

Religious Education and World Views

Progression Map

Cycle B

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

Martin Luther King Jr



Objective

To know what it feels like to belong

To know what it feels like to belong

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

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

Substantive Knowledge (Content)

- 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?

Future learning

KS1

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

LKS2

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

UKS2

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.

Skills

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

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

[illegible]

End Points

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.

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

SEN/D minimum expectations

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

High prior attainment and extension opportunities

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.

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SEN/D minimum expectations
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
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.

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SEN/D minimum expectations
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
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.

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SEN/D minimum expectations
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
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

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SEN/D minimum expectations

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

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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SEN/D minimum expectations
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
Begin to understand and use the term “sacred” when talking about religious places

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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.
SEN/D minimum expectations 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 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.
SEN/D minimum expectations 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 Children could look at Christmas traditions in global Christian communities and find similarities and differences around the globe.


KS1 Objective

To understand that Christians believe that God created the world

Enquiry

I wonder... **Who do Christians say made the world? (1.2)**

Substantive Knowledge (Content)

- To understand that the term “Creator” means that someone has made something
- To understand that many people believe there was a creator of the world
- To know the creation story that is told in Genesis and that Christians and Jews believe that this is how the world was created
- To know that Christians believe God made the world
- To know where Genesis fits into the Big story of the bible
- To understand that Christians want to thank God for creating the world and that they do this through worship
- To understand that Christians also thank God for other things such as providing food by saying grace before meals
- To understand that Harvest Festivals are also a time to thank God for what he has provided
- To know that some people don’t believe that God created the world
- To begin to think about other explanations of how the world was created

Prior Learning

EYFS

Children will have learnt that God created the world and that we should thank him for it.

Future learning

LKS2

Children will revise the story of creation from Genesis 1 and then look at Genesis 3 and understand the impact of fall in the big story of the bible. They will begin to look at why Christians ask God for forgiveness.

UKS2

Children will explore the different opinion regarding creation and science. They will look at whether Christianity and science can go together. They will decide whether Genesis is complimentary or conflicting to scientific accounts on how the world was created.

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

Creator	Someone who makes / creates something
Genesis	The first story in the bible that retells the story of how God created the world
Grace	A prayer of thanks that Christians say before a meal
Harvest Festival	A Christian service that thanks God for the food produced on the land

End Points

Retell the creation story from Genesis

Identify that the term creator means to make something

Understand that Christians and Jews believe that God made the world

Retell ways in which Christians thank God for creating the world

Understand that some people don’t believe that God created 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 and Jews.

SEN/D minimum expectations

Understand that Christians and Jews believe that God made the world

Retell ways in which Christians thank God for creating the world

High prior attainment and extension opportunities

Children could explore the alternative explanations for the creation of the world; looking at other world creation stories and that of the scientific theory



KS1 Objective

To understand that Christians believe that Jesus brought ‘good news’

Enquiry

I wonder... **What is the ‘Good News’ that Christians believe Jesus brings?**

Substantive Knowledge (Content)

- To know that “Gospel” means ‘good news’
- To know that Jesus chose 12 men to become his disciples to spread his good news
- To know the story of Matthew the tax collector (Matthew 9:9–13)
- To know that Jesus teaches his followers that God forgives them but they must forgive others too
- To know the story of Forgiveness in Luke 6:37–38.
- To know that Jesus teaches his followers the importance of peace
- To know the story of Peace in John 14:27
- To understand that Christians try to bring ‘good news’ to others through charities
- To know that Christians say sorry through prayer
- To know that churches are places where Christians can find peace and offer their forgiveness and friendship
- To know that Christians can find peace through friendships

Prior Learning**EYFS**

Children would have learnt that Jesus taught the world about love, peace and friendship and that Christians try to live by these values.

Future learning**LKS2**

Children will learn that the gospels are stories that tell about the life and teachings of Jesus. They will learn that Jesus is seen as ‘the fisher of men’. They will learn how Christian leaders follow Jesus actions and teaching in different ways.

UKS2

Children will look at how Christians live their lives so they can reflect the teachings of Jesus. They will study further the themes of prayer, justice, healing and turning enemies to friends.

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

Gospels	Stories in the bible that share the good news that Jesus brings
Disciples	One of the 12 men that Jesus chose to be his followers that would spread his teachings

End Points

Understand that ‘gospel’ means the good news that Jesus taught

Identify the 12 disciples are followers of Jesus

Recall the story of Matthew

Recall the story of forgiveness told in Luke

Recall the story of peace in John

Identify ways in which Christians try to bring the ‘good news’ to others

Understand ways in which Christians ask for forgiveness

Understand the importance of churches for Christians

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.

SEN/D minimum expectations

Understand that ‘gospel’ means the good news that Jesus taught

Identify the 12 disciples are followers of Jesus

Identify ways in which Christians try to bring the ‘good news’ to others

High prior attainment and extension opportunities

Children could find other examples of ‘good news’ in the gospels, they could write their own prayers of forgiveness or look further into how Christians spread the ‘good news’



KS1 Objective To understand how Jewish people live
Enquiry I wonder... Who is Jewish and how do they live? (1.7 double unit)
Substantive Knowledge (Content) - To know what special things Jewish people have in their home (mezuzah, candlesticks, challah bread, challah board, challah cover, wine goblet, other kosher food, Star of David on a chain, prayer books, chanukiah, kippah) - To know that Jewish beliefs about God as expressed in the Shema (Deuteronomy 6:4–9) i.e. God is one, that it is important to love God - To know about special times (Shabbat, Sukkot, Chanukah) and how Jewish people celebrate these - To understand why Jewish people have a mezuzah in their homes - To know the Jewish bible is called a Tenakh (Torah) - To know how stories such as the call of Samuel (1 Samuel 3) and David and Goliath (1 Samuel 17) teach Jews about God - To consider the importance and value of celebration and remembrance in pupils’ own lives
Prior Learning EYFS Children will be taught some customs and traditions from the Jewish faith
Future learning LKS2 Children will make links between the story of Exodus and Jewish beliefs about God. They will learn about the festivals of Rosh Hashanah and Yom Kippur and Passover and the stories that come with them. UKS2 Children will look at the Torah in detail and learn why it is so important to Jewish people and how it influences their 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	
Tenakh (Torah)	The Jewish Holy Book
Shema	The central belief in the Jewish faith of one God
Shabbat	A day of rest from work
Sukkot	A seven day holiday that commemorates the pilgrimage to the temple in Jerusalem
Chanukah (Hanukah)	An eight day holiday in December where the menorahs are lit to celebrate

End Points Identify items that Jewish people have in their homes Understand the significance of these items to Jewish people Retell stories of Samuel and David and Goliath and what they teach Jewish people Understand how Jewish people celebrate special times in their calendar Interpret the meaning behind Shema
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.
SEN/D minimum expectations Identify items that Jewish people have in their homes Retell stories of Samuel and David and Goliath and what they teach Jewish people Understand how Jewish people celebrate special times in their calendar
High prior attainment and extension opportunities Children could compare and contrast Jewish celebrations with those from another faith community drawing similarities and differences between them.


KS1 Objective To understand why and how we should care for the world
Enquiry I wonder... How should we care for the world and others and why is it important? (1.9)
Substantive Knowledge (Content) - To know that Christian and Jewish faiths believe that God values everyone and that everyone is unique. - To know stories that show that God values everyone: : Matthew 6:26; Jesus blesses the children and Psalm 8 - To understand the benefits and responsibilities of friendship and the ways in which people care for others. - To use characters in books exploring friendship, such as Winnie the Pooh and Piglet or the Rainbow Fish. - To explore stories from the Christian Bible about friendship and care for others and how these show ideas of good and bad, right and wrong, e.g. Jesus’ special friends (Luke 5:1–11), four friends take the paralysed man to Jesus (Luke 5:17–26), ‘The Good Samaritan’ (Luke 10: 25–37); Jewish story of Ruth and Naomi (Ruth 1–4). - To know that some religions believe that serving others and supporting the poor are important e.g. zakah (almsgiving) in Islam; tzedaka (charity) in Judaism - To know stories about how some people or groups have been inspired to care for people because of their religious or ethical beliefs e.g. Mother Teresa, Doctor Barnardo, Sister Frances Dominica - To make links between the creation story and how God would want humans to care for the world
Prior Learning EYFS Children will learn that God created the world for us and that he wants us to look after it and each other.
Future learning LKS2 Children will learn that sometimes-bad things happen in the world and that through religious beliefs all faith communities try to make the world a better place to live. UKS2 Children will learn the importance of faith when life gets hard and how having faith can help people find acceptance and solace with difficult life events such as death. They will also explore what effect declining religious is having on the world.

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	
Friendship	Having a meaningful relationship with someone else
Service	The action of doing something for or helping someone
Ethical Belief	A set of moral beliefs
Responsibility	A sense of duty over something
Benefit	An advantage of something

End Points Understand that Christian and Jewish faiths believe that God values everyone Recall stories that demonstrate that God values everyone Identify the benefits and responsibilities of friendship Recall Christian stories that teach about friendship Understand the importance of service to some religious faiths Identify people who have been inspired by their beliefs to care for others Interpret the links between the Christian creation story and how God wants us to care for 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 and Jews.
SEN/D minimum expectations Understand that Christian and Jewish faiths believe that God values everyone Recall Christian stories that teach about friendship Identify people who have been inspired by their beliefs to care for others
High prior attainment and extension opportunities Children could look further into people who have been inspired to care for others through their beliefs


KS1 Objective To understand why some places are sacred to believers
Enquiry I wonder... What makes some places sacred to believers? (1.8)
Substantive Knowledge (Content) - To understand the terms ‘Holy’ and ‘Sacred’ - To know Christians worship in churches - To know that Muslims worship in a Mosque - To know that Jews worship in a Synagogue - To know significant signs, symbols and artefacts in Churches, Mosques and Synagogues - To know how Christians, Muslims and Jews use music in worship - To identify how people come together at these places for a sense of community
Prior Learning EYFS Children will have learnt that different faiths have different places of worship. They will learn that these places are special.
Future learning LKS2 Children will continue to learn more about sacred places in Christianity, Judaism, Islam and Hinduism throughout their programme of study in KS2. UKS2 Children will continue to learn more about sacred places in Christianity, Judaism, Islam and Hinduism throughout their programme of study in KS2.

Skills	
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
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	
Holy	Dedicated to God
Sacred	Special to God or dedicated for a religious purpose
Church	The Christian place of worship
Mosque	The Muslim place of worship
Synagogue	The Jewish place of worship
Artefacts	An interesting object made by man

End Points Interpret the terms ‘Holy’ and ‘sacred’ Identify features of a Christian church Identify features of a Muslim mosque Identify features of a Jewish synagogue Interpret significant sign, symbols and artefacts in churches, mosques and synagogues Identify the importance of music in worship Analyse the significance of community and places of worship
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.
SEN/D minimum expectations Interpret the terms ‘Holy’ and ‘sacred’ Identify features of a Christian church Identify features of a Muslim mosque Identify features of a Jewish synagogue
High prior attainment and extension opportunities Children could visit a place of worship or speak to a member of a faith community to understand the importance of such places


LKS2 Objective

To understand what Christians learn from the creation story

Enquiry

I wonder ... **What do Christians learn from the creation story? (2.1)**

Substantive Knowledge (Content)

- To know the creation story from Genesis 1:1–2:3
- To identify objects / sights in nature that have the “wow factor”
- To identify that God says that humans are ‘good’
- To understand that Christians try to look after the world – to be ‘stewards’ or ‘caretakers’. E.g. Mucknall Abbey, Worcestershire; A Rocha and their ‘Eco Church’ and ‘Living lightly’ campaigns
- To identify and listen to some songs and hymns that celebrate the Christian idea of God as creator (e.g. Fischy Music’s ‘Wonderful World’ and ‘Creator God’
- To understand what Christians could learn about God, humans, animals, nature, creation, and caring for the world from the creation story
- Explore how the creation story teaches Christians that Adam and Eve went their own way, against God, and that this messed up everything.
- To learn the term ‘the Fall’, which describes the way Adam and Eve ‘fell’ from their close relationship with God. Most Christians see this as a picture of how all people behave: everyone ‘sins’, they say; and that this is why people are separated from God and do bad things
- To begin to understand the link between ‘fall’ and ‘salvation’

Prior Learning

EYFS

Children will learn that God created the world for us to live in and that he wanted us to look after it.

KS1

Children learn where the creation story fits into the ‘big story’ of the bible and that we should thank god for creating the world for us to live in.

Future learning

UKS2

Children will explore the different opinion regarding creation and science. They will look at whether Christianity and science can go together. They will decide whether Genesis is complimentary or conflicting to scientific accounts on how the world was created.

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

Genesis	The first story in the old testament of the Christian bible
Creation story	The story from Genesis that explains how the world was created by God
Fall	The term that describes how people became separated from God
Salvation	The idea that God can save us from this separation

End Points

Recall the creation story from Genesis

Recall where God says that humans are ‘good’ in the bible

Define the roles of ‘stewards’ or ‘caretakers’ that Christians take on

Interpret some songs that celebrate the Christian idea of God as the creator

Interpret the meaning of ‘fall’ in the big story of the bible

Analyse the link between ‘fall’ and ‘salvation’

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 creation story from Genesis

Define the roles of ‘stewards’ or ‘caretakers’ that Christians take on

Interpret the meaning of ‘fall’ in the big story of the bible

High prior attainment and extension opportunities

Children could look at creation stories from different religions and make comparisons with their meanings to the Christian one



LKS2 Objective

To understand what it is like to follow God.

Enquiry

I wonder... **What is it like for someone to follow God? (L2.2)**

Substantive Knowledge (Content)

- To know that the bible is split into parts; Old Testament and New Testament, chapters and verses
- To know that the Old Testament happened before Jesus, and that it focuses on the friendship between the main characters (such as Noah, Abraham, Joseph) and God.
- To understand the story of Noah (Genesis 6:5–9:17) and the rules which God gives Noah after the flood
- To compare the rules for Noah to the 10 commandments
- To understand that God made Noah a promise that he would be safe if he followed God’s rules
- To understand the idea of promises and relate to their own lives (e.g. cubs, brownies, rules for sports)
- To learn that to be a ‘people of God’ you have to follow God’s rules
- To know that the symbol of a ‘rainbow’ is used to show God’s promise
- To know that Christians believe that trusting God, obeying God, believing that God promises to stay with them and to forgive them is what it means to follow God

Prior Learning

EYFS

Children will learn that for Christians it is good to follow God’s rules

KS1

Children will learn what Christians believe that God is like and how he would like us to live. They will learn what it is like to belong to a faith community.

Future learning

UKS2

Children will learn that Christians believe that God is holy and loving and that by following his teachings through Jesus you can have a good life. They will begin to question faith and consider that some people do not believe in God.

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

Old Testament	The first part of the Christian bible containing stories before Jesus was born
New Testament	The second part of the Christian bible containing stories and teachings of Jesus and his life
Noah	The hero of the ‘Flood’ story in Genesis
Abraham	A prophet from the Old Testament
Joseph	A grandchild of Abraham who was sold into slavery by his brothers
Promise	A declaration that someone will do something

End Points

Identify the main parts of the Christian Bible

Recall stories from the Old Testament

Identify the rules that God gives Noah to save him from the flood

Interpret the similarities and differences between Noah’s rules and the 10 commandments

Define the term ‘promise’

Identify the symbol for a promise in Christianity

Define the term ‘people of God’ and how you become one

Interpret the Christian belief that by trusting God, Obeying God, believing that God promises to stay with them and to forgive them is what it means to follow God

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).

SEN/D minimum expectations

Identify the rules that God gives Noah to save him from the flood

Define the term ‘promise’

Define the term ‘people of God’ and how you become one

High prior attainment and extension opportunities

Children could explore further stories from the Old Testament and find other examples of God’s rules and reflect in which ways they allow people to follow him



LKS2 Objective To understand what kind of world Jesus wanted
Enquiry I wonder... What kind of world did Jesus want? (L2.4)
Substantive Knowledge (Content) - To know that Gospel means ‘good news’ - To explore the term ‘fisher of people’ in context to the disciples - To know the story from (Matthew 4:18–22) where Jesus calls his first disciples - To learn that this story shows what Jesus wanted in a disciple - To know the story of the healing of the leper (Mark 1:40–44) and say what it shows about Jesus - To know the story of the Good Samaritan (Luke 10:25–37) and say what it shows about Jesus - To learn that churches promote what Jesus wanted through community groups and helping charities - To learn (first hand) how church leaders promote what Jesus wanted
Prior Learning EYFS Children will learn that Jesus was God’s son and he lived on Earth to teach people how to live as God wanted. KS1 Children will learn that the gospels in the bible are stories about the life of Jesus and how he wanted Christians to live.
Future learning UKS2 Children will learn further about the how the gospels teach people how to live in the world as Jesus wanted them to. They will explore how the Christian community live and how the Christian themes of worship, forgiveness, justice and friendship help them to live a Christian 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	
Gospel	Stories and teachings written by the disciples about the life of Jesus and how he wanted Christians to live
Gospel	Meaning ‘Good News’
Samaritan	A member of a community from ancient Samaria

End Points Define gospel as the good news that Jesus brings Define the term ‘fisher of people’ in relation to Jesus’ disciples Identify qualities that disciples should have Recall stories from the New Testament and say what they teach about Jesus Identify ways that Christian churches promote Jesus’ teachings Identify ways that Christian leaders promote Jesus’ teachings
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 Define gospel as the good news that Jesus brings Recall stories from the New Testament and say what they teach about Jesus Identify ways that Christian churches promote Jesus’ teachings
High prior attainment and extension opportunities Children could explore Christian charities from around the world and explain how they promote the life that Jesus wanted for Christians


LKS2 Objective

To understand the impact of Pentecost for Christians.

Enquiry

I wonder... **What was the impact of Pentecost for Christians? (L2.6)**

Substantive Knowledge (Content)

- To know the story of Pentecost (Acts 2:1–15, 22 and 37–41)
- To know that Jesus returned to Earth from Heaven as a spirit
- To know that the Holy Trinity is God the father, the Son and the Holy Spirit
- To understand that if people followed Jesus and agreed to live by his rules they could join ‘The Kingdom of Heaven’
- To know that since Pentecost Christians have tried to make Earth look like Heaven
- To understand the meaning behind The Lord’s prayer
- To know that Pentecost is the Churches birthday
- To learn how Christian churches celebrate Pentecost
- To begin to make links between what the Kingdom of Heaven is like in the bible and modern day Christianity

Prior Learning

EYFS

Children will learn that some people believe in God and they are called Christians. They will learn the stories form Christmas and Easter about Jesus. They will learn some special stories about Jesus.

KS1

Children will learn that Christians believe that God came to Earth as Jesus to save humans. They will learn stories about his life and that he bought ‘good news’ with him. The will learn that Christians believe Jesus showed us how to live.

Future learning

UKS2

Children will make connections between ‘The Kingdom of Heaven’ and how Christians live their lives. They will learn how the Christian model of The Kingdom of Heaven relates to some of the world’s problems 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

Pentecost	It commemorates the descent of the Holy Spirit
Holy Trinity	The name given to God as The Father, The Son and The Holy Spirit
The Lord’s Prayer	A prayer that Jesus taught us about the things Christians need

End Points

Recall the story of Pentecost

Define The Holy Trinity and understand the three parts of God

Identify the rules of ‘The Kingdom of Heaven’ that people are asked to follow

Identify ways Pentecost is celebrated in Christian churches

Analyse the ways that Christians try to make Earth like Heaven

Interpret ways that modern day Christianity is like ‘The Kingdom of Heaven’

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 story of Pentecost

Define The Holy Trinity and understand the three parts of God

Identify ways Pentecost is celebrated in Christian churches

High prior attainment and extension opportunities

Children could study artworks that depict ‘The kingdom of Heaven’ and make comparisons between them and what they have learnt.



LKS2 Objective To understand how festivals and worship matter to Muslims.
Enquiry I wonder... How do festivals and worship show what matters to a Muslim? (L2.9)
Substantive Knowledge (Content) - To know that the words ‘Islam’ and ‘Muslim’: based on the Arabic root ‘slm’, which means peace; Islam means the peace that comes from being in harmony with God; and Muslim means one who willingly submits to God. - To revise knowledge of The Five Pillars of Islam - To understand that Surah 1 (chapter 1) of the Qur’an shows the nature of God in Islam (Tawhid – the oneness of God) - Re-visit salah – prayer five times a day to understand the significance of prayer to Muslims including the rak’ah (prayer positions) and the use of subhah beads - To know that the mosque/masjid is important as a place of prayer, teaching and community support - To know that Muslims show self-control by fasting during Ramadan and why this is important - To know that the ‘Night of Power’ (Laylat-ul-Qadr) which is celebrated during the last ten days of Ramadan, is to mark the giving of the Qur’an. - To know what happens in a Muslim household at Eid-ul-Fitr and how this shows that Muslims worship Allah - To know that willing submission to God is a central Muslim belief and it is done through ibadah, (worship)
Prior Learning EYFS Children will learn that Muslims worship in Mosques and that Muslims have special stories about their faith for example the prophet Muhammad. KS1 Children will learn who Muslims are and what they believe in and how they live their lives.
Future learning UKS2 Children will learn what it means to be a Muslim in the Britain today and how the Muslim faith can help when life is hard.

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	
Tawhid	The oneness of God
Salah	Prayer five times a day
Mosque	A Muslim place of worship
Ramadan	A festival where Muslims observe one of the five pillars of fasting
Laylat –ul-Qadr	A festival during Ramadan that marks the giving of the Qur’an
Eid-ul-Fitr	The festival that marks the end of Ramadan
Ibadah	Worship

End Points Define the words Islam and Muslim as meaning peace Recall The Five Pillars of Islam and what they mean Recall that the first chapter of the Qur’an shows what God is like for Muslims Identify Muslim prayer practises Define the festival of Ramadan Recall the story of the ‘Night of Power’ (Laylat-ul-Qadr) Recall the events at Eid-ul-Fitr in a Muslim household Interpret that willing submission to God is a central belief of Islam and is shown through ibadah
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 Define the words Islam and Muslim as meaning peace Define the festival of Ramadan Recall the story of the ‘Night of Power’ (Laylat-ul-Qadr) Recall the events at Eid-ul-Fitr in a Muslim household
High prior attainment and extension opportunities Children could make comparisons between other religious festivals in Christianity or Judaism with those studied in this unit.


LKS2 Objective To know how people mark the significant events of life
Enquiry I wonder... How are significant events of life marked? (L2.11)
Substantive Knowledge (Content) - To know that religions see life as a journey with occasions that are marked in special ways - To understand what happens at a Christian baptism - To understand what happens at a Catholic communion and confession - To understand what happens at a Hindu Sacred Thread ceremony - To understand what happens at a Jewish Bar / Bat Mitzvah - To understand the symbolism and meaning at ceremonies that mark the commitment of love in two different religions and make comparisons - To understand the ‘life journey’ of a believer of a particular faith - To reflect on their own ideas about the importance of love, commitment, community, belonging and belief today
Prior Learning EYFS Children will learn that there are traditions in all religions that are followed at certain times in life KS1 Children will learn about Christian baptism, Jewish welcoming ceremony. They will learn how Christian and Jewish wedding ceremonies differ. They will learn about traditions and customs at these times in other religions.
Future learning UKS2 Children will learn the importance of traditional ceremonies and then look at non – religious alternatives and compare reasons why people chose how they celebrate or commemorate life events.

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	
Baptism	The ceremony that welcomes Christians to the Christian church.
Communion	A Christian service where bread and wine are shared
Confession	Where Catholics can ask for forgiveness for their sins from God
Sacred Thread ceremony	A Hindu ceremony where a boy is old enough to begin to study the ancient Hindu texts
Bar / Bat Mitzvah	A Jewish ceremony that marks when a girl or boy is old enough to be a Jewish adult (11 or 12)

End Points Interpret the idea that life is journey Recall events at a Christian baptism Recall events at a Catholic communion and confession Recall events at a Hindu Sacred Thread ceremony Recall events at a Jewish Bar / Bat Mitzvah Analyse the symbolism and meanings of these ceremonies Analyse the symbolism and meanings of ceremonies that mark the commitment of love Identify own feelings about the importance of love, commitment, community, belonging and belief
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 events at a Christian baptism Recall events at a Hindu Sacred Thread ceremony Recall events at a Jewish Bar / Bat Mitzvah Analyse the symbolism and meanings of these ceremonies
High prior attainment and extension opportunities Children could investigate non- religious ceremonies that commemorate the importance of love and belonging and make comparisons


UKS2 Objective To understand the different theories around creation.
Enquiry I wonder... Creation and science: Conflicting or complimentary? (U2.2)
Substantive Knowledge (Content) - To revise knowledge of the creation story from Genesis - To analyse different accounts of the Genesis story - To understand that science offers a different view of how the world was created - cosmology - To understand that the two views could be conflicting or complimentary - To decide on whether Genesis or cosmology can answer questions about the creation of the world effectively - To know that some scientists are Christians - To investigate scientists that are Christian - To explore the question ‘Genesis explores why the universe and life exists. Science explores how the universe works the way it does’
Prior Learning EYFS Children will learn that Christians believe that God created the world. KS1 Children will learn that God created the world and Christians believe we should thank him for this through worship and prayer. LKS2 Children will revise the story of creation from Genesis 1 and then be taught Genesis 3 and understand the impact of fall in the big story of the bible. They will begin to look at why Christians ask God for forgiveness.
Future learning KS3 Children will look at the concept stewardship and ask whether Christians should be ‘greener’ than others

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	
Cosmology	The science of the origin of the universe (Big Bang Theory)
Scientist	Someone who works in the field of science
Universe	All existing matter and space as a whole

End Points Identify how Genesis explains how the universe was created Identify how cosmology explain how the universe was created Interpret how the two views can be conflicting and complimentary Analyse how scientists can be Christians and explain their views of creation Interpret the statement ‘Genesis explores why the universe and life exists. Science explores how the universe works the way it does’
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).
SEN/D minimum expectations Identify how Genesis explains how the universe was created Identify how cosmology explain how the universe was created Analyse how scientists can be Christians and explain their views of creation
High prior attainment and extension opportunities Children could explore the concept that Christians believe God wanted us to look after the world he gave us and find out how Christians play a role in doing this


UKS2 Objective

To understand how Christians see Jesus as a King

Enquiry

I wonder... **What kind of King was Jesus? (U2.6)**

Substantive Knowledge (Content)

- To know the story of Jesus being tempted by the devil to be King of all nations (temptation in the wilderness’ in Luke 4:1–13)
- To know that Jesus came to Earth to make Earth like heaven
- To understand the meaning of parables like, The Feast: Luke 14:12–24 and The Tenants in the Vineyard: Matthew 21:33–46, that God extends a gracious welcome to all humanity, but people don’t always want it: selfishness or greed can get in the way of spiritual life and the coming of God’s kingdom
- To know that Christians try to make the world a better place through charity work
- To know that Jesus’ idea of kingship seems to be that to be in his kingdom, a person has to serve others, particularly those who are most vulnerable and in need.
- To analyse whether Jesus’ idea of kingship could be applied to all leaders

Prior Learning

EYFS

Children will learn that Jesus was God’s son and he lived on Earth to teach people how to live as God wanted.

KS1

Children will learn that the gospels in the bible are stories about the life of Jesus and how he wanted Christians to live.

LKS2

Children will learn that Jesus came to earth to show people how to live like him and to spread the ‘good news’. They will learn that Jesus is seen as the ‘fisher of men’. They will learn about some of his disciples.

Future learning

KS3

Children will explore the concept of prophets in the bible and consider their place in the modern world.

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

Parable	A simple story used to illustrate a moral or spiritual lesson, told by Jesus in the gospels.
Wilderness	An isolated place where Jesus spent 40 nights.
Vulnerable	In need of special care or protection because of risk of abuse / neglect
Kingship	The state of being a king

End Points

Recall the story of Jesus in the wilderness

Interpret the meanings of the parables studied

Identify charity work that Christians do to make the world a better place

Define the meaning of Jesus’ idea of kingship

Interpret the meaning behind Jesus’ service

Analyse whether kingship could be applied to all leaders

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 story of Jesus in the wilderness

Interpret the meanings of the parables studied

Identify charity work that Christians do to make the world a better place

Define the meaning of Jesus’ idea of kingship

High prior attainment and extension opportunities

Children could investigate charity work that other faith communities and non -religious groups undertake and make comparisons with the work of Christian charities



UKS2 Objective

To understand what being good means to Hindus?

Enquiry

I wonder... **Why do Hindus try to be good? U2.7**

Substantive Knowledge (Content)

- To understand the Hindu story of Mahabharata and how it relates to how Hindus should live their lives
- To know the Hindu ideas of karma – the law of cause and effect, and how actions bring good or bad karma
- To know the Hindu beliefs about samsara – the cycle of life death and rebirth travelled by the atman through various reincarnations, to achieve moksha (release from the cycle of samsara, and union with Brahman)
- Explore Hindu ideas about the four aims of life (purusharthas): dharma: religious or moral duty; artha: economic development, providing for family and society by honest means; kama: regulated enjoyment of the pleasures and beauty of life; moksha: liberation from the cycle of birth and rebirth/ reincarnation.
- To know that Hindus see life as a journey through different stages (ashramas), each with different duties.
- To understand some Hindu values and how they make a difference to Hindu life, individually and in community, e.g. ahimsa (non-violence) and satya (truthfulness).
- Connect these with ideas of atman/karma (all living beings have an eternal self/atman and so deserve to be treated well; learning the truth and speaking truthfully are ways of worshiping God)
- Find out about Mahatma Gandhi, Pandurang Shastri Athavale and how they have made a difference to the world
- To consider the value of karma and reincarnation

Prior Learning

EYFS

Children do not study Hinduism in this stage.

KS1

Children do not study Hinduism in this stage.

LKS2

Children will learn about the ways in which Hindus celebrate their faith in modern Britain. They will learn about ways in which they worship at home and learn the meanings behind their festivals such as Diwali.

Future learning

KS3

Children will learn how Hindus think about reincarnation, life after death and how their faith can help to explain suffering.

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

Karma	The law of cause and effect, how actions bring good or bad karma
Dharma	Religious or moral duty
Moksha	The release from the cycle of samsara and union with Brahman
Samsara	The Hindu belief of the cycle of life and death
Ahimsa	Non- violence
Satya	truthfulness

End Points

Recall the story of Mahabharata

Define the Hindu beliefs of Karma, Samsara, Dharma, Moksha

Identify the four aims of life for Hindus

Interpret how Hindu beliefs and values make a difference to their lives

Analyse the belief of karma

Recall how Hindus (Mahatma Gandhi) made a difference to the world

East Sussex Agreed Syllabus 2022 Coverage

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SEN/D minimum expectations

Define the Hindu beliefs of Karma, Samsara, Dharma, Moksha

Identify the four aims of life for Hindus

Interpret how Hindu beliefs and values make a difference to their lives

High prior attainment and extension opportunities

Children could investigate other well- known Hindus and see how their lives have been influenced by their beliefs.



UKS2 Objective

To understand the importance of the Torah for Jewish people

Enquiry

I wonder... **Why is the Torah so important for Jewish people? (U2.9)**

Substantive Knowledge (Content)

- To understand the Jewish beliefs about God in ‘the Shema’, including belief in one God and the command to love God with all their heart and soul
- To know about the titles used to refer to God in Judaism and how these reveal Jewish ideas about the nature of God (e.g. Almighty, King, Father, Lord, King of Kings, Sovereign, Ruler)
- To know that Jewish prayers can be found in a siddur (a daily prayer book)
- To know that the Jewish Holy book is called a Torah
- To understand that regular studying the Torah is part of Jewish belief and practise
- To know that much of the Torah is devoted to the story of Exodus and Passover, and the laws that were then given
- To know that the Torah contains 613 commandments (mitzvot), including the Ten Commandments.
- To know that one group of these mitzvot deals with which foods may or may not be eaten.
- To know there is diversity within Judaism (Orthodox and Progressive Judaism)
- To understand the differences between Orthodox synagogues and progressive synagogues

Prior Learning**EYFS**

Children will be taught some customs and traditions from the Jewish faith

KS1

Children will learn that Jewish people have special items in their houses, that they worship in a synagogue and that they believe in one God.

LKS2

Children will learn about Jewish festivals. They will learn about the escape from Egypt and how they were given the 10 commandments. They will reflect in these.

Future learning**KS3**

Children will learn what it is like to be a Jew in modern Britain and how they follow their traditions and practises.

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

Shema	The central belief in the Jewish faith of one God
Torah	The Jewish Holy Book
Mitzvot	A commandment from God written in the Torah
Kosher	A set of rules from the Torah that govern food that Jews can / cannot eat
Orthodox Judaism	Judaism that strictly follows the Torah

End Points

Identify the Jewish beliefs about God

Define the various titles that Judaism gives God

Recall the Jewish holy book is called the Torah

Identify some of the commandments written in the Torah

Analyse the differences between Orthodox and Progressive Judaism

Recall the rules regarding kosher foods

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 Jewish holy book is called the Torah

Identify some of the commandments written in the Torah

Recall the rules regarding kosher foods

High prior attainment and extension opportunities

Children could investigate other mitzvot from the Torah and find out their meanings to the everyday lives of Jews in modern Britain



UKS2 Objective
To understand that some people believe in God and others don't.

Enquiry
I wonder...Why do some people believe in God and some don't? **(U2.11)**

- Substantive Knowledge (Content)**
- To understand the words ‘theist’ (believes in God), ‘agnostic’ (cannot say if God exists or not) and ‘atheist’ (believes there is no god)
 - To revisit some of the names of God and metaphors for God in the Bible (e.g. God as Father, Spirit, Son, eternal, almighty, holy, shepherd, rock, fortress, light) and what impression of God they give
 - To understand some reasons why people do or do not believe in God
 - To revisit the idea that God is the creator and how science offers other theories about the creation of the world
 - To know about Christians that are also scientists - Jennifer Wiseman, John Polkinghorne, Denis Alexander, Russell Stannard
 - To understand that believing on God can be liberating or restricting
 - To understand views that ask the question about God’s existence and suffering in the world

Prior Learning

EYFS
Children will learn that Christians, Jews and Muslims believe in one God although their beliefs are different to each other’s.

KS1
Children will learn what Christians, Jews and Muslims believe God is like. They will learn that God wants us to live a certain ways to make earth like heaven.

LKS2
Children will learn how Christians, Jews and Muslims worship God and how this influences that way in which they live their lives. They will learn that Hindus believe in a divine being not one God. They will learn how believing in God can make the world a better place.

Future learning

KS3
Children will learn what being non- religious means today in modern Britain. They will learn about the challenges that religious communities face in modern Britain.

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

theist	A believer in God
agnostic	Cannot say if there is a God or not
Atheist	Believes there is no God

End Points
Define the terms: theist, agnostic and atheist
Identify the names given to God in the bible and the impression they give of God
Identify reasons why some people do not believe in God
Interpret reasons that offer different explanations to the creation story
Identify Christian scientists
Analyse the question whether believing in God could be liberating or restricting
Analyse the views of Christian belief and suffering 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).

SEN/D minimum expectations
Define the terms: theist, agnostic and atheist
Identify reasons why some people do not believe in God
Analyse the views of Christian belief and suffering in the world

High prior attainment and extension opportunities
Children could investigate non- religious communities like Humanists and compare their beliefs to Christianity



UKS2 Objective
To understand what matters most to Humanists and Christians?

Enquiry
I wonder... **What matters most to Humanists and Christians?**

- Substantive Knowledge (Content)**
- To understand the Christian belief about humans being made in the image of God (Genesis 1:28) and also sinful (the ‘Fall’ in Genesis 3). Why do some Christians think this is a good explanation of why humans are good and bad?
 - To know that Humanists are one group of non-religious people that say that humans should work out their own way of being good, without reference to any ‘divine being’ or ancient authority
 - To know that Humanists have a code for living
 - To understand moral concepts like fairness, freedom, truth, honesty, kindness, peace
 - To understand that Christian codes for living can be summed up in Jesus’ two rules: love God and love your neighbour
 - To understand that Jesus expects his followers to behave through the story of the Good Samaritan (Luke 10:25–37) and Jesus’ attitude on the cross (Luke 23:32–35)
 - To understand the idea of ‘valuable things’ are different for each person
 - To consider questions like ‘Is love more important than freedom?’ ‘Is peace more valuable than money?’
 - To understand that values can clash and doing the right thing can be difficult
 - To understand what is important for Humanists and to compare with what is important for Christians

Prior Learning
EYFS
Children will learn that Christians believe you should love God and by doing this you will have a good life.

KS1
Children will learn how God sent Jesus to earth to show us how to live good lives. They will learn that Christians believe that if you love God and live how he wants us to you will have a good life.

LKS2
Children will learn more about following God. They will learn about the ‘Trinity’ and how God wanted Earth to be like heaven. They will learn how God wants us to live.

Future learning

KS3
Children will learn about what it is like to be non-religious in Britain today and how people choose to behave.

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	
Humanist	An approach to life based on reason and our common humanity, recognizing that moral values are properly founded on human nature and experience alone
Code for living	A set of values that Humanists live by
Value	Principles or standards of behaviour; one's judgement of what is important in life.

End Points
Identify the Christian belief that explains humans can be good or bad
Define the term Humanist
Identify the values that make up the Humanist code of living
Interpret moral concepts like fairness, freedom, truth, honesty, kindness and peace
Analyse the Christian and Humanist codes for living and make comparisons
Interpret answers to questions that challenge values

East Sussex Agreed Syllabus 2022 Coverage
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SEN/D minimum expectations
Define the term Humanist
Identify the values that make up the Humanist code of living
Analyse the Christian and Humanist codes for living and make comparisons

High prior attainment and extension opportunities
Children could investigate other religions ‘codes for living’ and make comparisons with Humanist and Christian ones, finding similarities and differences.



