



# RE

## Oakhill Church School

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Our curriculum is designed and built upon children’s prior knowledge, and we use quality first-hand experiences to help unlock children's curiosity and invest in their cultural understanding and capital. The curriculum makes links and connections to establish purposeful learning which is relevant now and for life in the future.

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# Curriculum Overview

		Awareness Mystery Value			Understanding Christianity		
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Cycle A	Unit 1: Special me - Who are we?	Why do Christians perform Nativity plays at Christmas?	Unit 3: Special places - Church building & Synagogue	Unit 4: Special times - Easter & Passover	Unit F1 Why is the word 'God' so important to Christians?	Unit 5: Special stories - God/ creation.
	Cycle B	Unit 1: Special me - Who are we?	Special times – Christmas and Hannukah	Unit F3 Why do Christians put a cross in an Easter garden?		Unit F1 Why is the word 'God' so important to Christians?	Unit 6: Special stories - Jesus.
Year 1/2	Cycle A	Unit 1.1: What do Christians believe about God?	Unit 2: What do Christians believe about Jesus? (incarnation)	Unit 6: What do Jewish people believe about Torah?	Why does Easter matter to Christians?		What do Christians believe God is like?
	Cycle B	Unit 1.2 Who made the world?	Unit 1.3 Why does Christmas matter to Christians?	Unit 5: What do Jewish people believe about God and the Covenant?		Unit 4: What do Christians believe about Salvation?	
Year 3/4	Cycle A	Unit 2a.1 What do Christians learn from the Creation story?	Unit 3: What do Hindu people believe about Dharma, Deity and Atman?		Unit 2a.5 Why do Christians call the day that Jesus died 'Good Friday'?	Unit 2a.2 What is it like to follow God?	



# Curriculum Overview

				Unit 4: What do Christians believe about Salvation?	Unit 6: What do Christians believe about Agape?
	Cycle B	Unit 5: What do Christians believe about God & Incarnation? Unit 2a.3 What is the Trinity?	Unit 1: What do Jewish people believe about G-d and the Covenant and Torah?	Unit 2: What do Muslim people believe about Islam and Iman?	Unit 2.6 When Jesus left, what was the impact of Pentecost?
Year 4/5	Cycle A	Unit 2b.1 What does it mean if god is holy and loving?	Unit 9: What do Hindu people believe about Dharma, Deity and Atman?	Unit 2.6 What did Jesus do to save human beings?	Unit 2.5 What would Jesus do?
	Cycle B	Unit 2.1 What do Christians learn from the creation story?	Unit 2.4 What is a Messiah?	2.1: What do Jewish people believe about the God and the Covenant? LKS2: Humanism	Unit 2.4 What kind of world did Jesus want?
Year 5/6	Cycle A	Unit 2b.2 Creation and science: conflicting or complementary?	Unit 8: What do Muslim people believe about Islam and Iman?	Unit 2.7: What difference does the resurrection make to Christians?	Unit 2b.8 What kind of king is Jesus?
	Cycle B	Unit 2b.3 How can following God bring freedom and justice?	Unit 11: What do Christians believe about God & Incarnation? (Links with Christmas)	Unit 7: What do Jewish people believe about G-d and the Covenant and Torah? (Links with Passover)	UKS2: Humanism



# RE – EYFS (Granular Steps)

## Stage 2 (2-3)

I am learning to recognise my reflection and point to my key features

I am learning to recognise my peers and family in photos

I am learning to compare significant differences between my reflection and my peers



## RE in EYFS

**Understanding the World** (*leading into RE*)

**The knowledge I am learning;**

- To be able to explain and value the similarities and differences within my community
- To be able to discuss key celebrations that support me to value the diversity within my community
- To express and communicate working

## Stage 3 (3-4)

I am learning to remember, talk about and act out celebrations, customs and routines that are special to me

I am learning to talk positively about the similarities and differences between people in my life and fictional characters

I am learning to develop my positive attitude and discuss similarities and differences in my family

I am learning to develop a positive attitude to gender

I am learning to develop my positive attitude and discuss similarities and differences in my family, home and wider community

I am learning to remember, discuss and compare celebrations, customs and routines that are special to my community

## Stage 4 (4-5)

I am learning to understand and develop a positive attitude to places of worship in my community

I understand and can talk about some places of worship in my community

I am learning to recognise and the different figures within my community that keep me safe

I am learning to discuss the places of worship, celebrations and customs of the key people in my community



# Knowledge Progression

Awareness Mystery Value		Understanding Christianity	
Knowledge Progression - Christianity			
	Year 1/2	LKS2	UKS2
God	<p>Christians find out about what God is like and how he wants people to live from the Bible.</p>	<p>Christians believe the Bible talks about what God is like and his relationship with people who believe in Him. Christians will describe one God as Father (parent), Son and Holy Spirit. The Trinity.</p> <p>Recall what happens in both Infant Baptism and Believers' Baptism. Water is used. The person baptising usually says "I baptise you in the name of the Father, and the son, and the Holy spirit." The person is welcomed into the Christian Church.</p> <p>Raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God.</p>	<p>Christians believe that "God is love" (1 John 4.8) – compassionate, all knowing (omniscient), everywhere at once (omnipresent), all powerful (almighty), pure, set apart (holy). Christians believe that it matters what people do. When people treat others badly (sin) it makes God upset and angry.</p> <p>Christians believe the Bible talks about what God is like and his relationship with people who believe in him.</p> <p>Raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God.</p> <p>Recognize that Christians use evidence to support their belief in God. Understand God loves His creation, and everything is created in harmony.</p> <p>Humans have a duty to care for God's creation. They are the stewards of creation.</p> <p>Raise and suggest answers to relevant questions in response to their enquiry into the evidence Christians use to support their belief in God and the concept of stewardship.</p>



# Knowledge Progression

	<p>Christians believe in God, and that they find out about God in the Bible.</p> <p>Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this.</p> <p>Christians worship God and try to live in ways that please him.</p>	<p>Christians believe God is Trinity: Father, Son and Holy Spirit (see Incarnation).</p> <p>Jesus the Son is seen by Christians as revealing what God the Father is like. They believe he promises to stay with them and Bible stories show how God keeps his promises.</p> <p>Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.</p> <p>Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.</p>	<p>Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</p> <p>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.</p> <p>Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love.</p> <p>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.</p> <p>Christians believe getting to know God is like getting to know a person rather than learning information.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Creation/ Fall (Fall not covered in KS1)</p>	<p>There is a story in the Bible which Christians believe expresses their key beliefs about creation. God created the universe. The story is called the six days of creation and describes what God did as the world was created. The last thing that God created was humans. Christians believe that God expects humans to care for His world because it belongs to God.</p> <p>Raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God.</p>		
	<p>God created the universe. The Earth and everything in it are important to God. God has a unique relationship with human</p>	<p>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</p>	<p>There is much debate and some controversy and the relationship between the accounts of creation in Genesis and contemporary scientific accounts. These debates and</p>



# Knowledge Progression

	<p>beings as their Creator and Sustainer. Humans should care for the world because it belongs to God.</p>	<p>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.</p>	<p>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 throughout history and now who are Christians. The discoveries of science make Christians wonder even more about the power and majesty of the Creator.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">People of God</p>		<p>The Old Testament tells the story of a particular group of people, the children of Israel — known as 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.</p>	<p>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.</p> <p>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.</p> <p>Christians apply this idea to living today by trying to serve God and to bring freedom to others: for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.</p> <p>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.</p>



# Knowledge Progression

<b>Incarnation</b>	<p>Christians find out about what Jesus is like and how he wants people to live from the Bible.</p> <p>Understand that Advent is the time before Christmas when Christians get ready for Jesus coming.</p> <p>Recall Bible stories associated with the birth of Jesus. Including (a) the meaning of his names Immanuel (God is with us) and Jesus (he saves), (b), the angel Gabriel’s message to Mary –that her baby is God’s son, (c) his humble birth, (d) visited by shepherds - ordinary people – and the Magi. Identify these stories with the religion of Christianity, whose members are collectively called Christians and know that these stories are from the Bible. Recognise the order of the key events in the Biblical narrative.</p> <p>Raise and suggest answers to relevant questions in response to their enquiry into the Christmas story.</p>	<p>Recall stories from the Bible of Jesus miracles – what do they say about Jesus? e.g. that</p> <p>Jesus calmed a storm – he had power over the forces of nature Mark 4.35-41, healing Jairus’ daughter – that he had power over death (Luke 8. 40-56).</p> <p>Understand what Christians believe this and other stories from the Bible say about who Jesus is – that only God can do things like this. Christians believe that Jesus is the Son of God.</p> <p>Raise and suggest answers to relevant questions in response to their enquiry into the accounts of these miracles and what Christians say about who Jesus is.</p>	<p>Know that the nativity is found in two gospels: Matthew (ch 1-2) and Luke (ch 1-2). Understand that the two accounts are told from different viewpoints (Mary and Joseph’s). Reflect on why there may be different accounts.</p> <p>The Bible account of the virgin birth supports the Christian belief that Jesus is both human and divine. Some Christians understand this symbolically and others literally.</p> <p>The nativity of Jesus concerns the incarnation of Jesus: literally “become flesh”. Incarnation is the belief that Jesus Christ is fully human and fully God.</p> <p>Identify how the belief that Jesus is “God is with us” helps a Christian in daily life. Christians pray because they believe that Jesus is with them to listen and to help.</p>
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# Knowledge Progression

<p>Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</p> <p>The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).</p> <p>Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus' coming.</p>	<p>Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit.</p> <p>Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</p> <p>Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help to express this belief.</p> <p>Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</p>	<p>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.</p> <p>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.)</p> <p>Christians see Jesus as their Saviour (see Salvation).</p>
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# Knowledge Progression

<p>Gospel (Agape)</p>	<p>Jesus taught that people should be loving, kind and forgiving to everyone.</p> <p>Recall the story of the Unmerciful Servant Matthew 18:23-34, linking it to forgiveness in the Lord's Prayer Matthew 6:5-15 including (a) Peter's question, "How many times should I forgive?" (b) the events of the parable, (c) understand that, just as Christians believe that God forgives them, Jesus wants them to forgive everyone (d) that Christians are reminded about these things every time they pray the Lord's prayer.</p> <p>Reflect on the implications of this story for Christians and for themselves today.</p> <p>Raise and suggest answers to relevant questions in response to their enquiry into this story, e.g. 'Why did Jesus tell this story and other parables?'</p>	<p>Christians try to be like Jesus and obey his teachings in the things that they think and do.</p> <p>Recall the story of the Good Samaritan Luke 10.25-37. Man attacked on dangerous road; left without anything – even clothes; he is seen by a Priest and Levite (respected members of community); Samaritan stops and helps Jew; uses expensive oils; places man on donkey while he walks; taken to inn and pays for stay.</p> <p>Know the context for the story: how the story came to be told – Jesus is asked how to inherit eternal life? Love God and your neighbour as yourself; Jesus is asked who is my neighbour?</p> <p>Understand background to the story; Samaritans and Jews are enemies (at the end of the story the person asking the question cannot even say the word 'Samaritan', the people who walked by had good reason (muggers still around; might be a trap; he might be dead anyway (cleansing process); road called 'red road' for good reason.</p> <p>How does this and other teachings of Jesus display disinterested love (agape) being shown to all: freely given; generous; selfless; self-sacrificing?</p> <p>Support their attempt to answer the relevant questions they raise in response to their enquiry into the Good Samaritan parable using reasons and information to support their views.</p>	<p>Recall what Jesus said about selfless, unconditional love in the Beatitudes (part of the Sermon on the Mount, Matthew 5.1-12 &amp; 43-46). Give examples of what Christians are doing today to live out these beliefs.</p> <p>Jesus told his followers, "As I have loved you, so you must love one another." John 13.35. Give examples of the ways that the Christian Church shows the love of God both to its members and across society, in the UK and wider world today. E.g. visiting the sick, chaplains, hospices, food banks, rehabilitation of prisoners and addicts, helping the homeless, street pastors, promoting fair trade, aid work, education and working with youth.</p> <p>Raise and suggest answers to relevant questions in response to their enquiry into how Christians put the commandment to love into practice. How do these things set an example and cut across expectations?</p>
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# Knowledge Progression

	<p>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.</p> <p>Christians believe Jesus is a friend to the poor and friendless.</p> <p>Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</p>	<p>Christians believe Jesus challenges everyone about how to live — he sets the example for example loving God and your neighbour, putting others first.</p> <p>Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people.</p> <p>Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour.</p> <p>Christians try to be like Jesus — they want to know him better and better.</p> <p>Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</p>	<p>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.</p> <p>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.</p> <p>Christians believe that Jesus' good news not only transforms lives now, but also points toward a restored, transformed life in the future. (See Salvation and Kingdom of God).</p> <p>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 community.</p>
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# Knowledge Progression

<b>Salvation</b>	<p>Know that the Christian Holy book is called the Bible, and that it is divided into two parts – Old Testament (which Christians share with Judaism – Jesus was a Jew) and New Testament.</p> <p>Recall stories from the Bible associated with the last eight days of Jesus’ life, including (a) his entry into Jerusalem, (b) the Last Supper, (c) his arrest, (d) crucifixion and (e) resurrection.</p> <p>Recognise the order of the key events in the Biblical narrative.</p> <p>Identify these stories with the religion of Christianity, who are collectively called Christians and know that they are from the Bible.</p> <p>Understand that Christians believe that Jesus died so that people can be forgiven by God.</p> <p>Understand that Christians believe that Jesus rose from the dead, giving hope of a new life.</p> <p>Raise and suggest answers to relevant questions in response to their enquiry into the Easter story.</p>	<p>Recognise that Christians refer to Jesus as ‘the Saviour’ or as ‘my Saviour’.</p> <p>Explain the Christian Salvation story and that it makes four main claims:</p> <p>God created a perfect the world</p> <p>Humanity went wrong. To save humanity, God had a salvation plan. God enters into the world as Jesus Christ who saves humanity</p> <p>Recall the key features of the story of Zacchaeus:</p> <p>Understand the context of the story; Zacchaeus is an outcast because he is seen as a greedy, corrupt traitor. Now he is sorry. He wants to make up for his bad deeds and live a better life.</p> <p>Understand the message of this and other stories from the Bible – that Christians believe Jesus came to forgive and rescue everyone. No one is too bad – or too good.</p> <p>Recall the story of Jesus’ death on the cross. Understand that Christians believe that because Jesus died, they can be forgiven by God.</p>	<p>Identify the use of the word ‘atonement’ in Christianity as referring to the forgiving or pardoning of sin through the death and resurrection of Jesus.</p> <p>Know that ‘atonement’ originally meant “at-one-ment”, which means being “at one” or harmony, with someone.</p> <p>Know that Christians emphasize that Jesus is the Saviour of the world and through his death the sins of humanity have been forgiven.</p> <p>Christians use a range of theories and metaphors to explain how this reconciliation works. A common approach in Western Christianity is that:</p> <p>Humans have not lived in the way God intended – they have sinned. Having broken God’s Law, humans should have been punished. (Romans 6:23). Jesus is without sin. He sacrifices himself in the place of humanity. Because Jesus is without sin, he ‘pays the price’ which should have been paid by humanity’. (Galatians 3.13)</p> <p>Reflect on and appraise the view that Easter celebrates Jesus dying to take the punishment (atonement)/ pay the debt of sin (redemption) so that people can be forgiven by God and live in relationship with Him.</p> <p>Know that Christians believe that Jesus rose again and that faith in him will give eternal life to the believer.</p>
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# Knowledge Progression

	<p>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.</p> <p>Christians believe Jesus builds a bridge between God and humans.</p> <p>Christians believe Jesus rose from the dead, giving people hope of a new life.</p>	<p>Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</p> <p>The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.</p> <p>Christians today trust that Jesus really did rise from the dead, and so is still alive today.</p> <p>Christians remember and celebrate Jesus' last week, death and resurrection.</p>	<p>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.</p> <p>The Gospels give accounts of Jesus' death and resurrection.</p> <p>The New Testament says that Jesus' death was somehow 'for us'.</p> <p>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.</p> <p>Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).</p> <p>Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.</p> <p>This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).</p> <p>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.</p>
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# Knowledge Progression

Kingdom of God	<p>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'.)</p> <p>Christians believe Jesus is still alive, rules in their hearts and lives through the Holy Spirit, if they let him.</p> <p>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.</p> <p>Christians celebrate Pentecost, as the beginning of the Church.</p> <p>-Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.</p>	<p>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.</p> <p>The parables suggest that there will be a future Kingdom, where God's reign will be complete.</p> <p>The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.</p> <p>Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.</p>
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## Knowledge Progression - **Hinduism**

(based on Awareness, Mystery and Value 2019. The Agreed Religious Education Syllabus for Somerset document)

### Dharma (Right-living, respecting life, honouring Natural world)

KS1	LKS1 (AMV 2:3)	UKS2 (AMV 2:9)
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# Knowledge Progression

<p>Not studied at KS1 at Oakhill except festival of Divali.</p>	<ul style="list-style-type: none"> <li>Recall stories of the exile, return and reign of Rama from the Hindu book: The Ramayana and understand how they teach a) respect for Parents, b) keeping promises, c) doing the right thing even when it's hard, and from his reign d) using power with care and responsibility towards those with less power, know that Hindus think these are important guidelines for right-living. ☒</li> <li>Understand when Hindus light lamps to celebrate Divali they remember that God guides us in life the way lamps light up darkness, to help us see our way. ☒</li> <li>Know Dharma means 'right-living' and that the Hindu faith is called the 'Hindu Dharma'</li> </ul>	<ul style="list-style-type: none"> <li>Know that the term "Hinduism" is a Western term for people who lived in Northern India, who shared the Vedas and ancient Sanskrit writings of India. Followers prefer the term "Sanatan Dharma", which mean 'eternal truths' (i.e. basic teachings which have always been true and always will be). ☒</li> <li>Know the Holi festival celebrates Spring, community and equality, reminding Hindus to respect the natural world and its seasons (AMV Unit 7, 10) Also recall the Holika story, who died using her powers to try and kill Prahlad, a believer in God, and understand how this reminds Hindus to use their gifts to help not hurt others, the principle of ahimsa. ☒</li> <li>Know the Hindu word for 'action' is 'karma which means everything we do will have consequences. This is the 'Law of Karma'.</li> <li>Know following the Dharma will produce beneficial results.</li> </ul>
<h3>Deity (Brahman, Deva, Devi, Avatar)</h3>		
<b>KS1</b>	<b>LKS2 (AMV 2:3)</b>	<b>UKS2 (AMV 2:9)</b>
<p>Not studied at KS1 at Oakhill except festival of Divali</p>	<ul style="list-style-type: none"> <li>Know that Hindu holy books describe Rama AND Krishna as special people called Avatars. These are believed by Hindus to be God, in human form and that God can choose to be born as an Avatar, in any time and place, when the world needs God's help or example.</li> <li>Know that Hindus believe that they can also worship God in other divine forms (or deities) alongside the Avatars, such as a loving mother (Devi), Lakshmi, popularly worshipped at Divali.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that thousands of years ago, Hindu books called the Vedas described many ways of thinking about God with special names, images and stories to help Hindus remember and understand about God. Hindus pray to God by any of these names and ways. ☒</li> <li>Recall the story of Shiva and the Ganges. Understand that Hindus believe that whilst the natural world is all from within God and so is to be treated as special, the Ganges is a holy river to visit and Shiva is a special and particularly powerful form of God to worship. ☒</li> <li>Know what Hinduism teaches that there is one Supreme Being/Person, Brahman. Brahman is everywhere and everything that exists lives in Brahman all the time. Nothing would exist if Brahman was not in it. ☒</li> <li>Recognise the symbol often associated with Hinduism: Aum. The sound is sacred and is a way of describing Brahman.</li> </ul>



# Knowledge Progression

## Atman (The Divine within)

KS1	LKS2 (AMV 2:3)	UKS2 (AMV 2:9)
Not studied at KS1 at Oakhill except festival of Divali	<ul style="list-style-type: none"> <li>Recognise a form of Hindu worship (called puja) using a special tray called 'a puja thali' with a small sacred flame, a bell, flower petals, incense and water to help them not be distracted by anything else they may see, hear, smell or touch around them, to make it a special time.</li> <li>Know and be able to use the following terms accurately and confidently: Mandir, shrine, puja, murti, prasad and arti.</li> <li>Know that Hindus have a special place at home for performing puja once a day. Understand that Puja helps Hindus be quiet enough to 'hear' God guiding them from within and to know Hindus can perform Puja at home or in a place of worship called a Mandir.</li> <li>Raise and suggest answers to relevant questions in response to the Hindu belief in Dharma, deity and Atman.</li> <li>Attempt to support their answers using reasons and/or information.</li> </ul>	<ul style="list-style-type: none"> <li>Recall the Hindu greeting Namaste and its meaning: 'I respect you', because Hindus believe the same God is inside every heart and must be treated as one world-family.</li> <li>Hindus believe in Reincarnation: the belief that when a body dies their atman ("soul") may move onto another being. In the Bhagavad Gita this is likened to someone changing dirty clothes for clean ones. Similarly, the Atman casts off its worn-out body for a new one. (Bhagavad Gita 2:22). The Atman persists and is reborn many times. This continual cycle is called Samsara. The type of life an Atman moves onto depends on its previous one. This is determined by the Law of Karma. The end of Samsara is called Moksha. The soul breaks out of reincarnation and joins with Brahman</li> <li>Raise and suggest answers to relevant questions in response to the Hindu belief in Dharma, deity and Atman.</li> <li>Attempt to support their answers using reasons and/or information.</li> </ul>

## KNOWLEDGE PROGRESSION - HUMANISM

(based on Awareness, Mystery and Value 2019. The Agreed Religious Education Syllabus for Somerset document)

KS1 (to be taught where appropriate in other units and in multi faith week)	LKS2	UKS2
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# Knowledge Progression

<ul style="list-style-type: none"> <li>• Be familiar with the terms ‘Humanist’ and ‘atheist’.</li> <li>• Know that of utmost importance for a Humanist is what human beings have achieved and can achieve as individuals and together to improve life for everyone and look after the world.</li> <li>• Know that many Humanists are ‘atheists’; they do not believe in a deity or deities.</li> <li>• Know how a Humanist family might celebrate the birth of a child and/or the naming of a baby.</li> <li>• Be able to recognise the ‘happy human’ as a symbol of Humanism (showing that the human being and the potential of human activity to shape our world are at the centre of what Humanists believe).</li> </ul>	<ul style="list-style-type: none"> <li>• Be familiar with the concepts ‘material world’ and ‘secular’. Know that ‘secular’ means ‘concerned with the material world’ and ‘not concerned with religion’.</li> <li>• Be able to tell another person what is meant by ‘Humanist’ and ‘atheist’.</li> <li>• Have had the opportunity to talk with members of a Humanist family.</li> <li>• Know that Humanists look for truth as it is known and accessible through science, reason and the experience of human beings of the ever-changing material world.</li> <li>• Know that Humanists primarily make decisions about right and wrong based on what is perceived to bring justice, happiness and peace to individuals, communities and societies.</li> <li>• They should know that Humanists do not believe that knowledge of right and wrong comes from a deity or deities or that good deeds or wrong-doing will be judged and/or punished by a god or gods.</li> <li>• Be familiar with what the 'happy human' symbol means to Humanists.</li> </ul>	<ul style="list-style-type: none"> <li>• Be familiar with the term ‘agnostic’ and its two related meanings – 1) a person who holds that nothing is known or can be known about anything beyond the material world and 2) a person who does not know whether a god, gods or anything beyond the material world exists. They should know that some Humanists are agnostic.</li> <li>• Be able to say why Humanism is a life stance but not a religion.</li> <li>• Know how secular Humanists regard life and death. They should know that the focus of their attention is on what can be achieved during this life in this world and that they hold that death is the end of life.</li> <li>• Know how Humanists might celebrate marriage or conduct an event to mark the death of someone close to them. Be able to say how these differ from a religious ceremony and why.</li> <li>• Be able to name two prominent Humanist scientists of the modern period and say something about their lives and contribution to our understanding of the world, e.g. Marie Curie, Albert Einstein, Helen Caldicott.</li> <li>• Know that the Humanist perspective informs music, song, poetry, literature and the visual arts and be able to refer to at least one example, e.g. John Lennon’s Imagine.</li> <li>• Be aware of the work of the British Humanist Association (BHA) in promoting understanding of Humanism</li> </ul>
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## KNOWLEDGE PROGRESSION - ISLAM

(Based on Awareness, Mystery and Value 2019. The Agreed Religious Education Syllabus for Somerset document)

### Islam (Submission to the will of Allah)

KS1	LKS2 (AMV 2:2)	UK2 (AMV 2:8)
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# Knowledge Progression

<p>Not studied at KS1 at Oakhill</p>	<ul style="list-style-type: none"> <li>• Know that Islam means “Submission (to the will of Allah)” and the word Muslims means someone who has willingly submitted themselves to Allah. ☑</li> <li>• Identify the two main beliefs of Islam as:             <ul style="list-style-type: none"> <li>- the belief in only one God</li> <li>- the belief that Muhammad is the Messenger of God</li> </ul> </li> <li>• Understand that praying 5 times a day, which is prescribed in the Qur’an, is one way Muslims submit to the will of Allah. They do this by: Being constantly reminded of Allah throughout the day, reminds them for what is important in their life and helps them straying from the path The sujud position (prostration) reflects Muslim submission as a physical act. Salah can take place anywhere, as God created everything</li> <li>• Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah and the practice of Salah.</li> <li>• Attempt to support their answers using reasons and/or information</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that the Qur’an is the original and most basic source of God’s Law, but Hadith provide Muslims with the practical interpretations of how to apply the Qur’an to everyday life.</li> <li>• Muslims believe Muhammad received instructions from Gabriel and so these are as valid as those in the Qur’an.</li> <li>• Know that humans have the role of Khalifah, trustees of Allah’s creation. All things belong to Allah. Muslims have always studied nature for signs and wonders of Allah</li> <li>• Understand that the practices of Zakat (giving) and Saum (fasting during Ramadan) illustrate the concept of Khalifah: Zakat (giving) is a duty (something you must do) not charity (something you might chose to do); it should be done anonymously, receiving no praise. Saum (fasting during Ramadan) is an act of learning to appreciate all that God has provided.</li> <li>• Know the story of Bilal and understand why this story is important to Muslims: Bilal is a black African slave; refuses to obey his master to attack one of Muhammad’s followers who claimed that all people are equal; while imprisoned, waiting to be punished, he became a Muslim; close to death he was sold to Abu Bakr one of Muhammad’s closest companions; Bilal was freed; Bilal became the first Muezzin (gave the first call to prayer at the first mosque in Medina and then at the Ka’aba). Meaning: this story emphasises that people should be judged not by their position in society or race, but on their commitment to obey Allah’s commands. ☑ That Allah alone is worthy of worship. Bilal exemplified his dedication to Allah, even risking his own life. He is a role model to Muslims.</li> <li>• Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah.</li> <li>• Attempt to support their answers using reasons and/or information</li> </ul>
<h2>Iman (faith) Messengers of Allah</h2>		
<b>KS1</b>	<b>LKS1 (AMV 2:2)</b>	<b>UKS2 (AMV 2:8)</b>
<p>Not studied at KS1 at Oakhill</p>	<ul style="list-style-type: none"> <li>• Know that Muslims believe that Muhammad had many revelations over 22 years. Understand that Islam teaches that Muhammad told many others what the revelations were. They wrote down the Words that had been revealed to Muhammad. What they wrote formed a book – the holy Qur’an.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the Muslim belief that Muhammad is the final Prophet.</li> <li>• Know the names of Prophets that lived before Muhammad who are named in the Qur’an, including: Adam, Abraham, Moses and Jesus. According to the Qur’an these prophets taught essentially the same religion (din) (from Adam to Muhammad). know that all the Prophets before Muhammad were given the same message. Muslims do not criticise the prophets of other religions, because of this.</li> </ul>



# Knowledge Progression

	<ul style="list-style-type: none"> <li>• Know that Muslims believe that the angel Gabriel was ‘sent down’ with God’s holy book – the Mother of the Book. This was the book that was shown to Muhammad. So the Qur’an is a copy of God’s holy book.</li> <li>• Understand that the Qur’an is treated with great respect by Muslims, including that it is often kept in a stand, kept above all other books, is sometimes wrapped in a cloth, a Muslim will wash their hands before touching the book.</li> <li>• Know that God’s message is known as the ‘Straight Path’ or the Shariah</li> <li>• Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah.</li> <li>• Attempt to support their answers using reasons and/or information</li> </ul>	<p>Muslims show great respect to these by adding the phrase, ‘peace be upon them’. They also show great respect to the sacred texts of other religions; such as gospels and Torah.</p> <ul style="list-style-type: none"> <li>• Know the Muslim belief that humans have a tendency to forget, ignore or tamper with, God’s clear message.</li> <li>• Understand that the Muslims believe the Qur’an is (a) the word of God not a human creation, (b) is the authentic version of the revelations to Muhammad in word, rhythm (it is poetic) and so must be read in Arabic, (c) the most comprehensive and final book of knowledge and instruction to believers.</li> <li>• Know that Islam means “Submission (to the will of Allah)” and the word Muslims means someone who has willingly submitted themselves to Allah.</li> <li>• Understand the Muslim belief that humans have not followed God’s message in the past because of over self-confidence (hubris) and so they forgot it ignore it tamper with it</li> </ul>
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## KNOWLEDGE PROGRESSION - JUDAISM

(Based on Awareness, Mystery and Value 2019. The Agreed Religious Education Syllabus for Somerset document)

### God and the Covenant

KS1 (AMV 1:5 and 1:6)	LSK2 (AMV 2:1)	UKS2 (AMV 2:7)
<ul style="list-style-type: none"> <li>• Know that Jews believe in one God who created the universe.</li> <li>• Know basic elements of the story found in Genesis:               <ul style="list-style-type: none"> <li>- God made the world from nothing</li> <li>- God Makes everything in the world, including plants and animals</li> <li>- Man is the last to be made</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• God first made his covenant agreement with Abraham. God promises he would be the father of a great nation, the Jewish people, who will live in the land of Canaan.</li> <li>• Recall the story of the giving of the 10 commandments to Moses: The people of Israel are enslaved in Egypt; God sends 10 plagues; the Pharaoh releases the Jews; this hasty departure is known as the exodus; the Jews spent 40 years as nomads; Moses went up Mt Sinai to receive from</li> </ul>	<ul style="list-style-type: none"> <li>• Know that Jews have coming of age ceremonies: Bar and Bat Mitzvah (for boys and girls, respectively). These are important because it marks the time when people become responsible for following the Torah.</li> <li>• Know that Abraham is called one of the fathers of Judaism</li> <li>• Know the story of Abraham who Jews believe was the first person to believe in one God: Abraham was rich and lived in Ur; the people worshipped many gods God speaks to Abraham and tells him to leave his home with 3 promises: a relationship with God, numerous descendants and land but Sara is barren with no scriptures or traditions, he puts his faith in God</li> </ul>



# Knowledge Progression

<ul style="list-style-type: none"> <li>- Man is made last and is given responsibility to care for the world God has created</li> <li>• Know that the Jewish name for God is Adonai which mean ‘Lord’. Jews use the name with great respect, never carelessly. Sometimes Jews write the words as G-d because of its sacredness.</li> <li>• Be able to recognise the Star of David as a symbol of Judaism, which represents the 6 days of creation found in Genesis.</li> <li>• Know that Jews live all over the world, but Israel is considered very special as it was promised to Abraham and his descendants by God.</li> <li>• Raise and suggest answers to relevant questions in response to the story of creation.</li> <li>• Attempt to support their answers using reasons and/or information.</li> </ul>	<p>God the 10 commandments and other commandments which were the rules Jews had to live by.</p> <ul style="list-style-type: none"> <li>• Understand that the Jews made an agreement or covenant with God: If Jews agree to obey His commandments; the Jews would be His Chosen people.</li> <li>• Know that Jews celebrate the exodus at the week-long Passover festival; at the Seder meal Jews re-tell the story of the Exodus using symbolic food. The festival recalls this as a key event in their history because it shows: (a) God was at work in the events of history (b) they have been chosen to have a special relationship with God.</li> <li>• Understand that Jews believe there is one God who should be placed above all else. The Shema, which expresses these key beliefs, is placed on the doorpost of Jewish houses in a Mezezah.</li> <li>• Raise and suggest answers to relevant questions in response to the story of Moses and the giving of the 10 commandments.</li> <li>• Attempt to support their answers using reasons and/or information.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that, for Jews, the covenant that began with Abraham is an important belief of a two-way relationship. Jews put their faith in God (not blind faith – Abraham often questions God) and God gives his blessings to Abraham and his descendants.</li> <li>• Know that Yom Kippur is the holiest day in the Jewish calendar. This period starts with Rosh Hashannah and ends ten days later with Yom Kippur. It is during this time of fasting that Jews show how sorry they are, and attend the synagogue as often as they can, listening to the Torah; for asking for forgiveness from those who they have wronged, forgive those who have wronged them and ask G-d to forgive them; saying, “And for all these, God of forgiveness, forgive us, pardon us, and grant us atonement”.</li> <li>• Understand how Jews celebrate the Shabbat and why it is considered the most important festival: ☐ Timing of Shabbat, no work, but study, rest and leisure Time to celebrate belief in one God as creator ☐ Central rituals: Kiddush, lighting candles, wine shared, and bread cut ☐ Attendance at Synagogue and opening of Ark Dietary rules including kosher and trefah and separation of meat and milk.</li> <li>• Raise and suggest answers to relevant questions in response to the concept of a covenant with God.</li> <li>• Attempt to support their answers using reasons and/or information.</li> </ul>
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## Torah

KS1 (AMV 1:5 and 1:6)	LKS2 (AMV 2:1)	UKS2 (AMV 2:7)
<ul style="list-style-type: none"> <li>• Know that the Torah means ‘teaching’ is the most important part of Jewish scriptures.</li> <li>• Know that it contains the first 5 books of the Hebrew Bible. ☐ It teaches Jews what</li> </ul>	<ul style="list-style-type: none"> <li>• Know that on the Shabbat Jews attend the synagogue, where they worship God. Doing this develops a sense of community. The reading of the Torah is central to the service: during the service there will be readings from the Torah. In the</li> </ul>	<ul style="list-style-type: none"> <li>• Recall that Jewish scriptures are called the Tenakh, which are made up of 3 sections: Torah, Nevi’ism and Ketuvim. The word Tenakh, is made up of these 3 types of writing.</li> <li>• Know that the Torah is the most important because it tells Jews what God is like and how they should live.</li> </ul>



## Knowledge Progression

God is like and how they should live their lives.

- Know that one day a week Jews observe the Sabbath: they rest, have a meal on Friday evening with their family. Jews believe that bringing the family together once a week when no one works is important.
- Understand how special the Torah is for Jews: the Torah is read every week in the synagogue, the end of one cycle is celebrated in Simchat Torah.
- Raise and suggest answers to relevant questions in response to the Jewish teachings on the Torah.
- Attempt to support their answers using reasons and/or information

synagogue the Torah (Sefer Torah) is written on parchment, which are written by hand with a special ink. The importance of the scrolls is shown by the way they are: ☐ Never touched by human hands- a special pointer is used ☐ Each scroll has a mantle (cover) ☐ Once they have been used, they are returned to the Ark ☐ There is an ever-burning lamp outside the Ark to show God is always present ☐

- Know that some Jews wear Tephilin (or Tefillin), which are two straps with boxes on and contain small pieces of parchment from Torah, on the forehead to remind Jews they must love God with their mind and on their arm facing the heart to remind Jews they must love God with all their heart.
- Know the Torah is written in Hebrew.
- Raise and suggest answers to relevant questions in response to the importance and respect Jews give to the Torah.
- Attempt to support their answers using reasons and/or information.

- Know that the teachings in the Torah are summed up in the Shema, which is kept on the doorpost of Jewish homes. It says “Hear O Israel, the Lord our God, the Lord is one ...”
- Understand that there is also a collection of writings called the Talmud. These contain the teaching of rabbis over many years. It gives more details about how to put the rules found in the Torah into practice.
- Understand the meaning of Simchat Torah: a ceremony at the end of Sukkot, when the final part of Deuteronomy and the first part of Genesis is read to show that the reading of the Torah never stops. It reminds Jews that it is important to study and obey the Law throughout their lives.
- Raise and suggest answers to relevant questions in response to the idea of being able to put into practice the teachings of the Torah.
- Attempt to support their answers using reasons and/or information



# Knowledge Progression

## CUE assessment:

**Content:** *With teacher support and encouragement, I can describe how different people may believe different things*

**Understanding:** *I can explain the belief systems of different religions*

**Evaluating:** *I can evaluate, analyse and compare the teachings of different religions.*

	Religion Focus	Content : <i>Experience the curriculum</i>	Understanding: <i>Learnt intended curriculum</i>	Evaluating: <i>Deeply learnt intended curriculum</i>
Y1/2	Christianity	<p>I can explain what Easter is.</p> <p>I can explain that Christians have a God and that their God guides them to be good.</p>	<p>I can explain why Easter matters to Christians</p> <p>I can identify some Christian beliefs and explore how these beliefs help them be good.</p>	<p>I can ask questions about Christianity and how it relates to my religious beliefs.</p> <p>I can explain how different religions have different beliefs.</p>
	Judaism	<p>I can explain that there is more than one religion.</p> <p>I know that in Judaism their holy text is the Torah</p>	<p>I can identify different Jewish symbols and can name their sacred text.</p> <p>I can explain what the Torah is and why it is important to Judaism.</p>	<p>I can suggest ways in which Judaism is similar and different to Christianity.</p> <p>I can compare the Torah to the Bible.</p>



# Knowledge Progression

Y 3/4	Christianity	<p>I can explain my ideas about the kind of world that Jesus wanted.</p> <p>I know that there is more than one word for 'love' in Christianity.</p>	<p>I can explain the importance of the Holy Trinity.</p> <p>I can explain what the term 'agape' means to Christians.</p>	<p>I can explain the impact of the Pentecost on Christianity.</p> <p>I can recognise that characteristics of Christianity are like those of other religions.</p>
	Judaism	I can explain what Passover is.	I can explain what Passover and God the Covenant are and why they are important to Judaism.	I can identify the link between Passover and the Christmas story.
	Islam	I know that the holy text is the Quaran.	I can recall the 5 pillars of Islam.	I can consider why Muslim people pray regularly.
	Hinduism	I can describe what Divali is.	I can explain what Hindu people believe about Dharma, Deity and Atman.	I can explain the meaning of the story of Rama and compare it to another religious story.
Y 4/5	Christianity	I can explore why the Christmas and Easter stories are integral to the Christian faith.	I can explain the meaning and importance of incarnation.	I know what the term messiah means and can explain why Jesus was a messiah.
	Judaism	I know that Jewish children have Bar and Bat Mitzvahs	I can explain how Jewish people keep Kosher.	I can explain why Jewish people keep kosher.
	Humanism	I can explain that humanists believe there is no god.	I can explain what the term 'agnostic' means.	I can consider whether humanism can be called a religion.
	Hinduism	I can explain the concept of reincarnation.	I can explain why the concept of reincarnation is important to Hindus.	I can communicate my opinions of reincarnation and link it to my own religious beliefs.
Y 5/6	Christianity	I understand what the term 'freedom' means to Christians.	I can explain how Christians find freedom when following God.	I can analyse whether Christians can be 'free' if they are following God's guidance.



# Knowledge Progression

	Judaism	I know that Jewish children have Bar and Bat Mitzvahs	I can explain how Jewish people keep Kosher.	I can explain why Jewish people keep kosher.
	Islam	I know that Muslim people perform Sawm.	I can explain why Muslim people follow the practices of Zakat and Saum	I can compare the practise of Zakat to practices in other religions.
	Humanism	I can explain that humanists believe there is no god.	I can explain what the term 'agnostic' means.	I can consider weather humanism can be called a religion.





# Knowledge Progression

## Assessment Questions:

**CORE:** Leading to Content/Understanding assessment

**DIGGING DEEPER:** Leading to Understanding/Evaluating assessment

KS1		
Unit	Core	Digging deeper
<b>God 1.1</b> What do Christians believe God is like?	<b>Core-</b> What happens in the story of the Lost Son?  <b>Greater depth -</b> What does the Parable of the Lost Son tell us about God?	<b>Key-</b> What happened to Jonah?  <b>Digging deeper -</b> How does the story of Jonah and the Whale show Christian beliefs?
<b>Creation 1.2</b> Who made the world?	<b>Core-</b> In what order do Christians believe God created the world?  <b>Greater depth-</b> What evidence is there for Christians to believe that God is the creator?	<b>Key-</b> What rules would God give for looking after his Creation?  <b>Digging deeper –</b> How do Christians believe that God’s creation should be looked after as he instructed?



# Knowledge Progression

<p><b>Incarnation 1.3</b></p> <p>Why does Christmas matter to Christians?</p>	<p><b>Core-</b> What happens in the story of Jesus' birth?</p> <p><b>Greater depth-</b> What happens in the story of Jesus' birth? Explain why this is an important story for Christians?</p>	<p><b>Key-</b> How do Christians prepare for the birth of Jesus?</p> <p><b>Digging deeper –</b> How does the story of Jesus' birth fit in the Big Story of the Bible?</p>
<p><b>Gospel 1.4</b></p> <p>What is the Good News Jesus brings?</p>	<p><b>Core-</b> How does Jesus' teaching bring Good News?</p> <p><b>Greater depth-</b> How does Jesus' teachings help us understand our Christian values?</p>	<p><b>Key-</b> How does Jesus' teachings apply to our lives?</p> <p><b>Digging deeper-</b> How does Jesus' teachings apply to our modern communities and why is prayer important to Christians?</p>
<p><b>Salvation 1.5</b></p> <p>Why does Easter matter to Christians?</p>	<p><b>Core-</b> What is the order of Holy Week and the Easter story?</p> <p><b>Greater depth –</b> How does Incarnation and Salvation appear in the Easter story?</p>	<p><b>Key-</b> How do Christians show their belief about Jesus as the Saviour at Easter?</p> <p><b>Digging deeper –</b> Why is Easter a very important part of the 'Big Story' for Christians?</p>

## LKS2

Unit	Core	Digging deeper
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# Knowledge Progression

<p><b>Creation</b></p> <p>What do Christians learn from the creation story?</p>	<p><b>Core-</b> What do Christians do because they believe God is the creator?</p> <p><b>Greater depth</b> – How can people be God’s stewards beyond just looking after nature?</p>	<p><b>Key-</b> How have humans spoiled their relationship with God? Use Genesis 3 to support your answer.</p> <p><b>Digging deeper</b> – How do Christians show they want to be close to God through obedience and worship?</p>
<p><b>People of God</b></p> <p>What is it like to follow God?</p>	<p><b>Core-</b> How does the story of Noah teach us to live in our school and the wider world?</p> <p><b>Greater depth</b> – What qualities did Noah show that made God choose him?</p>	<p><b>Key-</b> With reference to Bible stories explain how God keeps his promises.</p> <p><b>Digging deeper</b> – Explain how Christians believe that, through Jesus, all people can become the People of God.</p>
<p><b>Incarnation</b></p> <p>What is the Trinity?</p>	<p><b>Core-</b> Explain what the Trinity is and how Christians worship God as the Trinity.</p> <p><b>Greater depth</b> – Explain the idea of God in Christianity and how this compares or contrasts to your own views.</p>	<p><b>Key-</b> How do the Gospels differ in their reporting of Jesus’ birth?</p> <p><b>Digging deeper</b> – Explain the similarities and differences between the teachings of the Bible and how Christians live today.</p>



# Knowledge Progression

<p><b>Gospel</b></p> <p><b>What kind of world did Jesus want?</b></p>	<p><b>Core-</b> What might the actions of Jesus towards the leper mean for a Christian?</p> <p><b>Greater depth</b> – Jesus shows love and forgiveness to unlikely people. How can Christians show this in modern life?</p>	<p><b>Key-</b> How does the Good Samaritan story demonstrate the importance of charity in Christian life to create the kind of world Jesus wanted?</p> <p><b>Digging deeper</b> –</p> <p>How does Jesus’ teaching about how to live guide life in the world today? Does the teaching influence your life?</p>
<p><b>Salvation</b></p> <p><b>Why do Christians call the day Jesus died Good Friday?</b></p>	<p><b>Core-</b> How do Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship?</p> <p><b>Greater depth</b> – How do events in the Gospel texts explain how Christians mark the Easter events in their church communities?</p>	<p><b>Key-</b> Why do Christians remember and celebrate Jesus’ death?</p> <p><b>Digging deeper</b> – How do the events of Holy Week exhibit why Jesus came to the world?</p>
<p><b>Kingdom of God</b></p> <p><b>When Jesus left, what was the impact of Pentecost?</b></p>	<p><b>Core-</b> What are the links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth?</p> <p><b>Greater depth</b> – Why do Christians celebrate Pentecost as the beginning of the Church?</p>	<p><b>Key-</b> Describe how Christians show their belief about the Holy Spirit in worship and in the way they live.</p> <p><b>Digging deeper</b> – Explain your views on how fellowship and the</p>



# Knowledge Progression

		fruit of the Spirit may make a difference in life in the world today.
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UKS2		
Unit	Core	Digging deeper
<b>Creation</b> What do Christians learn from the creation story?	<b>Core-</b> What do Christians do because they believe God is the creator?  <b>Greater depth</b> – How can people be God’s stewards beyond just looking after nature?	<b>Key-</b> How have humans spoiled their relationship with God? Use Genesis 3 to support your answer.  <b>Digging deeper</b> – How do Christians show they want to be close to God through obedience and worship?
<b>People of God</b> What is it like to follow God?	<b>Core-</b> How does the story of Noah teach us to live in our school and the wider world?  <b>Greater depth</b> – What qualities did Noah show that made God choose him?	<b>Key-</b> With reference to Bible stories explain how God keeps his promises.  <b>Digging deeper</b> – Explain how Christians believe that, through Jesus, all people can become the People of God.



# Knowledge Progression

<p><b>Incarnation</b></p> <p>What is the Trinity?</p>	<p><b>Core-</b> Explain what the Trinity is and how Christians worship God as the Trinity.</p> <p><b>Greater depth</b> – Explain the idea of God in Christianity and how this compares or contrasts to your own views.</p>	<p><b>Key-</b> How do the Gospels differ in their reporting of Jesus’ birth?</p> <p><b>Digging deeper</b> – Explain the similarities and differences between the teachings of the Bible and how Christians live today.</p>
<p><b>Gospel</b></p> <p>What kind of world did Jesus want?</p>	<p><b>Core-</b> What might the actions of Jesus towards the leper mean for a Christian?</p> <p><b>Greater depth</b> – Jesus shows love and forgiveness to unlikely people. How can Christians show this in modern life?</p>	<p><b>Key-</b> How does the Good Samaritan story demonstrate the importance of charity in Christian life to create the kind of world Jesus wanted?</p> <p><b>Digging deeper</b> –</p> <p>How does Jesus’ teaching about how to live guide life in the world today? Does the teaching influence your life?</p>
<p><b>Salvation</b></p> <p>Why do Christians call the day Jesus died Good Friday?</p>	<p><b>Core-</b> How do Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship?</p> <p><b>Greater depth</b> – How do events in the Gospel texts explain how Christians</p>	<p><b>Key-</b> Why do Christians remember and celebrate Jesus’ death?</p> <p><b>Digging deeper</b> – How do the events of Holy Week exhibit why Jesus came to the world?</p>



# Knowledge Progression

	mark the Easter events in their church communities?	
<b>Kingdom of God</b>  <b>When Jesus left, what was the impact of Pentecost?</b>	<b>Core-</b> What are the links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth?  <b>Greater depth</b> – Why do Christians celebrate Pentecost as the beginning of the Church?	<b>Key-</b> Describe how Christians show their belief about the Holy Spirit in worship and in the way they live.  <b>Digging deeper</b> – Explain your views on how fellowship and the fruit of the Spirit may make a difference in life in the world today.

<b>UKS2</b>		
<b>Unit</b>	<b>Unit</b>	<b>Unit</b>



# Knowledge Progression

<p><b>2B1 God</b></p> <p>What does it mean if God is loving and holy?</p>	<p><b>Core-</b> What is the connection between biblical texts and Christian ideas of God ?</p> <p><b>Greater depth</b></p> <p>How do Christians put their beliefs into practice in worship?</p>	<p><b>Key-</b> How do Christians put their beliefs about God into practice in worship?</p> <p><b>Digging deeper -</b></p> <p>Weigh up how biblical ideas about love, holiness or forgiveness relate to the issues, problems and opportunities of modern living.</p>
<p><b>2B2 Creation and science: conflicting or complementary?</b></p>	<p><b>Core-</b> What is the connection between Genesis 1 and the Christian belief about God as the Creator?</p> <p><b>Greater depth</b></p> <p>What are the key areas you have found in Genesis 1 and comment in how far these are helpful or inspiring?</p>	<p><b>Key-</b> Explain what Psalm 8 has to say about the idea of God as the Creator and the place of humans in Creation.</p> <p><b>Digging deeper -</b></p> <p>How well do humans respond to the responsibility for the Earth ,using religious and non-religious view points?</p>





# Knowledge Progression

<p><b>2B3 People of God</b></p> <p>How can following God bring freedom and Justice?</p>	<p><b>Core-</b> Explain how some Christians put their beliefs into action by trying to bring freedom to others.</p> <p><b>Greater depth</b></p> <p>What are the connections between Bible texts and what Christians believe about the People of God and how they should behave?</p>	<p><b>Key-</b> Identify examples of Law texts and suggest how believers might interpret them.</p> <p><b>Digging deeper -</b></p> <p>Explain how the Christian idea about justice relate to issues, problems and opportunities of their own lives and the world today.</p>
<p><b>2B4 Incarnation</b></p> <p>Was Jesus the Messiah?</p>	<p><b>Core-</b> How does the idea that Jesus is the Messiah makes sense in the wider story of the Bible?</p> <p><b>Greater depth -</b> Explain how the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and what difference that might make in people’s lives.</p>	<p><b>Key-</b> With reference to some Bible texts explain what Christians believe about Jesus as the Messiah e.g. how they celebrate Palm Sunday.</p> <p><b>Digging deeper -</b> How do Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through bringing peace and transformation in the world?</p>
<p><b>2B5 Gospel</b></p>	<p><b>Core-</b> Explain the messages Jesus was teaching about in the Sermon on the Mount.</p>	<p><b>Key-</b> Using examples from the Gospels explain how Jesus responds to people in unexpected ways.</p>



# Knowledge Progression

<p><b>What would Jesus do?</b></p>	<p><b>Greater depth</b> Explain and give examples of how Jesus' 'good news' in the Gospel texts guide Christians how to live in the Christian community and in their individual lives.</p>	<p><b>Digging deeper</b> – Explain how Christians bring the good news of the Gospels 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 community.</p>
<p><b>2B6 Salvation (Year 5)</b></p> <p><b>What did Jesus do to save human beings?</b></p>	<p><b>Core-</b> Explain how Salvation fits in the Big Story of the Bible.</p> <p><b>Greater depth</b> How does the Christian belief of Jesus' death as a sacrifice link with how Christians celebrate Holy Communion/Lord's Supper?</p>	<p><b>Key-</b> Explain and compare the way Isaiah 53 and John 19 show the sacrifice of Jesus.</p> <p><b>Digging deeper</b> – Explain how the Christian concept of the sacrifice of Jesus and the idea of Salvation motivates Christians to follow Jesus' example in giving themselves for others.</p>
<p><b>2B7 Salvation (Year 6)</b></p> <p><b>What difference does the resurrection make to Christians?</b></p>	<p><b>Core-</b> How does the Christian belief in the Resurrection affect how Christians worship on Good Friday and Easter Sunday?</p>	<p><b>Key-</b> Describe how the Christian belief in resurrection and life after death might make a difference to a Christian's life.</p>



# Knowledge Progression

	<p><b>Greater depth</b> – How might the belief in the Resurrection might affect how people respond to challenges and problems in the world today?</p>	<p><b>Digging deeper</b> – Explain how biblical teachings and beliefs about life after death might make a difference to people in the world today.</p>
<p><b>2B8 Kingdom of God</b> <b>What kind of King is Jesus?</b></p>	<p><b>Core-</b> Jesus told many parables about the Kingdom of God. How is the Kingdom of God described?</p> <p><b>Greater depth</b> – Explain how Christian’s belief in the Kingdom of God affects the way they worship and serve their community.</p>	<p><b>Key-</b> Using the parable of the unforgiving servant discuss whether Christians should always forgive.</p> <p><b>Digging deeper</b> - Explain how Christians put their beliefs about the Kingdom of God and into practice through receiving and practising forgiveness</p>