

The Wolds Federation

Religious Education Curriculum



Differences were meant not to divide but to enrich"

J.H Oldham

Curriculum intent for Religious Education

As a Church of England School, we hold Religious Education in particular esteem as the core of the core subjects. RE is taught as an academic subject in its own right. We believe that RE enables every child to flourish and to live life in all its fullness. (John 10:10) RE is more than just a set of fact to be learned, there are questions to be asked, texts to be studied and knowledge to be developed to help children to understand the society in which we live, the culture we inherit and the wider world of which we are a part. This fits perfectly with our curriculum that children should be agents of change in their own lives, in their local community and in the global community.

RE will help children to develop knowledge about different faiths and worldviews. This is fundamental to them holding balanced and well-informed views which will help them navigate life beyond school. In this way they will have the ability to act as good citizens and agents for change in the local and global community.

We believe that “no one stands nowhere” People throughout the world believe different things and behave in different ways as a result of their belief and life experiences. RE fosters tolerance of difference, understanding and appreciation of others and interest in knowing more. In a nutshell, we want children to have enough information to be able to understand the world around but also come to an awareness of where they stand.

How is our RE curriculum organised.

Our RE curriculum aims to ensure that pupils develop religious literacy through a range of lenses or disciplines which are theology, philosophy and social sciences. RE is a multidisciplinary subject and these lenses help RE to be seen from different perspectives giving a balanced approach to teaching and learning. In the Wolds Federation we teach RE through the East Riding Agreed Syllabus. This sets out in great detail the knowledge and skills to be developed and the content to be delivered through each unit. Careful thought has been given to the sequencing of the units, particularly in KS2. The long-term plan sets out the sequence of units for Bishop Wilton and Beswick, where KS2 run on a four-year cycle, and Middleton, where it is a two-year cycle

Over their time with us our curriculum will help children to:

- know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- engage with challenging questions of meaning and purpose raised by human existence and experience.
- recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- explore their own religious, spiritual and philosophical ways living, believing and thinking.

During KS1 the children will study Christianity as the principal religion and will also study Islam as a different faith. In KS2 Christianity remains the principal focus but we also study Hinduism and Humanism as a different world view.

This long-term plan sets out which of the units from the Agreed Syllabus are studied and when. Careful attention has been paid to the sequencing of the units so there is a progression in the learning. We also use materials from Understanding Christianity to enhance our teaching and these are also referenced in the plan.

KS1 – Religion and Worldviews Wolds Federation						
		Autumn		Spring		Summer
EYFS	Themes	Special People	Special Times	Special Places	Special Books	Special Things
Cycle A	Agreed Syllabus for Religion and Worldviews 2022	Unit 1:1 Belonging Key Question – Who Belongs		Unit 2:2 Believing Key Question – What is true?		Unit 1:3 What a wonderful world Key question – Why is the world so special?
	Understanding Christianity	Links to Understanding Christianity FS2/Unit F2 Incarnation p.8 Unit 2A.3 Incarnation/God, p.2-3 Unit 2A.2 People of God p.3 Understanding Christianity Unit 1.3 Incarnation (Christmas)		Links to Understanding Christianity Unit 1.4 Gospel Unit 1.5 Salvation Understanding Christianity Unit 1.5 Salvation (Easter)		Links to Understanding Christianity Unit 1.2 Creation Unit 2A.1 Creation/Fall p.2
		Christmas		Easter		Humanism

Cycle B	Agreed Syllabus for Religion and Worldviews 2022	Unit 2.1 Lead us not into temptation Big Question – Right or Wrong? KS1 – Christmas	Unit 1:2 Worship Key Question – Why worship? KS1 – Easter	Unit 2.3 Questions, questions Key Question – What are the Big Questions?
	Understanding Christianity	Links to Understanding Christianity Unit 1.1 God Unit 2A.1 Creation/Fall p.4-5 Unit 2A.4 Gospel	Links to Understanding Christianity Unit 1.1 God p.3 (types of Christian prayer) Unit 1.4 Gospel p.2-5	Links to Understanding Christianity Unit 1.1 God Unit 1.2 Creation
		Harvest	Eid	Humanism

KS2 – Religion and Worldviews
Wolds Federation

		Autumn	Spring	Summer
Cycle A	Y3/4	Unit: 4.1 Communities Key Question: Where is religion? Links to Understanding Christianity Unit 2A.2 People of God p.4-5 Unit 2A.4 Gospel Lower Key Stage 2: Christmas Key Question: What are the special symbols of the Christmas story?	Unit: 3.3 Sacred places Key Question: What is sacred? Easter	Unit: 4.2 People who inspire us Key Question: What makes a saint?
	Y5/6	Unit: 6.1 Justice and Freedom Key Question: Is it fair? Links to Understanding Christianity 2/2B.3 People of God p.5 2/2B.8 Kingdom of God p.4 (Unforgiving Servant) Upper Key Stage 2 Christmas	Unit: 6.2 Living a Faith Key Question: What is identity? Links to Understanding Christianity Unit 2B.8 Kingdom of God	Unit 5.3: Pilgrimage Key Question: Why pilgrimage?
	KS2	Unit: 6.1 Justice and Freedom Key Question: Is it fair?	Unit: 3.3 Sacred places Key Question: What is sacred?	Unit 5.3: Pilgrimage Key Question: Why pilgrimage?

		Links to Understanding Christianity 2/2B.3 People of God p.5 2/2B.8 Kingdom of God p.4 (Unforgiving Servant) Upper Key Stage 2 Christmas		
Cycle B	Y3/4	Unit 3.1 Remembering Key Question: Why remember? Christmas and the Nativity Links to Understanding Christianity Unit 2A.6 Kingdom of God Christmas and the Nativity	Unit: 3.2 Founders of faith Key Question: Who, what and when? Links to Understanding Christianity Unit 2A.4 Gospel Lower Key Stage 2: Easter Key Question: What is the significance of the cross for Christians at Easter?	Unit: 4.3 Our world Key Question: Who cares? Links to Understanding Christianity Unit 2B.2 Creation/Fall p.2-3
	Y5/6	Unit 5.1: Expressions Key Question: How is belief expressed? Links to Understanding Christianity Unit 2B.1 God p.2-3	Unit 5.2: Faith in action Key Question: What are the challenges? Links to Understanding Christianity Unit 2A.2 People of God p.4-5 Unit 2B.7 Salvation p.4 Upper Key Stage 2 Easter	Unit: 6.3 Hopes and visions Key Question: What is life about? Links to Understanding Christianity Unit 2B.6 & 2B.7 Salvation
	KS2	Unit 3.1 Remembering	Unit: 3.2 Founders of faith	Unit: 4.3 Our world

		Key Question: Why remember? Christmas and the Nativity Links to Understanding Christianity Unit 2A.6 Kingdom of God	Key Question: Who, what and when? Links to Understanding Christianity Unit 2A.4 Gospel Lower Key Stage 2: Easter Key Question: What is the significance of the cross for Christians at Easter?	Key Question: Who cares? Links to Understanding Christianity Unit 2B.2 Creation/Fall p.2-3
Cycle C	Y3/4	Unit: 4.1 Communities Key Question: Where is religion? Links to Understanding Christianity Unit 2A.2 People of God p.4-5 Unit 2A.4 Gospel Lower Key Stage 2: Christmas Key Question: What are the special symbols of the Christmas story?	Unit: 3.3 Sacred places Key Question: What is sacred? Easter	Unit: 4.2 People who inspire us Key Question: What makes a saint?
	Y5/6	Unit: 6.1 Justice and Freedom Key Question: Is it fair? Links to Understanding Christianity 2/2B.3 People of God p.5 2/2B.8 Kingdom of God p.4 (Unforgiving Servant)	Unit: 6.2 Living a Faith Key Question: What is identity? Links to Understanding Christianity Unit 2B.8 Kingdom of God	Unit 5.3: Pilgrimage Key Question: Why pilgrimage?

		Upper Key Stage 2 Christmas		
	KS2	Unit: 4.1 Communities Key Question: Where is religion? Links to Understanding Christianity Unit 2A.2 People of God p.4-5 Unit 2A.4 Gospel Lower Key Stage 2: Christmas Key Question: What are the special symbols of the Christmas story?	Unit: 6.2 Living a Faith Key Question: What is identity? Links to Understanding Christianity Unit 2B.8 Kingdom of God	Unit: 4.2 People who inspire us Key Question: What makes a saint?
Cycle D	Y3/4	Unit 3.1 Remembering Key Question: Why remember? Christmas and the Nativity Links to Understanding Christianity Unit 2A.6 Kingdom of God Christmas and the Nativity	Unit: 3.2 Founders of faith Key Question: Who, what and when? Links to Understanding Christianity Unit 2A.4 Gospel Lower Key Stage 2: Easter Key Question: What is the significance of the cross for Christians at Easter?	Unit: 4.3 Our world Key Question: Who cares? Links to Understanding Christianity Unit 2B.2 Creation/Fall p.2-3
	Y5/6	Unit 5.1: Expressions Key Question: How is belief expressed?	Unit 5.2: Faith in action Key Question: What are the challenges?	Unit: 6.3 Hopes and visions Key Question: What is life about? Links to Understanding Christianity Unit 2B.6 & 2B.7 Salvation

		Links to Understanding Christianity Unit 2B.1 God p.2-3	Links to Understanding Christianity Unit 2A.2 People of God p.4-5 Unit 2B.7 Salvation p.4 Upper Key Stage 2 Easter	
	KS2	Unit 5.1: Expressions Key Question: How is belief expressed? Links to Understanding Christianity Unit 2B.1 God p.2-3	Unit 5.2: Faith in action Key Question: What are the challenges? Upper Key Stage 2 Easter Links to Understanding Christianity Unit 2A.2 People of God p.4-5 Unit 2B.7 Salvation p.4 Upper Key Stage 2 Easter	Unit: 6.3 Hopes and visions Key Question: What is life about? Links to Understanding Christianity Unit 2B.6 & 2B.7 Salvation

The following pages set out the substantive knowledge that each unit of work will teach. The tables set out the principal lens that the units takes as its focus and the key vocabulary to be taught.

KS1 topics

Unit 1.1 Belonging

Key question	Who belongs?
Principal lens/discipline	Social sciences
Concepts	belonging, commitment, faith, community, ritual, worldview
Vocabulary	religion, life values, rules, naming ceremonies, promises
The children will consider	Why are symbols and artefacts important to some people? How does a person of faith live their life? What are the religious rituals and ceremonies connected with important times in life?
Where does this topic fit in?	This unit builds on and extends children's learning from the EYFS about the uniqueness of the individual, focusing on what it means to belong and enquire how a faith member has a sense of belonging to their faith. Present different kinds of family through story, persona dolls, puppets and explore what it means to belong to a faith family, becoming a member and keeping the rules. Make use of stories from sacred texts and think about what believers can learn from them.

Unit 1.2 Worship

Key question	Why worship?
Principal lens/discipline	Social sciences and theology
Concepts	gospel, worship, sacred
Vocabulary	churches and other places of worship, features of the building, holy days
The children will consider	How and why do people of faith worship? How is a place of worship used? What makes a holy book special?
Where does this topic fit in?	This unit builds on children's previous learning around 'special' places and objects in EYFS. Take opportunities to visit places of worship, either in real time or virtually; identify their key features; link to cross-curricular studies within the local community.

Unit 1.3 What a wonderful world

Key question	Why is the world special?
Principal lens/discipline	Philosophy
Concepts	creation, God, sacred, peace
Vocabulary	environment, climate, world, universe, precious, care
The children will consider	Why are creation stories important to faith members? How do different faiths say the world should be cared for?

Where does this topic fit in?	This unit builds on children's previous learning around 'special' places in EYFS and provides opportunities for learning outside the classroom. Explore and appreciate the natural world; listen to Jewish/Christian and other worldviews about how the world came into being; discuss traditional and contemporary creation stories and consider ways in which we can all help care for the world.
Explicit opportunities to develop SMCS Cultural development – thinking about the world around us.	

Unit 2.1 Lead us not into temptation

Key question	Right or wrong
Principal lens/discipline	Social science, philosophy and theology
Concepts	gospel, right and wrong
Vocabulary	consequence, good, evil, fairness, moral choices, Adam & Eve, temptation
The children will consider	How do people decide what is right and wrong? What do faith stories say about the value of each individual? What are the special rules and values that religious people follow?
Where does this topic fit in?	This unit takes a multidisciplinary approach to exploring the concept of temptation and how people choose between right and wrong. It contributes to personal development and aspects of SMSC and learning how we make personal choices. Stories from different religions illustrate the consequences of making right or wrong choices; pupils should identify

	similarities and the ways these stories are the basis of rules in society, leading to discussion about how we treat people and the value of the individual.
Explicit opportunities to develop SMCS Moral development – learning about temptation.	

Unit 2.2 Believing

Key question	What is true?
Principal lens/discipline	Theology
Concepts	God, sacred, holy, belief, religion
Vocabulary	named characters and artefacts from chosen faiths, prayer
The children will consider	What do people of faith believe? What are the different ways in which people of faith express their beliefs?
Where does this topic fit in?	This unit builds on children's learning in Unit 1.1 Belonging, taking a theological focus, about how beliefs are expressed. Introduce key figures from Old and New Testaments, alongside stories from other religious traditions; focus on key beliefs demonstrated in the stories and the commitments that stem from those beliefs.
Explicit opportunities to develop SMCS Spiritual development – Having own belief, understanding belief. Social development – Variety of beliefs.	

Unit 2.3 Questions, questions????

Key question	What are the big questions?
Principal lens/discipline	Theology and Philosophy
Concepts	God, creation
Vocabulary	Universe, circle of life
The children will consider	What are life's big questions? Who is God to people of faith?
Where does this topic fit in?	This unit encourages children to develop and explore their own Big Questions about how the world and other things came about. Consider some of the answers faith members may offer and celebrate the idea that people may think differently and that it's OK to disagree. Pupils ask what matters to them -questions of meaning, purpose and truth. Use strategies such as Philosophy for Children (P4C), Godly Play and guided visualisations to help children raise their own questions and offer possible answers.

Christmas

The syllabus has suggested ideas for Y1 and Y2 to be covered over the two year cycle.	
Principal lens/discipline	Theology, social science
Concepts	incarnation, gospel
Vocabulary	Advent, nativity, festival, celebration
The children will consider	Which festivals are important to faith members? What stories are told at different religious festivals?

Where does this topic fit in?	This unit builds on learning about festivals of light in the Foundation Stage
Explicit opportunities to develop SMCS Cultural and Social development – means different things to different people.	

Easter

The syllabus has suggested ideas for Y1 and Y2 to be covered over the two year cycle.	
Principal lens/discipline	Social Science and Theology
Concepts	Salvation, gospel
Vocabulary	Festival, celebration, Lent, Holy Week, Shrove Tuesday, Ash Wednesday, Good Friday, Easter Day
The children will consider	What signs tell us that Easter is coming and how do they make us feel? How do Christians prepare for Easter? Why were people so excited to welcome Jesus on Palm Sunday? What is the meaning of 'salvation'?
Where does this topic fit in?	This unit builds on learning in the Foundations Stage – Special Times.
Explicit opportunities to develop SMCS Moral and Spiritual development – Why did they do this? How do we feel about it?	

KS2 topics

Unit 3.1 Remembering

Key question	Why remember?
Principal lens/discipline	Social science and theology
Concepts	Belonging, ritual, peace, universal
Vocabulary	Festival, celebration, remembrance
The children will consider	What is the value in participating in a religious event or ritual? What is the significance of religious events or rituals?
Where does this topic fit in?	This unit builds on work from Unit 1.2 <i>Worship</i> and provides opportunity to use a Social Science lens to explore remembrance in the context of some important religious and secular festivals; include Remembrance Day and festivals which remember or commemorate people or events in the past. Use the lens of theology to interpret the stories behind religious festivals. Explore actions and rituals associated with festivals, celebrations and times of remembering. Consider how symbols and artefacts may be used to express what is remembered.
Explicit opportunities to develop SMCS Cultural development – Significant festivals.	

Social development – Communities together.

Unit 3.2 Founders of faith

Key question	Who, what and when
Principal lens/discipline	Theology
Concepts	Gospel, authority, faith
Vocabulary	Founder, leader, teaching values
The children will consider	How do the lives of faith founders influence believers? What do key religious figures teach?
Where does this topic fit in?	Investigate the lives of two key figures who may be described as founders of their faiths, such as Jesus, St Paul, Mohammad (pbuh), Guru Nanak, Baha'u'llah, the Buddha and Abraham. Through a Theological lens, consider some key beliefs and how faith members follow the teachings of those founders.

Unit 3.3 Sacred Places

Key question	What is sacred?
Principal lens/discipline	Theology and social science
Concepts	Sacred, holy, belief, worship
Vocabulary	Sacred places, ceremony, symbols, artefacts, milestones of life, marriage
The children will consider	What makes a place sacred? Which religious rituals show identity and belonging for different traditions?
Where does this topic fit in?	Build on work in Unit 1.2 <i>Worship</i> and provide opportunities to observe worship in more than one faith, focusing on its significance for faith members. Make links with a local place of worship and contrast with a place of worship from a different faith. Consider the ways people celebrate milestones of life such as marriage in a sacred place. Find out how tradition and ceremony is part of the life of a religious community. By the end of this unit, pupils will understand what makes a place sacred and to whom; how the place is used to mark the milestones of life.
Explicit opportunities to develop SMCS Cultural development – different people and different places. Social development – people coming together.	

Unit 4.1 Communities

Key question	Where is religion?
Principal lens/discipline	Social science
Concepts	People of God, religion, unity, community, spiritual
Vocabulary	Religion, identify, values, multicultural, diversity
The children will consider	How do religious values provide rules for living?
Where does this topic fit in?	This unit is considered mainly through the lens of Social Science and provides opportunity for pupils to find out more about their locality and their local community, to explore the diversity of religion found within, and to study a religious community in depth. It will be helpful to meet with different people, and members of different faiths, to investigate the impact of their beliefs and values on community life. It may be appropriate to make links to learning about local history and geography. Questions should be asked about living in a multicultural society.
Explicit opportunities to develop SMCS Cultural and Social development – Bringing people together (football matches/rock concerts etc.)	

Unit 4.2 People who inspire us

Key question	What makes a saint?
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Principal lens/discipline	Social science
Concepts	Commitment, spiritual, belief, right and wrong
Vocabulary	Saint, inspiration, sacrifice, cause, justice and freedom
The children will consider	How is commitment demonstrated in the lives of significant people of faith? What motivates faith believers to get involved in different causes?
Where does this topic fit in?	This unit explores the concept of commitment through a Social Sciences lens and provides opportunity to explore lives of people who have been inspired by religion to perform heroic deeds or dedicate their lives to a cause. There are opportunities to start with local saints and heroes, linking with aspects of history and citizenship.

Unit 4.3 Our World

Key question	Who cares?
Principal lens/discipline	Philosophy and theology
Concepts	Creation, worldview
Vocabulary	Stewardship, environment, creation, evolution, big bang
The children will consider	What is an ultimate question? How did the universe begin? Why is it important to look after the earth?

Where does this topic fit in?	The unit builds upon understanding and appreciation of the natural world. It focuses on the uniqueness of the Earth as Our World that everyone has a duty to respect and conserve. It explores through the lens of philosophy how various faiths explain some of life's big and difficult-to-answer questions about god, creation and man's responsibilities towards the Earth.
Explicit opportunities to develop SMCS Moral development – thinking about our environment. Social development – Everyone has a duty.	

Unit 5.1 Expressions

Key question	How is belief expressed?
Principal lens/discipline	Social science
Concepts	People of God, gospel, worship, spiritual, community

Vocabulary	Expression, spiritual, environment, identify, symbol, individual
The children will consider	How do believers worship? How do people express their beliefs?
Where does this topic fit in?	Through the lens of Social Science, pupils investigate religious expression in all its diversity, considering different ways of expressing belief through range of creative media and in their actions. They explore the meaning of symbols and activities expressing belief.

Unit 5.2 Faith in action

Key question	What are the challenges?
Principal lens/discipline	Theology
Concepts	People of God, ethics and morality, holy, belief
Vocabulary	Vocation, inspiration, influence
The children will consider	What do key religious figures teach? How do the lives of faith founders influence believers?
Where does this topic fit in?	This unit is an opportunity to use the lens of Theology to explore in greater depth the impact of the teaching of faith founders and other religious figures and the influence they had - and continue to have - today. In addition, contrast the ideas and influence of significant people who hold non-religious worldviews. There are elements of personal development covered in this unit.

Unit 5.3 Pilgrimage

Key question	Why pilgrimage?
Principal lens/discipline	Social science and theology
Concepts	Holy, sacred, ritual.
Vocabulary	Festivals, journeys, rituals, sacred, pilgrim
The children will consider	What is the value in participating in a religious festival or ritual? What makes a place sacred? Why do people of faith make a pilgrimage?
Where does this topic fit in?	This is a stand-alone unit building on an understanding of 'journey' to investigate the impact of pilgrimage on participants, exploring local, national and global pilgrimage sites for different faiths. It is important where possible to visit a local sacred place which may be a place of pilgrimage for some – church, cathedral, cemetery, memorial, garden, tree, monument, quiet space.
Explicit opportunities to develop SMCS Spiritual development – Special places and feelings.	

Unit 6.1 Justice and freedom

Key question	Is it fair?
Principal lens/discipline	Philosophy and theology

Concepts	People of God, kingdom of God, justice and freedom, authority, universal
Vocabulary	Forgiveness, reconciliation, moral, harmony, ethical, parable
The children will consider	What is the meaning of justice and freedom Why should people be good? What do religions teach about forgiveness and reconciliation?
Where does this topic fit in?	This unit provides opportunities for pupils to use a Philosophical lens to explore and explain the concepts of justice and freedom; to consider how justice is significant in stories from religions and in secular life; to consider, through the lens of Theology, what religions teach about forgiveness and how reconciliation may take place. This unit has strong links with citizenship, British values and personal and spiritual development.

Unit 6.2 Living a faith

Key question	What is identity?
Principal lens/discipline	Social science
Concepts	Kingdom of God, identity, spiritual, worship, belonging, religion
Vocabulary	Belonging, rites of passage, bar/bat Mitzvah, ritual, celebration, expression
The children will consider	Which religious rituals show identity and belonging for different traditions? What is the value in participating in a religious event or ritual?

Where does this topic fit in?	This unit takes a Social Science perspective to explore the concept of religious identity through the way people live and practise their beliefs. There is a focus on how rites of passage (may include death and bereavement) give shape to a person's identity. Consider the ways in which these milestones impact on families and the wider community.
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Unit 6.3 Hopes and Visions

Key question	What is life about?
Principal lens/discipline	Philosophy and theology
Concepts	God, creation, faith, peace, truth
Vocabulary	Purpose, meaning of life, mission, ambition, hope
The children will consider	What is an ultimate question? Who is God?
Where does this topic fit in?	This unit provides opportunities for pupils to consider the significance and impact of some key teachings, and the ways in which they have shaped believers' responses to ultimate questions. Philosophy for Children (P4C) strategies are helpful in enabling pupils to identify differences between ultimate and non-ultimate questions.
Explicit opportunities to develop SMCS Cultural development – questioning our beliefs and those of others.	

Christmas

The syllabus has suggested ideas for Lower Key Stage 2	
Key question	What are the special symbols of the Christmas story?
Principal lens/discipline	Theology and Social Sciences
Concepts	Incarnation, God, gospel
Vocabulary	Nativity, festival, celebration, Messiah, annunciation, Epiphany, wise men
The children will consider	Why is Mary such an important part of the Christmas story? What do the gospel writers say about Mary's actions and feelings up to the time of Jesus's birth? What is the story of Epiphany? When how is it celebrated? Is it the same in all countries? Why is light an important symbol of Christmas? Why is Jesus the 'light of the world' for Christmas?
Where does this topic fit in?	This unit builds on learning about festivals of light in KS1

Christmas

The syllabus has suggested ideas for Upper Key Stage 2	
Principal lens/discipline	Theology and Social Sciences
Concepts	Incarnation, People of God, Kingdom of God, Messiah, secular
Vocabulary	Gospel, Prince of Peace, prophecy
The children will consider	What is peace? Did Jesus bring peace?

	What is the message of Christmas for Christians? Is Christmas only for Christians? What does Christmas mean in society today? What do the different gospel writers say about what happened at Christmas? How does this link with Old Testament prophesy?
Where does this topic fit in?	This unit builds on previous learning about the Christmas in all key stages.

Easter

The syllabus has suggested ideas for Lower Key Stage 2	
Key question	What is the significance of the cross for Christians at Easter?
Principal lens/discipline	Theology and Social Sciences
Concepts	Salvation, gospel
Vocabulary	Holy Week, Last Supper, Holy Communion, Maundy Thursday, Good Friday, crucifixion
The children will consider	Who was at the Last Supper? Why were they there? What is the symbolism of bread of wine? What did Jesus say to his disciples? What happened in the Garden of Gethsemane? What is meant by betrayal and denial? What is the 'good news' of Easter for everyone?
Where does this topic fit in?	This unit gives the opportunity to explore and develop the concepts of Salvation and Gospel.

Easter

The syllabus has suggested ideas for Upper Key Stage 2	
Principal lens/discipline	Theology and Social Sciences

Concepts	Salvation, gospel
Vocabulary	Ash Wednesday, Lent, fasting, sacrifice, resurrection, Ascension, Pentecost, repentance, forgiveness of sins, redemption, Good News
The children will consider	What does Jesus' death and resurrection mean to Christians? How do Christians use Lent to prepare for Easter? What is repentance? How does the Jewish festival of Pesach fit with the story of Easter? How do Christians celebrate the resurrection?
Where does this topic fit in?	This unit builds on learning about Spring Festivals and Easter in Foundation, Key Stage One and Lower Key Stage Two.

Progression in skills

This table shows how there is a progression in expectation as the children progress through the Key Stages.

	End of foundation stage	End of KS1	End of Lower KS2	End of Upper KS2
Beliefs and teachings (from various religions and worldviews)	listen and comment on the views and traditions expressed by others; explore and use new vocabulary related to religion and world views; listen to creation stories and talk about why it is important to look after the world; retell some stories from sacred texts e.g. through role play, small world	describe the main beliefs of a religion; describe the main festivals of a religion.	describe the key teachings and beliefs of a religion; begin to compare the main festivals of world religions; refer to religious figures and holy books.	recognise and explain how some teachings and beliefs are shared between religions; explain how religious beliefs can shape the lives of individuals and contribute to society.
Rituals, ceremonies and lifestyles (from various religions and worldviews)	talk about the work of people from faith communities such as vicar, imam, rabbi, priest; recognise different buildings and places in the local community related to religion; talk about and share their own traditions and experiences;	recognise, name and describe religious artefacts, places and practices; explain religious rituals and ceremonies and the meaning of them, including their own experiences of them	identify religious artefacts and how they are involved in daily practices and rituals; describe religious buildings and how they are used; explain religious ceremonies	explain practices and lifestyles associated with belonging to a faith; explain practices and lifestyles associated with belonging to a non-religious community; compare lifestyles of

	understand and be sensitive to differences in diet, style of dress and festivals celebrated; to talk about some religious festivals and know the stories behind them.	observe when practices and rituals are featured in more than one religion or lifestyle.	and rituals and their importance for people's lives and sense of belonging.	different faiths and give reasons why some people within the same faith choose to adopt different lifestyles; show an understanding of the role of a spiritual leader
How beliefs are expressed	to recognise some religious symbols; to know and sing songs relating to religious stories.	name religious symbols and the meaning of them; learn the name of important religious stories; retell religious stories and suggest meanings in the story.	begin to identify religious symbolism in different forms of art and communication; looking at holy texts and stories, explain meaning in a story; express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.	explore religious symbolism in literature and the arts; explain some of the different ways individuals show their beliefs; share their opinion or express their own belief with respect and tolerance for others.

These grids break down the knowledge progression in each of the faiths or worldviews taught so that progression is clear.

Understanding Christianity Knowledge Grid				
	EYFS	KS1	Lower KS2	Upper KS2
God		Christians believe in God, and that they find out about God in the Bible. • Christians believe God is loving, kind, fair, and Lord and King; and there are some stories that show this. • Christians worship God and try to live in ways that please him.	See Incarnation.	• Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. • Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving, and full of grace. • Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love. • Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. • Christians believe getting to know God is like getting to know a person rather than learning information.

Creation	• The word God is a name. • Christians believe God is the creator of the universe. • Christians believe God made our wonderful world and so we should look after it.	• God created the universe. • The Earth and everything in it are important to God. • God has a unique relationship with human beings as their Creator and Sustainer. • Humans should care for the world because it belongs to God.	• God the Creator cares for the creation, including human beings. • As human beings are part of God's good creation, they do best when they listen to God. • The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). • This means that humans cannot get close to God without God's help. • The Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. • Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.	• There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. • These debates and controversies relate to the purpose and interpretation of the texts: for example, does reading Genesis as a poetic account conflict with scientific accounts? • There are many scientists through history and now who are Christians. • The discoveries of science make Christians wonder even more about the power and majesty of the Creator.
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People of God			• The Old Testament tells the story of a particular group of people, the children of Israel – the People of God – and their relationship with God. • The People of God try to live in the way God wants, following his commands and worshipping him. • They believe he promises to stay with them, and Bible stories show how God keeps his promises. • The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God, and to attract all other nations to worshipping God. • Christians believe that, through Jesus, all people can become the People of God.	The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God. • The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. • Christians apply this idea to living today by trying to serve God and to bring freedom to others, for example by loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. • Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example as salt and light in the world.
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Incarnation	• Christians believe God came to Earth in human form as Jesus. • Christians believe Jesus came to show that all people are precious and special to God.	• Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that his birth showed he was extraordinary (e.g. he is worshipped as a king, in Matthew) and that he came to bring good news (e.g. to the poor, in Luke). • Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming.	• Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit. • Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Christians worship God as Trinity. It is a huge idea to grasp, and artists have created art to help to express this belief. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.	• Jesus was Jewish. • Christians believe Jesus is God in the flesh. • They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. • The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like. • Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) • Christians see Jesus as their Saviour (see Salvation).
Gospel		• Christians believe Jesus brings good news for all people. • For Christians, this good news includes being loved by God, and being forgiven for bad things. • Christians believe Jesus is a friend to the poor and friendless. • Christians believe Jesus' teachings make people think hard about how to live and show them the right way.	• Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first. • Christians believe Jesus challenges people who pretend to be good (hypocrisy), and shows love and forgiveness to unlikely people. • Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour. • Christians try to be like Jesus – they want to know him better and better. • Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.	Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. • Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable. • Christians believe that Jesus' good news transforms lives now, but also points towards a restored, transformed life in the future (see Salvation and Kingdom of God). • Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global

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Salvation	• Jesus' name means 'He saves'. • Christians believe Jesus came to show God's love. • Christians try to show love to others. • Christians remember Jesus' last week at Easter.	• Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. • Christians believe Jesus builds a bridge between God and humans. • Christians believe Jesus rose from the dead, giving people hope of a new life.	Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. • Christians today trust that Jesus really did rise from the dead, and so is still alive today. • Christians remember and celebrate Jesus' last week, death and resurrection.	• Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. • The Gospels give accounts of Jesus' death and resurrection. • The New Testament says that Jesus' death was somehow 'for us'. • Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the Devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom. • Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). • Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. • This belief gives Christians hope for life with God, starting now and continuing in a new life (Heaven). • Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.
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Kingdom of God			• Christians believe that Jesus inaugurated the 'Kingdom of God' – i.e. Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven'). • Christians believe Jesus is still alive, and rules in their hearts and lives through the Holy Spirit, if they let him. • Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible kingdom visible by living lives that reflect the love of God. • Christians celebrate Pentecost as the beginning of the Church. • Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.	• Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. • The parables suggest that there will be a future Kingdom, where God's reign will be complete. • The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. • Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.
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Islam Knowledge Grid

	EYFS	KS1	Lower KS2	Upper KS2
Allah	I know that Muslims believe the natural world is special because Allah created it.	- I know that Muslims believe the words of Allah, provide guidance for human beings. - I know that Muslims believe in one God who created the world exactly as he wanted it to be (harmony).and people have to try to live in harmony - I know that Muslims believe that God created humans with special rights and responsibilities (abd and Khalifa)	- I know that Muslims believe in one Allah (God) and that the oneness of God (tawhid) is a very important idea in Muslim worldviews. - I know that Muslims believe that God created the universe and that he created things in harmony/in submission to his will (muslim).and wants humans to keep it this way.	I know that there are rites of passage associated with birth, initiation, marriage and death I know some of the key practices associated with these rites of passage.
Quran and Hadith	- I know that the Qur'an is a special book for Muslims. - I know at least one special story for Muslims (e.g., The Prophet and the Spider). - I know that the Prophet Muhammed is a special person to Muslims.	- I know that the Qur'an is the holy book of Islam and contains the words of Allah, providing guidance for human beings. I know some of the stories of Muhammad that show Muslims how to live. (e.g.crying camel)	- I know that Muslims believe God has provided humans with guidance to help them stay on the straight path and the Qur'an is one of them - I know that Muslims believe God has provided guidance to help them stay on the straight path (shariah): the Prophet Muhammed is one of them	I know that some teachings from the Hadith (collections of the teachings and lived example of the Prophet Muhammed) and be able to explain how the Hadith help Muslims follow the straight path (shariah). I know some examples of ways in which Muslims follow these teachings in order to stay on the straight path (shariah), e.g. the work of Muslim Hands UK)

Ummah and celebrations		• I know that Muslims celebrate a number of key festivals: Eid ul-Fitr and Eid ul-Adha. • I know some different examples of how Muslims celebrate these festivals. • I know that Muslims have special ways of celebrating and saying thank you to God for the arrival of a new baby. • I know some of the Muslim rituals and practices associated with welcoming a new baby (whispering of the adhan, aqiqah ceremony) • I know that welcoming a new baby is an important part of belonging to a Muslim community (ummah). • I know some similarities and differences between how Christians and Muslims celebrate the arrival of a new baby.	• I know that the festival of Eid ul-Fitr marks the end of the month of Ramadan and the fast (sawm). • I know some of the key practices from the Muslim festival of Eid ul-Fitr (e.g. giving zakat (charity), celebratory meals, new clothes etc. • I know that the festival of Eid ul-Adha is the festival of the sacrifice. • I know some of the key practices from the Muslim festival of Eid ul-Adha (e.g. sacrificing a sheep or goat and distributing the meat to family, friends and those in need).	• I know that Muslims believe that it is important to belong to the global community of Muslims (ummah) because this is one way of being in harmony • I know that part of belonging to this ummah is to take part in certain rites of passage. • I know that there are rites of passage associated with birth, initiation, marriage and death • I know some of the key practices associated with these rites of passage
Shariah and the Five Pillars		• I know that Muslims believe that Allah provided a straight path (shariah) to help keep the universe in harmony • I know the Muslim statement of faith (shahadah) and that this is one of the five pillars of Islam.	• I know the Five Pillars of Sunni Islam (Shahadah, Salah/Salat, Zakah/Zakat, Sawm, Hajj) and be able to explain how they connect with the idea of harmony • I know that Muslims believe God has provided humans with three types of guidance to help them	

		• I know thst Muslims follow the five pillar to try to live in harmony. • I know that worship (ibadah) is very important to Muslims and know some examples of the ways in which Muslims worship (e.g. prayer, studying the Qur'an ain the madrassah).	• stay on the straight path (shariah): the natural world, the Qur'an and the Prophets.	
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	Lower KS2	Upper KS2
Human Beings What am I? human evolution, nature, and potential	• Belief in the scientific story of where we came from • Recognising that human beings have good and bad features • Believing that human beings can help to make the world a better place	• Looking to science for natural explanations of our origins • Recognising that human beings evolved positive and negative qualities • Believing that human beings have the potential to make the world a better place
Understanding the World How can I know what is true? science and reason	• Asking questions • Looking for evidence • Believing the world is a natural place	• Recognising our beliefs can be mistaken and being prepared to question them • Believing science provides the best way of answering questions about the world • Believing that the world is a natural place, and looking for natural explanations
The One Life How should I live? freedom and happiness	• The Happy Human as a symbol of humanism • The belief there are many different ways to be happy • The belief that everyone should be free to find what makes them happy	• The belief we have one life and we should make the most of it • The belief that everyone should have the freedom to pursue what makes them happy, as long as they cause no harm • Being tolerant of those whose choices are different from our own
Humanist ethics How can I know what is good? empathy and the impact of our actions	• Trying to be kind to other people, animals, and the planet • Thinking carefully about how other people might feel	• Believing the reason to be good is because our actions have an impact on others • Thinking for ourselves about what we should do and

	• Treating other people, the way we would like to be treated	considering the consequences of our actions • Using empathy and the Golden Rule to help us decide how we should act
Society What kind of world do I want? actions, goals, and responsibility	• Valuing our human achievements • Promoting freedom, fairness, and kindness • Taking responsibility for making the world a better place •	• Believing that human beings share many needs and feelings • Taking responsibility for building a better world • Promoting freedom, fairness, and kindness

The golden threads are the key concepts taught for each religion or worldview which are revisited through the key stages in greater depth and through different lense resulting in children learning collectively enough knowledge by the end of their time in primary school.



