wonder... **What kind of world did Jesus want for us? (U2.4)**

- Substantive Knowledge (Content)**
- To identify texts that come from a Gospel, which tell the story of the life and teaching of Jesus
 - To make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’
 - To find out about what Jesus’ actions towards outcasts mean for Christians
 - To give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus’ teaching in different ways
 - To make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas

Prior Learning

EYFS
Children will learn that everyone is valuable and unique and that God loves everybody. The will learn that Christianity believes children are special. They will learn about a Christian baptism.

KS1
They would have been taught that God believes that we are all unique and valuable. They would have learnt stories about how Christians and Jews were told to look after the natural world and that religious beliefs can help us to do this.

LKS2
Chikldren will earn that sometimes the world can be bad and that different religions offer different guides to looking after the world and living a good life. They will compare Christian, Jewish and Muslim beliefs and look at how inspirational Christians have put their faith into action.

Future learning

KS3
Children will learn about Jesus’ relationship with ‘sinners’ and look at the Gospels to show how the “good News” can be spread to those less fortunate.

Skills	
Identify	Find examples of something
Define	Give meaning to something
Recall	Recall stories and begin to understand meanings of them
Analyse	To think carefully about facts learnt and begin to make connections
Interpret	To begin to understand what they have been taught

Core Themes

Making sense of beliefs	Identify core beliefs and concepts studied and give a simple description of what they mean Give examples of how stories show what people believe Give clear, simple accounts of what stories and other texts mean to believers
Understanding the impact	Give examples of how people use stories, texts and teachings to guide their beliefs and actions Give examples of ways in which believers put their beliefs into practice
Making connections	Think, talk and ask questions about whether the ideas they have been studying, have something to say to them Give a good reason for the views they have and the connections they make

Key vocabulary

Gospel	The announcement that Jesus has brought the reign of God to our world through his life, death, and resurrection from the dead
Outcast	A person who has been rejected or ostracized by their society

End Points
Identify texts that come from a Gospel
Define how these texts Christian leaders try and follow Jesus’ teachings in different ways
Identify Jesus’ actions towards outcasts
Identify the links between the first disciples and how Christians today try and follow Jesus
Analyse importance of love in the Bible stories studied and life in the world today
Express how Christians try to show love for all

East Sussex Agreed Syllabus 2022 Coverage
Religious education is to explore what people believe and what difference Religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. During this key stage, pupils should be taught knowledge, skills and understanding through learning about Christians, Muslims, Hindus and Jews. Pupils may also encounter other religions and worldviews (including non-religious worldviews).

Minimum expectations, including for pupils with SEND
Identify texts that come from a Gospel
Identify Jesus’ actions towards outcasts
Express how Christians try to show love for all

High prior attainment and extension opportunities, including for pupils with SEND
Begin to suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts



UKS2 Objective To understand why Jesus is seen as the Messiah
Enquiry I wonder... Is Jesus the Messiah? (U2.3)
Substantive Knowledge (Content) - To understand the term “incarnation” within the ‘Big Story’ of the bible - To understand the place of a Messiah to “save” people in the ‘Big Story’ of the bible - To know prophecy texts from the old testament (Isaiah 7:14; Isaiah 9:6–7; Isaiah 11:1–5; Micah 5) that predict a messiah / saviour coming to Earth - To know Gospel texts from the new testament (Matthew 1:18–24, 2:1–12) - To know how Christians celebrate Christmas in different ways - To know that some Christians celebrate by trying to bring ‘peace and goodwill to the world’ by helping charities at Christmas - To understand Christian views that if Jesus is the Messiah it makes sense of the ‘Big Story’ in the bible - To understand that non-religious views suggest that it is up to mankind to sort the world out
Prior Learning EYFS Children will learn that Christmas is a special time for them and for Christians. They will learn that it is a time to celebrate Jesus’ birthday. They will learn the story of the Nativity. KS1 Children will be told the Christmas story from the Gospels and learn how this story guides Christians beliefs and actions at Christmas. LKS2 Children will continue to learn from the Gospels about Jesus and whether his actions could make him the one that saved people. They will learn the importance of The Trinity.
Future learning KS3 Children will be taught to analyse The Trinity and the impact of Jesus being God on Earth.

Skills	
Identify	Find examples of something
Define	Give meaning to something
Recall	Recall stories and begin to understand meanings of them
Analyse	To think carefully about facts learnt and begin to make connections
Interpret	To begin to understand what they have been taught
Core Themes	
Making sense of beliefs	Identify core beliefs and concepts studied and give a simple description of what they mean Give examples of how stories show what people believe Give clear, simple accounts of what stories and other texts mean to believers
Understanding the impact	Give examples of how people use stories, texts and teachings to guide their beliefs and actions Give examples of ways in which believers put their beliefs into practice
Making connections	Think, talk and ask questions about whether the ideas they have been studying, have something to say to them Give a good reason for the views they have and the connections they make
Key vocabulary	
Incarnation	Christian belief in Jesus as God ‘in the flesh’, one of the three persons of the Trinity
Messiah	The promised deliverer of the Jewish nation, prophesied in the Hebrew Bible.
Prophecy Text	A text that show what is going to happen in the future

End Points Define the term ‘incarnation’ Identify that Christians believe the ‘Messiah’ was sent to Earth to save mankind Recall prophecy texts from the old testament that tell of a messiah coming to Earth Recall gospel texts that explain the story of Jesus being the Messiah Identify the different ways that Christians celebrate Christmas Analyse the story of Jesus’ incarnation into the ‘Big Story’ of the bible Interpret ways that Christian and non – religious communities try to have ‘Peace on Earth’ at this time
East Sussex Agreed Syllabus 2022 Coverage Religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. During this key stage, pupils should be taught knowledge, skills and understanding through learning about Christians, Muslims, Hindus and Jews. Pupils may also encounter other religions and worldviews (including non-religious worldviews).
Minimum expectations, including for pupils with SEND Define the term ‘incarnation’ Identify that Christians believe the ‘Messiah’ was sent to Earth to save mankind Recall prophecy texts from the old testament that tell of a messiah coming to Earth Recall gospel texts that explain the story of Jesus being the Messiah
High prior attainment and extension opportunities, including for pupils with SEND Children could begin to look at Jesus’ relationships with ‘sinners’ in the bible and learn about how he spread the ‘good news’ to them.


UKS2 Objective To understand what it is like being a Muslim in Britain today
Enquiry I wonder... What is it like to be a Muslim in Britain today? (U2.8)
Substantive Knowledge (Content) - To know Muslim beliefs about God, Muhammad (pbuh) and the Holy Quran - To know there are three Muslim groups: Sunni, Shi’a and Sufi in Britain today - To learn about Haji (pilgrimage) - To learn why Haji is important - To learn about the Eid-ul-Adha festival and what it celebrates - To understand the significance of the Holy Quran for Muslims - To recall the stories of Ibrahim, Musa, Isa, Prophet Muhammad (pbuh) - To understand that some of these stories are shared with Christians and Jews - To understand the teachings of Sunnah and Hadith and how they use them in their daily lives - To learn how Muslims lives reflect the Five Pillars of Islam - Explore ways in which Muslim teachings studied are reflected in Britain today
Prior Learning EYFS Children learn that Islam is a world religion that people who belief in Islam belong to. They would know these community is called a Muslim community. They will learn their special place to worship is called a mosque. KS1 Children learn about Islam, Allah and taught stories about the importance of the prophet Mohammad (pbuh). Children learn about the five pillars of Islam and the beliefs behind them. LKS2 Children learn about the importance of worship to Allah and explore the different ways Muslims pray; at home and in the Mosque. They learn what happens at a Mosque. They learn about the festivals of Ramadam, Laylat-ul-Qadr and Eid-ul-Fitr. They begin to think about the benefits of reflection (five time daily) for non-Muslims.
Future learning KS3 Children will learn about what is good and what is challenging about being a teenager in modern Britain. They will also learn about Muslim beliefs about life after death.

Skills	
Identify	Find examples of something
Define	Give meaning to something
Recall	Recall stories and begin to understand meanings of them
Analyse	To think carefully about facts learnt and begin to make connections
Interpret	To begin to understand what they have been taught
Core Themes	
Making sense of beliefs	Identify core beliefs and concepts studied and give a simple description of what they mean Give examples of how stories show what people believe Give clear, simple accounts of what stories and other texts mean to believers
Understanding the impact	Give examples of how people use stories, texts and teachings to guide their beliefs and actions Give examples of ways in which believers put their beliefs into practice
Making connections	Think, talk and ask questions about whether the ideas they have been studying, have something to say to them Give a good reason for the views they have and the connections they make
Key vocabulary	
Haji	The name for a pilgrimage that Muslims make
Eid-ul-Adha	The festival that marks the end of the pilgrimage to Mecca and the sacrifice of Abraham
Sunnah	Model practices, customs and traditions of the Prophet Mohammad (pbuh)
Hadith	A collection of sayings by the Prophet Mohammad (pbuh)
Holy Quran	The messages sent from Allah

End Points 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) Identify the three Muslim groups Recall the significance of Haji for Muslims Identify the importance of the Holy Quran Recall the stories of key people of Islam (Ibrahim, Musa, Isa, Prophet Muhammad pbuh) Analyse the similarities between Islamic, Christian and Jewish stories Recall how Muslims live by the teachings of Sunnah and Hadith Interpret ways in which Islamic traditions and customs are practised today in Britain
East Sussex Agreed Syllabus 2022 Coverage Religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. During this key stage, pupils should be taught knowledge, skills and understanding through learning about Christians, Muslims, Hindus and Jews. Pupils may also encounter other religions and worldviews (including non-religious worldviews).
Minimum expectations, including for pupils with SEND 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) Identify the three Muslim groups Recall the significance of Haji for Muslims
High prior attainment and extension opportunities, including for pupils with SEND Children could explore how Muslims are able to uphold their traditions and whether they find this difficult in modern Britain. They could look at further similarities between Islamic beliefs and Christian and Jewish beliefs.


UKS2 Objective
To understand what Christians believe Jesus did to save people

Enquiry
I wonder... **How did Jesus ‘save’ people? (U2.5)**

- Substantive Knowledge (Content)**
- To know the events of Holy Week in detail (last Supper, Garden of Gethsemane, Judas’ betrayal and arrest, trial, Peter’s denial, Pilate, crucifixion, death, burial, resurrection)
 - To understand the term ‘salvation’ as ‘save’
 - To understand how Christians, view Jesus;’ death as a sacrifice
 - To know that Jesus died to save mankind
 - To know how Christians, celebrate Holy Communion / Last supper in church
 - To understand the term ‘martyr’
 - To understand the term sacrifice and analyse the value of sacrifice

Prior Learning

EYFS
Children would have learnt why Easter is a special time for Christians and made connections between the Easter Story and new life.

KS1
Children would have taught the Easter story and the events of Holy Week. They would have been introduced to the term salvation meaning “save”. They learn about some of the customs Christians follow at this time.

LKS2
Children would have been taught that salvation means to save. They will have learnt the significance of Holy Week and how the services in a Christian church differ during this week.

Future learning

KS3
Children will learn about the connection of ‘Fall’ and ‘Salvation’ in the ‘Big Story’ of the bible

Skills	
Identify	Find examples of something
Define	Give meaning to something
Recall	Recall stories and begin to understand meanings of them
Analyse	To think carefully about facts learnt and begin to make connections
Interpret	To begin to understand what they have been taught

Core Themes	
Making sense of beliefs	Identify core beliefs and concepts studied and give a simple description of what they mean Give examples of how stories show what people believe Give clear, simple accounts of what stories and other texts mean to believers
Understanding the impact	Give examples of how people use stories, texts and teachings to guide their beliefs and actions Give examples of ways in which believers put their beliefs into practice
Making connections	Think, talk and ask questions about whether the ideas they have been studying, have something to say to them Give a good reason for the views they have and the connections they make

Key vocabulary	
Salvation	Meaning to save
Martyr	A person who is killed because of their religious and or other beliefs
Sacrifice	Jesus offering himself to be crucified
Denial	Not to admit to something

End Points
Recall the events of Holy Week in full
Identify the sacrifice that Jesus made was to save humankind
Recall how Holy week is celebrated in Christian churches
Define the term ‘martyr’ in relation to the events of Holy Week
Analyse the value of Jesus’ sacrifice

East Sussex Agreed Syllabus 2022 Coverage
Religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. During this key stage, pupils should be taught knowledge, skills and understanding through learning about Christians, Muslims, Hindus and Jews. Pupils may also encounter other religions and worldviews (including non-religious worldviews).

Minimum expectations, including for pupils with SEND
Recall the events of Holy Week in full
Identify the sacrifice that Jesus made was to save humankind
Recall how Holy week is celebrated in Christian churches

High prior attainment and extension opportunities, including for pupils with SEND
Children could begin to look at the reasons Jesus thought he had to save humankind and explore ‘Fall’ in the ‘Big Story’ of the bible. They could also look at the theme of salvation in other world religions and make comparisons with Christianity.



UKS2 Objective
To understand how Christians see God as holy and loving

Enquiry
I wonder... **What does it mean if Christians believe God is holy and loving?**
(U2.1)

- Substantive Knowledge (Content)**
- To use biblical texts (Psalm 103, Isaiah 6:1–5 and 1 John 4:7–13) to discover what Christians think God is like
 - To use these texts to show that God was Holy and Loving
 - To compare modern and old fashioned hymns that give accounts of what God is like
 - To know which the different parts of cathedrals ‘give glory to God’
 - To understand how Christians put their beliefs into practise through hymns
 - To understand the symbols, images, signs and colours that Christians use to depict God’s qualities
 - To understand how the Christian view of God is seen by other religions
 - To know how the Christian view of God might make a difference in today’s world

Prior Learning

EYFS
Children will learn that Christians believe that God created the world as a special place for us to live. They will begin to think about what Christians believe God is like.

KS1
Children will learn that the bible is a holy text where Christians can learn what God is like. They will read stories from the bible that show that God is loving and forgiving.

LKS2
Children will learn what the gospels can teach them about God through stories. They will learn about baptism and the ‘Trinity’. They will learn about the different ways Christians worship God.

Future learning

KS3
Children will learn more about the Trinity and how the stories and actions of God as the father, son and holy spirit can be interpreted in the ‘big story’ of the bible.

Skills

Identify	Find examples of something
Define	Give meaning to something
Recall	Recall stories and begin to understand meanings of them
Analyse	To think carefully about facts learnt and begin to make connections
Interpret	To begin to understand what they have been taught

Core Themes

Making sense of beliefs	Identify core beliefs and concepts studied and give a simple description of what they mean Give examples of how stories show what people believe Give clear, simple accounts of what stories and other texts mean to believers
Understanding the impact	Give examples of how people use stories, texts and teachings to guide their beliefs and actions Give examples of ways in which believers put their beliefs into practice
Making connections	Think, talk and ask questions about whether the ideas they have been studying, have something to say to them Give a good reason for the views they have and the connections they make

Key vocabulary

Psalm	A sacred song or hymn
Cathedral	A principal church of a diocese
Diocese	A district under the pastoral care of a bishop in the Christian church
Nave	The central part of a cathedral leading from the front door
Crypt	A room under the central part of the cathedral that contain tombs or religious artefacts
Apse	The circular or angular end of the cathedral
Altar	The table where the bread and wine are consecrated in a Christian church service

End Points

Recall how God is seen through biblical texts
Identify how these texts show God as holy and loving
Recall how Christians worship their beliefs through hymns
Interpret Christian symbols, signs, images and colours that show God as holy and loving
Analyse how other world religions see God
Analyse how the Christian view of God could make a difference in the world

East Sussex Agreed Syllabus 2022 Coverage

Religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. During this key stage, pupils should be taught knowledge, skills and understanding through learning about Christians, Muslims, Hindus and Jews. Pupils may also encounter other religions and worldviews (including non-religious worldviews).

Minimum expectations, including for pupils with SEND

Recall how God is seen through biblical texts
Identify how these texts show God as holy and loving
Interpret Christian symbols, signs, images and colours that show God as holy and loving

High prior attainment and extension opportunities, including for pupils with SEND

Children could carry out further investigations into the Christian view of God as holy and loving in the modern world and how Christians believe that this view can make a difference.



UKS2 Objective
To understand how faith helps people when life gets hard

Enquiry
I wonder... **Does faith help when life gets hard? (U2.12)**

- Substantive Knowledge (Content)**
- To know that the big questions on life and death do not have simple answers
 - To know the story of Job
 - To know what Christians believe about life, death and suffering
 - To know what Humanists believe about life, death and suffering
 - To know what Hindus believe about life, death and suffering
 - To compare how different religions mark death and make comparisons between the beliefs
 - To consider how these ceremonies help the living
 - To understand how heaven is thought of in different religions

Prior Learning

EYFS
Children will have learnt that humankind needs to be looked after and that religions can offer people ways to do this.

KS1
Children will have learnt that God believes that we are all unique and valuable. They would have learnt stories about how Christians and Jews were told to look after humankind and that religious beliefs can help us to do this.

LKS2
Children will learn that the world isn't always a 'good' place and that believers of different religions have beliefs that will help them make sense of this.

Future learning

KS3
Children will study further the concepts of suffering and evil and look at how faith can help understand these.

Skills

Identify	Find examples of something
Define	Give meaning to something
Recall	Recall stories and begin to understand meanings of them
Analyse	To think carefully about facts learnt and begin to make connections
Interpret	To begin to understand what they have been taught

Core Themes

Making sense of beliefs	Identify core beliefs and concepts studied and give a simple description of what they mean Give examples of how stories show what people believe Give clear, simple accounts of what stories and other texts mean to believers
Understanding the impact	Give examples of how people use stories, texts and teachings to guide their beliefs and actions Give examples of ways in which believers put their beliefs into practice
Making connections	Think, talk and ask questions about whether the ideas they have been studying, have something to say to them Give a good reason for the views they have and the connections they make

Key vocabulary

Reincarnation	Rebirth of a souls in another body
Liturgy	The way a Christian service is conducted
Afterlife	Life after death

End Points
Identify the big questions of life, death and suffering do not have easy answers
Recall Christian beliefs about life, death and suffering
Recall Hindu beliefs about life, death and suffering
Recall Humanist beliefs about life, death and suffering
Identify how different religions mark death
Analyse the differences between different beliefs about death
Interpret how heaven or the afterlife is seen in different religions

East Sussex Agreed Syllabus 2022 Coverage
Religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. During this key stage, pupils should be taught knowledge, skills and understanding through learning about Christians, Muslims, Hindus and Jews. Pupils may also encounter other religions and worldviews (including non-religious worldviews).

Minimum expectations, including for pupils with SEND
Recall Christian beliefs about life, death and suffering
Recall Hindu beliefs about life, death and suffering
Recall Humanist beliefs about life, death and suffering
Identify how different religions mark death

High prior attainment and extension opportunities, including for pupils with SEND
Children could look at the idea of faith in practise and find examples of where people have overcome suffering with the help of their faith.



