



Curriculum - RE

Knowledge and Skills

Knowledge and Skills progression in RE Year Group Overview

Courage

Resilience

Honesty

Kindness

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"

Features

At key stage 1, the knowledge progression takes full account of the Kent Agreed Syllabus for RE:

Year 1

- GOD - What do Christians believe that God is like?
- INCARNATION - Why does Christmas matter to Christians? (CORE & Digging Deeper)
- GOSPEL - What is the good news that Jesus brings? (CORE & Digging Deeper)
- SALVATION - Why does Easter matter to Christians? (CORE LEARNING)
- JUDAISM - Who is Jewish and what do they believe? (Part 1 and 2)

Year 2

- CREATION - Who made the world?
- How should we care for others and the world and why does it matter?
- HUMANISM - What is Humanism?
- SALVATION - Why does Easter matter to Christians? (DIGGING DEEPER)
- ISLAM - Who is a Muslim and what do they believe? (Part 1 and 2)

At key stage 2, the knowledge progression takes full account of the Kent Agreed Syllabus for RE:

Year 3

- PEOPLE OF GOD - What is it like to follow God?
- INCARNATION - What is the Trinity? (CORE LEARNING)
- SIKHI - What is important for Sikh people? **and** How do Sikh people worship and celebrate?
- KINGDOM OF GOD - When Jesus left, what was the impact of Pentecost?
- HUMANISM - What is Humanism?

Year 4

- CREATION - What do Christians learn from the Creation story?
- INCARNATION - What is the Trinity? (DIGGING DEEPER)
- GOSPEL - What kind of a world did Jesus want?
- SALVATION - Why do Christians call the day Jesus died 'Good Friday'? (CORE & DIGGING DEEPER)
- HINDU DHARMA - What does it mean to be a Hindu in Britain today? (Part 1 and 2)

Year 5

- GOD - What does it mean if God is loving and holy?
- INCARNATION - Was Jesus the Messiah? (CORE LEARNING)
- PEOPLE OF GOD - How can following God bring freedom and justice?
- SALVATION - What did Jesus do to save human beings?
- ISLAM - What does it mean to be a Muslim in Britain today? (Part 1 and 2)

Year 6

- CREATION - Creation and science: conflicting or complementary?
- GOSPEL - What would Jesus do?
- HUMANISM - What is Humanism?
- JUDAISM - What does it mean to be Jewish in Britain today?
- UNIVERSAL - What can be done to reduce Racism? Can religion help?
- KINGDOM OF GOD - What kind of king is Jesus?

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St Nicholas RE Experience

- Tessa and Tom – other characters
- Harvest
- Christmas
- Easter
- Remembrance Day
- St Nicholas Day – Choir/Chocolates in shoes
- Visit Places of worship
Gurdwara/ Mosque/Synagogue/
- Cathedral – Year 6
- Cathedral festivals
- World Faith Festivals
- St Augustine
- Prayer spaces (Worship?)
- Visiting speakers
- Appreciating nature – Hindu belief of Brahma being in everything (Link to Mindfulness)
- Care in the community
- Parents of religions to visit
- St Nicholas Post – write features

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Knowledge and Skills Progression in RE – Reception Development Matters Statements

- See themselves as a valuable individual (PSED)
- Build constructive and respectful relationships. (PSED)
- Express their feelings and consider the feelings of others. (PSED)
- Think about the perspectives of others (PSED)
- Talk about members of their immediate family and community (UW)
- Understand that some places are special to members of their community (UW)
- Recognise that people have different beliefs and celebrate special times in different ways. (UW)

Early Learning Goals feeding into National Curriculum - RE

- Show an understanding of their feelings and those of others, and begin to regulate their behaviour accordingly. (PSED)
- Explain the reasons for rules, know right from wrong and try to behave accordingly. (PSED)
- Form positive attachments to adults and friendships with peers. (PSED)
- Talk about the lives of the people around them and their roles in society. (UW)

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	AUTUMN		SPRING		SUMMER	
EFYS	CREATION Why is the word 'God' so important to Christians?	OLD TESTAMENT STORIES Which stories are special and why? INCARNATION Why do Christians perform Nativity plays at Christmas?	NEW TESTAMENT STORIES Which stories are special and why?	SALVATION Why do Christians put a cross in an Easter Garden?	WORLD FAITH STORIES Which stories are special and why?	WORLD FAITH STORIES Which stories are special and why?
Year 1	GOD What do Christians believe that God is like?	INCARNATION Why does Christmas matter to Christians? <i>CORE & Digging Deeper</i>	GOSPEL What is the good news that Jesus brings? <i>CORE & Digging Deeper</i>	SALVATION Why does Easter matter to Christians? <i>CORE LEARNING</i>	JUDAISM Who is Jewish and what do they believe? (Part 1)	JUDAISM Who is Jewish and what do they believe? (Part 2)
Year 2	CREATION Who made the world?	UNIVERSAL How should we care for others and the world and why does it matter? INCARNATION (1/2 LESSONS)	HUMANISM What is Humanism?	SALVATION Why does Easter matter to Christians? <i>DIGGING DEEPER</i>	ISLAM Who is a Muslim and what do they believe? (Part 1)	ISLAM Who is a Muslim and what do they believe? (Part 2)
Year 3	PEOPLE OF GOD What is it like to follow God?	INCARNATION What is the Trinity? <i>CORE LEARNING</i>	SIKHI What is important for Sikh people?	SIKH How do Sikh people worship and celebrate? SALVATION (1/2 LESSONS)	KINGDOM OF GOD When Jesus left, what was the impact of Pentecost?	HUMANISM What is Humanism?
Year 4	CREATION What do Christians learn from the Creation story?	INCARNATION What is the Trinity? <i>DIGGING DEEPER</i>	GOSPEL What kind of a world did Jesus want?	SALVATION Why do Christians call the day Jesus died 'Good Friday'? <i>CORE & DIGGING DEEPER</i>	HINDU DHARMA What does it mean to be a Hindu in Britain today? (Part 1)	HINDU DHARMA What does it mean to be a Hindu in Britain today? (Part 2)
Year 5	GOD What does it mean if God is loving and holy?	INCARNATION Was Jesus the Messiah? <i>CORE LEARNING</i>	PEOPLE OF GOD How can following God bring freedom and justice?	SALVATION What did Jesus do to save human beings?	ISLAM What does it mean to be a Muslim in Britain today? (Part 1)	ISLAM What does it mean to be a Muslim in Britain today? (Part 2)
Year 6	CREATION Creation and science: conflicting or complementary?	GOSPEL What would Jesus do? INCARNATION (1/2 LESSONS)	HUMANISM What is Humanism?	JUDAISM What does it mean to be Jewish in Britain today? SALVATION (1/2 LESSONS)	UNIVERSAL What can be done to reduce Racism? Can religion help?	KINGDOM OF GOD What kind of king is Jesus?

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	Understanding Christianity	Unit Question
EYFS	CREATION OLD TESTAMENT STORIES NEW TESTAMENT STORIES INCARNATION SALVATION	Why is the word 'God' so important to Christians? Which stories are special and why? Which stories are special and why? Why do Christians perform Nativity plays at Christmas? Why do Christians put a cross in an Easter Garden?
YR1	GOD INCARNATION GOSPEL SALVATION	What do Christians believe that God is like? Why does Christmas matter to Christians? (CORE & Digging Deeper) What is the good news that Jesus brings? (CORE & Digging Deeper) Why does Easter matter to Christians? (CORE LEARNING)
YR2	CREATION SALVATION	Who made the world? Why does Easter matter to Christians? (DIGGING DEEPER)
YR3	PEOPLE OF GOD INCARNATION KINGDOM OF GOD	What is it like to follow God? What is the Trinity? (CORE LEARNING) When Jesus left, what was the impact of Pentecost?
YR4	CREATION INCARNATION GOSPEL SALVATION	What do Christians learn from the Creation story? What is the Trinity? (DIGGING DEEPER) What kind of a world did Jesus want? Why do Christians call the day Jesus died 'Good Friday'? (CORE & DIGGING DEEPER)
YR5	GOD INCARNATION PEOPLE OF GOD SALVATION	What does it mean if God is loving and holy? Was Jesus the Messiah? (CORE LEARNING) How can following God bring freedom and justice? What did Jesus do to save human beings?
YR6	CREATION GOSPEL KINGDOM OF GOD	Creation and science: conflicting or complementary? What would Jesus do? What kind of king is Jesus?

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	World Faith/ World View Covered	Unit Question
EYFS	An introduction to Hinduism, Judaism, Sikhism and Islam	What stories are special and why?
YR1	Judaism - Part 1 & 2	Who is Jewish and what do they believe?
YR2	Universal Unit Humanism Islam - Part 1 & 2	How should we care for others and the world and why does it matter? What is Humanism? Who is a Muslim and what do they believe?
YR3	Sikhi - Part 1 & 2 Humanism	What is important for Sikh people? How do Sikh people worship and celebrate? What is Humanism?
YR4	Hindu Dharma- Part 1 & 2	What does it mean to be a Hindu in Britain today?
YR5	Islam - Part 1 & 2	What does it mean to be a Muslim in Britain today?
YR6	Humanism Judaism Universal Unit	What is Humanism? What does it mean to be Jewish in Britain today? What can be done to reduce Racism? Can religion help?

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Kent Agreed Syllabus for RE

Knowledge and Skills Progression EYFS

Children will encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They will listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. Children will be encouraged to ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. The teaching of RE sits very firmly within the areas of personal, social and emotional development and understanding the world. Through the questions below the children will talk about similarities and differences between themselves and others, among families, communities and traditions. They will know about their own cultures and beliefs and those of other people. They explore, observe and find out about places and objects that matter in different cultures and beliefs.

EYFS

RE (LA syllabus)	CREATION Why is the word 'God' so important to Christians?	OLD TESTAMENT STORIES Which stories are special and why? INCARNATION Why do Christians perform Nativity plays at Christmas?	NEW TESTAMENT STORIES Which stories are special and why?	SALVATION Why do Christians put a cross in an Easter Garden?	WORLD FAITH STORIES Which stories are special and why?	WORLD FAITH STORIES Which stories are special and why?
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Kent Agreed Syllabus for RE

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Year 1	Understanding Christianity		World Faiths		Religious and Non-Religious World Views
	GOD	<p>CORE:</p> <ul style="list-style-type: none"> Identify what a parable is. Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians. Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. whether they can learn anything from the story for themselves, exploring different ideas. 	JUDASIM – PART 1	<p>Pupils will learn:</p> <ul style="list-style-type: none"> That many people have objects in their home that are ‘precious’ to them and that these can be linked to religion To recognise objects that can be found in many Jewish homes What some of the words inside a mezuzah mean That Jewish people believe in one God Why a mezuzah is put on the doorposts of houses Why Jewish people celebrate Shabbat How Jewish people welcome Shabbat on a Friday night How Jewish people both rest and pray at Shabbat 	

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	INCARNATION	<p>CORE:</p> <ul style="list-style-type: none"> • Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. • Recognise that stories of Jesus' life come from the Gospels. • Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. • Decide what they personally have to be thankful for at Christmas time. <p>DIGGING DEEPER:</p> <ul style="list-style-type: none"> • Recognise that Incarnation is part of the 'Big Story' of the Bible. • Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'. • Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth. • Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous. 	JUDAISM – PART 2	<p>Pupils Will learn:</p> <ul style="list-style-type: none"> • The story of Chanukah • Jewish practices at Chanukah • How Jewish practices at Chanukah help Jews to reflect on important aspects of the story <p>Additional lessons</p> <ul style="list-style-type: none"> • Where is a special place for Jewish people? • What do we know about Judaism that we didn't know before? 		
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GOSPEL

CORE:

- Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.
- Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.
- Recognise that Jesus gives instructions to people about how to behave.
- Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.
- Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).
- Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.

DIGGING DEEPER:

- Tell stories from the Bible and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful.
- Give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts.
- Describe how Christians show their beliefs: for example, thanking God in prayer.
- Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives.
- Think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than Christians, exploring different ideas.

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	SALVATION	<p>CORE:</p> <ul style="list-style-type: none"> • Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). • Recognise that Jesus gives instructions about how to behave. • Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. • Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas. 				
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Kent Agreed Syllabus for RE

<ul style="list-style-type: none"> Year 2 	<p style="text-align: center;">CREATION</p>	<ul style="list-style-type: none"> Understanding Christianity <p>CORE:</p> <ul style="list-style-type: none"> Retell the story of creation from Genesis 1:1–2.3 simply. Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible. Say what the story tells Christians about God, Creation and the world. Give at least one example of what Christians do to say thank you to God for the Creation. Think, talk and ask questions about living in an amazing world. 	<ul style="list-style-type: none"> World Faith <p>Pupils will learn to:</p> <ul style="list-style-type: none"> identify some ways a Muslim might describe God; respond sensitively to what matters to Muslims and what matters to me; retell a story about the Prophet Muhammad; say why Muslims try to follow Muhammad and have great respect for him; <i>respond sensitively to what matters to Muslims and what matters to me;</i> Identify what makes a place special, or holy Recognise and describe the significance of particular objects and places to Muslims Recognise and describe the significance of particular objects and places to Muslims Use the right words to describe some things that are important in Islam 	<ul style="list-style-type: none"> Religious and Non-Religious World Views <p style="text-align: center;">UNIVERSAL- How should we care for others and the world, and why does it matter?</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> Give an example of what Jesus said about the importance of children Give simple examples of how people are unique and valuable Describe how it feels when people are not kind Consider questions such as what does this story teach about caring? Look for similarities and differences between different stories from the bible about caring Identify two examples of religious believers caring for people Give simple reasons why Jesus told the story of the Good Samaritan Give examples of what believers do as a result of learning from the Good Samaritan and/or Four friends and the paralysed man Describe how Jewish people might help people making links to the festival of Sukkot Find out more about Tzedekah Consider questions such as who needs our help? The links between the teaching in the Torah and caring Think of some ways Jewish people care for the world Describe how Mother Teresa or Dr Barnado have put their beliefs into action Consider questions such as what would it be like if everyone followed the golden rule? Some people look after the world because God is a creator Describe different ideas about what God might be like from reading the creation story Share their own creative ideas about what the creation story says about God Give their own answer to the unit question, giving simple reasons for their answers
		<p style="text-align: center;">ISLAM – PART 1</p>		

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	INCARNATION	<p>The Nativity (1/2 sessions) Digging Deeper</p> <ul style="list-style-type: none"> Recognise that Incarnation is part of the 'Big Story' of the Bible. Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'. Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth. Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous. 	ISLAM – PART 2	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> Recognise and describe the significance of particular objects and places to Muslims Use the right words to describe some things that are important in Islam Recognise and describe the significance of particular objects and places to Muslims Use the right words to describe some things that are important in Islam to recognise how important the Qur'an is to Muslims and give an example of a way Muslims treat the Qur'an ; use the right words to describe some things that are important in Islam respond sensitively to what matters to Muslims and what matters to me identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr respond sensitively to what matters to Muslims and what matters to me 	HUMANISM	<p>By the end of this unit pupils are expected to be able to:</p> <ul style="list-style-type: none"> Explain who Humanists are. Describe what Humanists believe makes us special. Know that the symbol for Humanism is The Happy Human. Know that Humanists chose this as their symbol because being happy is really important. Understand that there are different ways to be happy. Explain the difference between reason and empathy. Know what the golden rule is. Know that Humanists celebrate key moments in their lives. Talk about what happens at a baby's naming ceremony.
	SALVATION	<p>DIGGING DEEPER:</p> <ul style="list-style-type: none"> Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible. Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people). Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship. Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas. 				

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Kent Agreed Syllabus for RE

Understanding Christianity		World Faiths		Religious and Non-Religious World Views		
Year 3	PEOPLE OF GOD	<p>CORE:</p> <ul style="list-style-type: none"> • Make clear links between the story of Noah and the idea of covenant. • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. • Make links between the story of Noah and how we live in school and the wider world. 	SIKHI – PART 1	<p>By the end of this unit pupils are expected to be able to:</p> <ul style="list-style-type: none"> • describe things that are important to Sikhs and show how these impact their lives and actions. • make suggestions about what Sikhs believe about God. • make links between Sikh stories and the actions of Sikhs today. • explain what the 5 K's are and why they are important to Khalsa Sikh's. • make suggestions about why it is important for Sikhs to become part of the Khalsa. 	HUMANISM	<p>By the end of this unit pupils are expected to be able to:</p> <ul style="list-style-type: none"> • Explain who Humanists are. • Describe what Humanists believe makes us special. • Understand that there are different ways to be happy. • Explain the difference between reason and empathy. • Know what the golden rule is. • Know that Humanists celebrate key moments in their lives. • I can talk about what happens at a Humanist wedding. • I can identify some similarities and differences between a Christian wedding and a Humanist wedding. • Know that Humanists do not have a place of worship and why. • Understand that Humanists celebrate humanity's achievements – intellectual, technological and creative. • Name some of the shared values Humanists hold. • Know that Humanists care about the environment and want to protect it. • Know that most Humanists believe that human beings can make the world a better place.

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	INCARNATION	<p>CORE:</p> <ul style="list-style-type: none"> • Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. • Offer suggestions about what texts about baptism and Trinity might mean. • Give examples of what these texts mean to some Christians today. • Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like. 	SIKHI – PART 2	<p>By the end of this unit pupils are expected to be able to:</p> <ul style="list-style-type: none"> • describe Sikh worship and suggest the significance of each part of it. • make clear links between the teachings of the Guru Granth Sahib and seva. • describe some of the same / different things Sikhs' do which show equality in the Langar. • explain what happens at Vaisakhi and why Sikhs' celebrate it. • discuss reasons why being a Sikh is a good thing in Britain today and reasons why it might be hard sometimes. 		
	SALVATION	<p>The Easter Story (1/2 sessions)</p> <p>CORE:</p> <ul style="list-style-type: none"> • Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. • Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. • Give examples of what the texts studied mean to some Christians. • Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. • Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. • Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly. 				

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	KINGDOM OF GOD	<p>CORE:</p> <ul style="list-style-type: none"> • Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. • Offer suggestions about what the description of Pentecost in Acts 2 might mean. • Give examples of what Pentecost means to some Christians now. • Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. • Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas. 			
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Kent Agreed Syllabus for RE

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Year 4	Understanding Christianity		World Faiths		Religious and Non-Religious World Views	
	CREATION	<p>CORE:</p> <ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bible’s ‘Big Story’. Make clear links between Genesis 1 and what Christians believe about God and Creation. Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God’s creation is; care for the earth in some specific ways.) Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians. 	HINDU DHARMA – PART 1	<p>Pupils will learn:</p> <ul style="list-style-type: none"> Describe Hindu beliefs about God Find out more about how Hindus worship god Look for similarities and differences between the life of a Hindu child and the life of a child from another religion or a non religious child Give simple reasons for the different aspects of puja and how they reflect Hindu beliefs Describe two of the four aims in Hindu life; Dharma and Moksha Find out more about the metaphor of the journey of life for Hindus and for themselves Look for similarities and differences between duty for Hindu children and for themselves 		
	INCARNATION	<p>DIGGING DEEPER:</p> <ul style="list-style-type: none"> Identify John 1 as part of a ‘Gospel’, noting some differences between John and the other Gospels. Offer suggestions for what texts about God might mean. Give examples of what the texts studied mean to some Christians. Describe how Christians show their beliefs about God the Trinity in the way they live. Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly. 	HINDU DHARMA – PART 2	<p>Pupils will think about:</p> <ul style="list-style-type: none"> Describe the Hindu belief in Karma Think of reasons why Gandhi behaved in the way he did. How does this show Hindu beliefs Describe some key events in the life of Gandhi Describe how the life of Gandhi shows Hindu beliefs in action Describe how vibrant British Hindu life is Describe examples of where the life of a Hindu can be seen in Britain Consider questions about how it could be hard for British Hindu children to live across two cultures, but it could also be exciting and enriching. 		

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	GOSPEL	<p>CORE:</p> <ul style="list-style-type: none"> • Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. • Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. • Make simple links between Bible texts and the concept of 'Gospel' (good news). • Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. • Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly. 				
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SALVATION

CORE:

- **Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.**
- **Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.**
- **Give examples of what the texts studied mean to some Christians.**
- **Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.**
- **Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.**
- **Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.**

DIGGING DEEPER:

- Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean.
- Give examples of what the texts studied mean to some Christians.
- Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion.
- Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus.
- Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think

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Kindness

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		and live.				
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Kent Agreed Syllabus for RE

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	Understanding Christianity	World Faiths	Religious and Non-Religious World Views
Year 5	<p>GOD</p> <p>CORE:</p> <ul style="list-style-type: none"> Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms. Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. Show how Christians put their beliefs into practice in worship. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. 	<p>ISLAM – PART 1</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> Describe what people might need to support them on the journey of life. Consider questions such as how life is like a journey? What do people use to support them through the journey? Describe the five pillars of Islam Describe the key belief of Muslims and explain how it affects their life Find out more about the life of the Prophet Consider questions such as how might hearing the shahdah every day affect the life of a Muslim? Think of reasons why Muslims find it important to hear the Shahadah regularly Describe how and why Muslim people pray Look for similarities and differences between prayer in Islam and prayer in Christianity Think of reasons why some people pray regularly Give simple reasons for prayer as a form of guidance for Muslims 	

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	<p>INCARNATION</p>	<p>CORE:</p> <ul style="list-style-type: none"> • Explain the place of Incarnation and Messiah within the 'big story' of the Bible. • Identify Gospel and prophecy texts, using technical terms. • Explain connections between biblical texts, Incarnation and Messiah, using theological terms. • Show 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. • Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives. 	<p>ISLAM – PART 2</p>		<p>Pupils will learn:</p> <ul style="list-style-type: none"> • Describe the pillar of Zakah and explain who money is given away to and why • Think of reasons why some people think regularly giving away money is a good idea for themselves and the community • Give simple reasons for the importance of generosity • Describe reasons for the practice of fasting in Islam • Find out more about what happens at the festival of Eid ul Fitr • Look for similarities and differences Between Eid ul Fitr and other festivals the pupils have studied. • Think of reasons why some people choose to fast • Describe what happens on pilgrimage to Mecca and at the celebration of Eid ul Adha • Look for similarities and differences between pilgrimage to Mecca in Islam and pilgrimage in another religion • Think of reasons why some people go on pilgrimage to Mecca • Give simple reasons for the place of pilgrimage in some religions • Describe two sources that Muslims get guidance from • Consider questions such as whether books of Guidance from religions are useful and a good thing • Look for similarities and differences between the Qur'an as a source of guidance and guidance the pupils might use • Think of reasons why some people might have rejected the message that Muhammad brought • Describe the key functions of the Mosque and explain how they link to the key beliefs of Muslims • Find out more about the architecture and design of the Mosque
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				<ul style="list-style-type: none"> • Look for similarities and differences between the Mosque and another place of worship you have visited and studied • Describe and explain what it means to be a Muslim • Describe the five pillars of Islam and explain how these affect the daily life of Muslims • Look for similarities and differences between the life of a Muslim and their own lives focussing on their own beliefs and values 		
	PEOPLE OF GOD	<p>CORE:</p> <ul style="list-style-type: none"> • Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. • Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. • Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. • Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses. 				

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	SALVATION	<p>CORE:</p> <ul style="list-style-type: none"> • Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. • Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. • Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts. • Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. • Show how Christians put their beliefs into practice. • Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. 			
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	Understanding Christianity	World Faiths	Religious and Non-Religious World Views
Year 6	<p>CREATION</p> <p>CORE:</p> <ul style="list-style-type: none"> Outline the importance of Creation on the timeline of the 'big story' of the Bible. Identify what type of text some Christians say Genesis 1 is, and its purpose. Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. Make clear connections between Genesis 1 and Christian belief about God as Creator. Show understanding of why many Christians find science and faith go together. Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account. 	<p>JUDAISM – PART 1</p> <p>By the end of this unit pupils are expected to be able to:</p> <ul style="list-style-type: none"> make connections between Jewish practice, teachings from the Torah and their beliefs about God. give examples of Jewish festivals and describe how they impact Jewish people today. explain the meaning and significance of Jewish rituals and practices. comment thoughtfully on how the role of women varies within Judaism. answer the key question from different perspectives, including my own. 	<p>HUMANISM</p> <p>By the end of this unit pupils are expected to be able to:</p> <ul style="list-style-type: none"> I can explain what makes someone a humanist. I know that most humanists believe human beings evolved over time. I understand that humanists believe science is the best method to understand the universe. I know that humanists adapt or change their beliefs when faced with new evidence. I know that humanists believe there is no persuasive evidence for the existence of a god or gods. I understand that atheism is no belief in a god or gods. I know that being agnostic means that you are unsure and cannot know whether there a god or gods exist. I can explain that humanists believe that you can be good and live a happy life without the need for a god or gods. I understand that humanists can experience spiritual moments. I know that not all humanists would describe an experience as spiritual. I understand that for a humanist, spiritual moments are not connected to a god or gods or the supernatural. I know that for humanists, nature and the world around them can be a source of excitement and beauty. I know that humanists believe science helps reveal and enhance nature's hidden beauty.

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	GOSPEL (INCARNATION)	<p>CORE:</p> <ul style="list-style-type: none"> Identify features of Gospel texts (for example, teachings, parable, narrative). Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own. <p>The Nativity (1/2 sessions)</p> <p>DIGGING DEEPER:</p> <ul style="list-style-type: none"> Explain connections between biblical texts and the idea of Jesus as Messiah, using theological terms. Make clear connections between the texts and what Christians believe about Jesus as Messiah; for example, how they celebrate Palm Sunday. Show how Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through bringing peace and transformation in the world. Weigh up how far the world needs a Messiah, expressing their own insights. 			<p style="text-align: center; vertical-align: middle;">UNIVERSAL - What can be done to reduce racism? Can religion help?</p> <p>Intent: pupils will be enabled to:</p> <ul style="list-style-type: none"> Learn about some texts from different religions that ask people of faith to treat all humanity well. Learn about 6 scenarios that give examples of racism, discussing what is bad about each one and how they could change. Learn to use accurately key words including racism, unfairness and fairness, religious wisdom Consider questions about what makes some cases of prejudice worse than others Express thoughtful ideas of their own about how racism and prejudice can be reduced. Learn about reasons why Bristol's statue of Edward Colston was racially offensive, but the statue of John Wesley celebrates anti-slavery. Learn that different Christian people have been both racist and anti-racist Think about this question: how does our racist past in the UK have an influence today? What should we do about this? Express thoughtful ideas about the beliefs, values, texts + stories they study. Learn about the Bible story of Saint Peter and Cornelius from Acts 10, a story in which someone learned to set aside the prejudice of his youth Learn to think for themselves about how the story challenges racism Consider questions about how we learn, and change our opinions and behaviour Express reasoned ideas about Saint Peter's story and its connection to racism and fairness. Explain beliefs about how human behaviour can be ruled by the idea of 'treating others as you would like to be treated' - the Golden Rule. Compare their ideas about treating others well respect for all with those studied from different religious sources Apply the teaching of the Golden Rule for themselves to different scenarios, e.g. by drawing a cartoon or by arguing reasonably about how we should treat people whose religious beliefs are different from our own. Give examples of the positive impact of inter faith work in their own community.
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					<ul style="list-style-type: none"> ▪ Raise questions about how we can be a more tolerant and respectful community, suggesting answers and applying the Golden Rule. ▪ Learn about examples of action for equality from different religions ▪ Learn that equality is important in different faiths and worldviews ▪ Consider questions about the ways people from different religions have worked for equality ▪ Express reasoned ideas about the antiracist work of key leaders. ▪ Learn about the life, death and legacy of Jo Cox MP ▪ Learn that her big idea was ‘more unites us than divides us.’ ▪ Consider questions about what unites us as humans, even though we are different in religion, ethnicity, gender and many others ways. ▪ Express reasoned ideas about a more respectful society
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	SALVATION	<p>Salvation (1/2 sessions)</p> <ul style="list-style-type: none"> • Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. • Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. • Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. • Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. • Show how Christians put their beliefs into practice in different ways. • Explain why some people find belief in the Resurrection makes sense and inspires them. • Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today. 				
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	KINDDOM OF GOD	<p>CORE:</p> <ul style="list-style-type: none"> • Explain connections between biblical texts and the concept of the Kingdom of God. • Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. • Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. • Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas. 				
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